

## CHAPTER – I

### 1. Introduction

#### 1.1 General background

Language is a social, cultural and geographical phenomenon which is used in our society to establish the relationship among the human beings. Without language human civilization as we now know it, would have remained an impossibility. A language is a device that establishes sound meaning co-relations, pairing meaning with signals to enable people to exchange ideas through observable sequences of sound. Language is also a vehicle for transmission of civilization. Language doesn't change suddenly, it develops through human civilization. The evidence is just not available. It has long history of development. It has been in existence since the earliest period of the history of human race. Language seems to be as old as our species. It is difficult to give exact dates for the rise and development of a language because it does not change suddenly. There are no primitive or inferior languages in the world. All languages appear to be equally complex and all are absolutely adequate and subtle, highly organized to the needs of the user, no matter the people may live in the most primitive conditions.

In the beginning there were only visual signals. But when visibility was not perfect, human felt the need of vocal signals. Language is a means of communication and storehouse of knowledge. It is an instrument of thinking as well as a source of delight. Without language man would have remained only a dumb animal. Language is our faculty to speak which all human beings hold in common that makes us different from animal. A language is a set of signals by which we communicate with each other. Language is a form of cultural behaviour. It is the most dynamic form in which culture is preserved. Language is the most widely used means of

communication. It is only possession of mankind and non-instinctive. Language is a very complex human phenomenon. All attempts to define it have proved inadequate.

According to Sapir (1978:8), "language is primarily human and non-instinctive methods of communicating ideas, emotions and desires by means of system of voluntarily produced symbols"

In the Encyclopedia Britannica (Vol. 13. 696), Language is defined as an arbitrary systems of vocal symbols by means of which human beings as members of a social group and participants in a culture interact and communicate". Various by various linguists and scholars. No signal definition of language is perfect in itself. So language is a complex and versatile social phenomenon. It is a voluntary, vocal system of human communication. Through which human beings communicate, express and transmit their ideas, feelings and emotions, attitudes, desires to each other.

There are thousands of languages in the world. New languages have sprung up from older one during the process of diverse development that has been going on since the earliest times. Among them, English is the most widely recognized language. It is the most dominant and an international language. There are many families of languages. English language belong to the Germanic group under Indo-European language family which is regarded as the largest and most important language family. In spite of thousands of languages spoken in different parts of world, all languages share some common properties. Every language has certain categories, units, functions of grammar which are found in others as well.

Generally, it is claimed that one in every seven people can speak English. English language is taken as richest language in the world because it has richest vocabulary as so opposed to other language.

Most of the books are written in English medium. It possesses great amount of literature. Fifty percent of words newspapers, magazines are found in English. One out of ten persons in the world knows English. Seventy five percent of world's mail, over fifty percent of words scientific and technical periodical use English as a medium of expression.

English is one of the most widely used lingua Franca of the world, which is spoken natively by the majority people of the UK the USA, Australia, Canada and New Zealand. English is the mother tongue of 300 million people in the world. However, it is not quite surprisingly if we come across the people who speak English as the native language in other parts of the world especially in the former British Colonial countries such as India, Pakistan, Singapore, Hong Kong etc. And in some countries as a second language in the rest of the world it is taught and learnt as a foreign language. In all, English is spoken by 700 million people in the world. Though statistically speaking, Chinese is spoken by the greatest number of people in the world. It failed to be popular all over the world due to so many reasons. There is a wide and significant differences in the distribution of the speakers of two languages. Whereas Chinese is confined mostly to the Chinese sub-continent, English is used in all parts of the globe. A speaker of English will be understood all over the globe. It is interesting that there is the craze for the study English even among the Chinese.

Since English nowadays has been become politically, economically and academically dominant. People all over the world seem to learn and use English. English is a common core or nucleus which is realized only in the different form of language that we actually hear. It is spoken differently in different part of the world. There are two national standard American and British English. Grammatical differences are very few and most conspicuous are widely known. New Zealand English is more like

British and other non European variety. Australian English is dominant form of English in the northern hemisphere. New Zealand English is more like BrE. Canadian English follows BrE rather than ArE. English is one of the recognize official languages of the U.N.O. It is also the link language of common wealth countries. In some places English is spoken as mother tongue, in some places as a second language and still in some other places a foreign language. It is taught and learnt as a foreign language in the context of Nepal. English, however, still occupies an important place in the educational system of Nepal. It is taught compulsorily throughout the country up to the bachelor level.

### **1.1.1 A Brief History of English in Nepal**

The introduction of English language in Nepal is closely connected with the establishment of Rana Regime in the nineteenth century. India was then powerful British colony. English, therefore, was imposed upon the Indian as it was the language of the rulers. They even depreciated the indigenous languages of India. Such feeling can be easily be discerned in the remarks made by the contemporary writers. There was an imperialist feelings towards the colonial country and its people. They not only geographically dominated. But also socially, culturally and linguistically. This instance proves that English was imposed upon Indians. It was rather gradually imported in Nepal. It was Janaga Bahadur Rana who introduced English education in Nepal after his arrival form his visit to Europe in 1910 B.S.

The development of the English language in formal educational system was started with the establishment of Darbar High School in 1853 AD, the first English medium school in Nepal.

Janga Bahadur Rana, the then prime minister of Nepal visited England in 1850 AD to strengthen the ties of friendship with the

powerful British empire. He realized the need and importance of English to communicate and strengthen his friendship with foreign country and thus to make his position stronger in Nepal. Consequently, he invited an English teacher from England in order to teach his sons and to give English education to the children of Rana families. Later he established Durbar High School to teach English education to Rana children in 1953 AD. The school was shifted to Rani Pokheri after three decades in 1891 AD. This school is at present situated near Rani Pokheri popularly known as Bhanubhakta Secondary School. Later during the period of Chandra Shamsheer Rana, the doors of Durbar high School were opened for common people of the nation. Chandra Shamsheer opened another school at Patan as well.

During the Rana period, there were limited numbers of schools and colleges for providing English education. It is so because Ranas were not in favor of opening schools for common people. An adequate number of schools and colleges were established after the overthrow of Rana regime and restoration of democracy for the first time in 1918. After the implementation of modern education policy, the common Nepali people get an opportunity to get education. The teaching and learning of English in higher education started with the establishment of Tri-Chandra college in 1981 A.D. by the then prime minister Chandra Shamsheer. After the implementation of new education system plan in 1972 A.D, some notable changes were brought in the English curriculum. This plan implemented 100 full marks for English as a compulsory subject from primary to SLC level.

At higher level Tribhuvan University started to prescribe its own syllabuses and conduct its own examinations in 1960. However, the educational system in India had influenced the Nepalese curriculum. In fact, the opening of Tri-Chandra College in 1981 A.D. marks the formal

beginning of English in higher education in Nepal. However, in these days, literature used to be focus of study. Literary texts were *perused*, analyzed and critically studied. Mainly reading and writing were the language skills given precedence above others. English literature laws thought to be an end for its own sake rather than being a means of communication. Almost all the textbook were in English and the medium of instruction and examination was also in English. However, with the passage of time English lost its role of beings the medium of instruction. Never the less, English was retained as a compulsory subject. The year before 1972 were the *hakyon* days of English both at the university and secondary level in Nepal.

So many factors led to the present not much expected scenario. Nowadays English has been taught right form beginning to bachelor level as a compulsory subject. English is included as a compulsory subject in the Tribhuvan University Curricula, but the period of English teaching varies from faculty to faculty. It has made English language teaching arbitrary. Comprehensive and well defined English language policy is to be formulated.

### **1.1.2 Importance of English in Nepal**

As an international language, English has created better understanding among the nations of the world. English is words most widely spoken language. It is the common means of communication among world population. It is an international language. So almost all the countries in world have included this subject in the school and campus curriculum. It has occupies the most important status in Nepal. It has been taken as a compulsory subject from primary to bachelor level.

The importance of English in the context of developing countries like Nepal can hardly be exaggerated. It is because it can be used as a

means to achieve a certain end especially educational one. It is the medium of the great deal of the world's knowledge, especially in such an area as science and technology, politics, economics etc. Learning and using English will not only give us much needed unification but will also provides us into the exciting world of ideas. It will make us possible for us to share the experience of other nations.

This is the age of globalization and fierce competition that is why every person tries to make himself/herself salable product in the national and international markets. The knowledge of English becomes an invaluable asset for his/her carrier. One who does not have command over written and spoken English will lag far behind than those who do have because English is a library language. Most of the books, research reports, journals etc. In the world are written in English and written in other languages are immediately translated into English if they are of importance. to any discipline.

When we investigate why so many nations have in recent years made English an official language or chosen it as the chief foreign language in schools and universities. One of the most important reasons has always been educational, in the broadest sense. Students studying engineering, medicine, science and technology are likely to confront with difficulties posed by the low proficiency in English. The main reasons behind it is that most of the books and research reports are not available in their native language not only the instruction also conducted exclusively in English. Students having good command over English can find enough materials for them to update their information. On the other hand, students who do not have good command have to rely on the translated texts. Whether or not the person who translated any text has well understood or not. So called book writers, especially the books related to a particular level of college or university just translated original

text into Nepali. Such types of books are easily available in book stalls. The student who attempt to study the original text will be benefited than those who solely relay on chiefly translated books.

English though it has not gained official status in Nepal. But it is preferred as a medium of communication its international dealing. Our diplomats while dealing with diplomatic affairs use English. Another most important in which English is extensively used is the mass media. The world has turned out to be a global; village due to the invention of science and technology. The press advertising, broadcasting, film and music have extensively used English for their global readers or audience.

Tourism is one of the main source of national income. It covers more than 6% of total national income of our country. It works as a lingua Franca between tourists and the people involved in tourism. So person who have adequate knowledge of English language and culture can get good opportunities of working in the tourism industry.

English undoubtedly of vital importance for accelerating the modernization process in Nepal and in so far as education is an agent of such process. No doubt learning such an important second language is not a easy task. It needs a lot of time and effort to have mastery over all the levels of language. Levels of language refers to a major dimension of structural organization. Broadly speaking, there are four levels of language. These levels are phonology, morphology, grammar and semantics. All of these levels are usually important for learning English language. These levels correspond structure and content of language. Phonology deals with sound system, morphology deals with words or vocabulary grammar deals with meaningful combination of words and semantics with meaning aspect.



## **1.2 Aspects of Language**

There are four language aspects. H.H. Stern says "Language aspects and skills are related to the branch of linguistics"

### **a. Pronunciation:**

Pronunciation refers to the spoken shape of language. It is pronunciation of words. Spelling refers to the shape of language. Pronunciation includes segmental and supra-segmental features.

### **b. Vocabulary:**

Vocabulary is the most important aspect which includes words and lexis. Vocabulary items have meaning. There will be twisting of meaning and twisting of words. Language students need to learn lexis of the language. Vocabulary is one of the most important building blocks of language.

### **c. Grammar:**

This aspect refers to the structure of language. Grammar is the analytical and terminological study of sentences. Tense, voice, number, person etc. are the aspects of grammar. Grammar includes morphology and syntax. Grammar makes us to understand a number of statistical problems.

### **d. Communicative Function:**

Language function refers to the purpose for which an utterance or unit of language is used. They are described as categories of behaviour. Language function can be broadly classified as grammatical and communicative function. Communicative function refers to the communicative goal for which a language is used of a community.

## **2. Vocabulary:**

Vocabulary is the most significant aspect of language. Vocabulary is a tool of thinking and a medium of exchanging ideas. Without command

over vocabulary, we cannot express our ideas. It is the basic building block of language.

## **2.1 Definition of Vocabulary**

Vocabulary refers to the word that we use in our day to day life in order to express our feeling. vocabulary is the smallest meaningful building blocks of syntax.

Generally, the term vocabulary can be defined differently by various linguists.

According to Hornby in OALDCE (1996:1425) the term vocabulary has been defined as "the total numbers of words".

According to *Paul Procter* et. al (1997:1628) Vocabulary refers as the words which exist in particular language or subject.

According to *Wilinks*, (1972:111), "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

According to Harmer (1991:153) " IF language structures make up the skeleton of language then it is vocabulary that provides the vital organ and flesh. An ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used".

According to Richard et. al (1985:307) "Vocabulary refers to a set of lexemes, including single words and idioms".

## **2.2 Types of Vocabulary**

Vocabulary has been classified in a number of ways. Productive or active Vs receptive or passive vocabulary. Active or productive vocabulary is that over which we have full command and which we can use in our speech and writing. Passive or receptive vocabulary, on the other hand, consist of those words whose meanings we understand when they appear in speech or writing of others but which we cannot use in our speech or writing because we are not fully conversant with them. We understand far more words than we can produce. In this regard, Jeremy

Harmer (1991:159) says "Active Vocabulary refers to the vocabulary that has been taught to learn and which they are expected to be able to understand, pronounce and use constructively in speaking and writing". "Passive vocabulary refers to the words which the student recognizes when they occur in context but which they will probably not to be able to produce.

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 actively used by one person may not be used actively by another. So the active vocabulary of one person may be the passive vocabulary of another and vice-versa. On the other hand, a word that students have in their passive store may suddenly become active if the situation of the context provokes the vocabularies that we can use into both productive and receptive skill of the language are called passive vocabularies.

Dionysus Thrax has classified words in terms of content and functional/structural words. The content words are also called lexical words or full words. Content word may specifically defined as words which have state lexical meaning. In other word, content word refers to the thing, quality, state or action and which have lexical meaning when it used alone. It includes nouns, verbs, adjectives, adverbs. they are also called major word or open ended word. Functional word has little meaning of its own but it shows grammatical relationship in and between sentences. It includes conjunction, prepositions, articles, auxiliaries etc.

Structural or functional words include preposition (into, on, under etc.) conjunctions (wither, nevertheless etc.) auxiliary (is, will, may etc.), quantifiers (much, more etc.), personal pronoun (I, we, they etc.) relative pronoun (Who, which etc.), articles (a, an, the etc.)

Similarly, Frishby (1954:94) mentions four types of vocabularies such as speaking vocabulary, listening vocabulary, writing vocabulary and reading vocabulary.

### **2.3 Skills Involved in Learning Vocabulary**

Learning vocabulary is a complex process. In learning vocabulary many skills like reading, listening, speaking, writing etc are involved. Above all extensive reading, skill is the key to building vocabulary. Besides these using dictionary and familiarizing themselves with word formation are tools to enable student to increase their vocabulary. Noting new words in self defining content, storing words in memory and using and retrieving them are the essence of developing vocabulary power.

### **2.4 Aspect of Learning Vocabulary**

There are four aspects in learning vocabulary. To get mastery over vocabulary students must know all the four aspects of vocabulary. These aspects are knowing word formation word grammar, meaning and usage/ use. According to Harmer (1997:158), " Knowing the word means for more than just understanding its meaning". Each of these aspects of vocabulary has been described below.

#### **a. Word Formation.**

Word formation means knowing how words are written and spoken and knowing how can they change their form. Celece Murcia (1973) calls word formation process as incorporation which refers to the syntactic nature of vocabulary for example;

I put water in the plant → I watered the plant

Similarly, if we put in to the word 'correct' (incorrect) and 'ly' to the word 'beautiful' (beautifully).

The above process of word formation change not only the form but the meaning both grammatical and semantic meaning will entirely be

changed. So we need to know how they can change their form, how suffix and prefix change the meaning of the word etc.

### **b. Word Grammar:**

Words not only change according to their grammatical meaning but they can also trigger the use of certain grammatical patterns. For example, a countable noun can be both singular and plural.

Chair → Chairs

But an uncountable noun can only be singular for example,

Furniture → Furniture (not furnitures)

There are also some nouns that are neither countable nor uncountable but which have a fixed form and, therefore, collocate only with singular or plural e.g. people, 'the news', 'mathematics' etc. The words like verbs can also trigger certain grammar too. Such difference is reflected in grammatical rules. For example;

The verb 'tell' is followed by an object + to + infinitive (they told him to stay but the verb 'say' does not work.

### **c. Word Meaning:**

Vocabulary items frequently have more than one meanings. Word meaning changes according to context in which it is used we cannot infer the meaning of certain word in isolation. If we see a woman in a theatre arguing at the ticket office saying "I booked my tickets two weeks ago", 'book' here refers to reservation. Similarly, the word 'run' has multiple meaning. Sometimes the words have meanings in relation to other words i.e. sense relation. For example, the word, "vegetable" has general meaning whereas 'carrots', 'cabbages', potatoes etc. have specific meaning similarly, 'good' has opposite sense (antinomy) with 'bad' and 'bad' has same sense (synonyms) with evil.

#### **d. Word Use/Usage:**

What a word means can stretched, change or limited by how it is used. Word meaning is stretched through the use of metaphor and idioms. The word meaning of 'hiss'-noise of snakes can be stretched through meaning of 'hiss' - noise of snakes can be stretched to describe the way people talk to each other, "Don't move or you're dead". Similarly, in the sentence, "He's a real snake in the grass", refers to deceitful person.

Word meaning is also governed by collection that which words go with each other for example, 'bad' collocates with 'girl' but not with 'curd' etc.

Harmer (1991) summarizes the aspects of learning vocabulary in following diagram.

## **WORDS**

**Harmer: 1991:158**

### **2.5 Some Techniques of Teaching Vocabulary**

Technique of teaching vocabulary refers to presenting a items to the students in an understandable way. Traditionally, meaning of new items had been directly translated into the students mother tongue and ask students to learn their meaning by heart until they form habits. Nowadays, the technique has been rejected. Now the main objectives of

teaching vocabulary is to make students find out word-meaning themselves in various context of situation. One of the major problem in teaching vocabulary is finding out a situation or context in which the students can show if they can use the word properly. Teacher should adopt different approaches to present different types of vocabulary items.

Many ways of presenting vocabulary items are possible songs and games can be effective and enjoyable tools for introducing age and level or sophistication of the students. Visual and audiovisual materials and other means through which a large amount of contextualized vocabulary can be presented. According to Harmewr (1991), there are following techniques of presenting vocabulary.

**a. Relia**

Relia is the use of real object. The teacher can bring real objects like 'pen', 'ball' etc. Such objects can easily be brought into the classroom. Sometime teacher can point out the things which happened outside the class.

**b. Picture:**

Pictures can be used when concrete objects are impossible to bring into the class. For example, the word 'elephant' can be taught through the use of picture.

**c. Mime, action and gesture.**

Mime and action can be used to show the meanings of action verbs and it is also used to show feelings and emotions. For example, running, sleeping etc. Gesture can be used to show range of meanings such as big, small, fast etc.

**d. Contrast:**

We can also contrast the meaning of words. We can present the words meaning of 'large' contrasting with 'small'.

**e. Enumeration:**

This is the way to relate specific words with general words. This shows the sense relations of general to specific. Through enumeration the teacher can explain the word vegetable, e.g. potato, tomato etc.

**f. Explanation:**

We can contextualized the meaning of the particular word by explaining it.

**g. Translation:**

The meaning of the word is translated into students' mother tongue. It is an easy and quick way. It is useful in teaching meaning of the abstract words. It should be the teachers last resort. Teacher should use it only when nothing else work.

**h. Games:**

There are many games and activities that can used for teaching vocabulary. Selection of games depends upon the nature of vocabulary and levels of students.

Besides the above mentioned technique, there are several other technique that can be applicable in introducing various vocabulary items.

**a. Antonyms:**

This is another way of teaching vocabulary., The meaning of such words as 'happy', 'cruel' etc can be explained by providing the opposites, 'sad' and 'kind'.

**b. Synonyms:**

To explain the meaning of new words synonyms word can be given that are already known by the students. For example, the meaning of such words as 'rich' and 'remote' can be explained by providing their synonyms, 'wealthy' and 'far away'.



### **c. Word analysis:**

Sometimes it is possible to teach the meaning of a word by breaking up a complex word into its constituent morphemes in learning new word, eg. 'unhealthy' (un+ healthy+ly).

### **d. Dramatization/Role-play**

Role play is the dramatization of a real life situation in which the students assume roles. It presents the students with a situation that must be interpreted and acted out by them. In doing role playing, the students are likely to need certain vocabulary. These words can be introduced by the teacher prior to the dramatization and subsequently be used during the role play.

### **e. Using definition:**

Providing definition of a word is also a very useful in explaining the meaning of abstract words such as 'patriotism', 'democracy'. A specific definition may be more helpful than pictures or demonstration.

## **2.6 Principles of Vocabulary Selection**

English language is like a vast ocean. It has richest vocabulary. It is neither possible nor desirable to know all these words. What a learner needs to learn are the words that frequently occur in speech and writing. In our first language, we automatically make selection. We learn words as we need them and more we need them we use them. This is called natural selection. In case of foreign language it is not possible to learn whole words. Even a native speaker doesn't get mastery over all the words in his whole life. So selection of vocabulary is very essential. While selecting vocabulary in a particular language we should regard the validity and usefulness of words, structural values and words' productivity. The selection of words and structures is done on both

linguistic and practical consideration. Vocabulary should be selected on the basis of following principles.

**a. Frequency**

We can decide which words we should teach on the basis of how frequently they are used by the speakers of the language. The words which are most commonly used are the ones we should select first. The words which occur most frequently are naturally the most useful items in the language and those should be selected. However, frequency principle is heavily by the type of text. The words which are more frequent in science may be less frequent in legal documents. So we should not solely depend on it.

**b. Coverage**

Coverage is another popular principle for selecting words. It means the word which cover more thing than the word which has only specific meaning. A word said to be more useful if it has wide coverage than if it only has very specific meaning. We should select the words which have wider coverage. Those words which can cover a larger conceptual or semantic field than others should be selected. For example, the word 'book' has greater coverage than the word 'note book' or 'textbook'.

**c. Availability**

Selection of vocabulary also depends on whether the items being used are available or not in the locality. A large number of words which can not be selected through frequency, should be selected with their availability. The frequency of a word relating to a particular topic is called its availability for that topic. The word with the highest availability for these topics are selected though they may have low frequency count in samples. For example, the word 'blackboard' has no significance frequency, but it is necessary word in the classroom.

#### **d. Learnability**

While selecting vocabularies those words should be selected which are more easier than the other difficult items. Especially, in native language clarity, brevity, regularity and learning load determine the level of difficulty.

#### **e. Range:**

The number of topic in which a word occur is called its range. There are some words. Which have their more structural value such as determiners (a, an the, this, that) etc have the wider range. The word which is found everywhere should be selected.

#### **f. Productivity:**

A word's productivity refers its value for word building by means of prefixes and suffixes i.e. man, nay unmanly. The words which have more productivity, should be selected.

### **2.7 Principles of Itching and Learning Vocabulary**

Vocabulary is the most important aspect of a langue., Teaching and learning of vocabulary should follow certain principles., According to Wallace (1982:27) there are following principles.

#### **a. Aims:**

While teaching vocabulary, the teacher t first has to be clear enough about his/her aims such as how many of the things listed does the teacher expect the learner to be able to do?

#### **b. Quantity:**

All the vocabulary items can not be taught simultaneously. After deciding what is involved in vocabulary learning, the teacher should decide on the amount of vocabulary.

#### **c. Need:**

The choice of vocabulary will be made on the basis of aims of the course and the objectives of individual lesson. However, the teacher

should put the responsibility of choosing vocabulary to be taught on the needs of students.

#### **d. Frequent Exposure and Repetition**

The words to be the part of learner's productivity vocabulary, he must be given the opportunity to get frequent exposure, repetition and opportunity to use them.

#### **e. Meaningful Presentation**

A single word may have multiple meaning. The word should be presented in such a way that its denotation or reference is perfectly understood.

#### **f. Situation Presentation**

The choice of word may vary according to the situation in which we are speaking and level of formality. student should learn words in the situation in which they are appropriate.

#### **g. Presentation in Context**

Students should learn the collocation that a word occurs in. This means words seldom occur in isolation. So the teacher should teach words in their natural environment or in context.

### **2.8 Importance of Teaching/ Learning Vocabulary**

Language is a vast ocean. to get mastery over language, we need to mastery over the vocabularities of that particular language. Students must learn thousands of words that the speakers and writers of English use. Though researcher, the scholars have found that the communication breaks down when people do not find right words. so the teaching of vocabulary should not be neglected. About the importance of teaching vocabulary Wallace, M. J. (1982) has opined as "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 of foreign language is basically a matter of learning the vocabulary of that language.

Vocabulary is a significant aspect of language. It is taken as a basic building blocks of language. Without good command over vocabulary, we can not express all of our desires. Again Wallace (1982:9) says, "it is possible to have a good knowledge of how the system of langue works and yet not be able to communicate in it, whereas if we have the vocabulary we need it possible to communicate".

So it is true that without enough knowledge of vocabulary, a learner cannot use his target language effectively. In fact, if grammar is a skeleton, then it is vocabulary that puts the vital organs and flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used.

A sound in itself has no meaning at all whereas a word is always meaningful. Language learners need to learn the lexis of the language. They need to learn what words mean and how they are used. The students have to know organization, pronunciation, meaning, etc. of new words. Students need to learn varieties of vocabulary ranging from both simple to difficult. Pronunciation of word in accurate way is essence in teaching vocabulary. Spelling i.e. graphic representation is a basic of speech and writing. A sentence is a sequence of words. It is therefore necessary to understand the meaning of words. A word may have multiple meaning. It depends on the situation and collocation. There are mainly five different types of meaning. They are discussed along the following lines.

**a. Lexical meaning:**

Lexical meaning refers to the meaning given in the dictionary. But the dictionary doesn't provide all information about word. For example, in the sentence. The clever boy touched the little girl, the dictionary clarifies

that the boy and girl are human beings, 'touch' shows action and the words 'clever' and 'little' means qualities. Dictionary never clarifies whether clever refers to the quality of boy or girl.

### **b. Syntactical Meaning**

Syntactical meaning refers to the sequence of words in a particular sentence. By this, we understand the meaning of word. For example, in the above mentioned sentence we can easily guess the 'boy' is clever and 'girl' is little. The clever boy is preceded by the verb 'touch' so it makes us clear that the boy performed the action.

### **c. Morphological meaning:**

Morphological meaning is inferred through the form of word in the sentence. In the above sentence, the verb tells us that action was performed in the past. The form of the word 'boy' and 'girl' tells that there was only one boy and one girl.

### **d. Intonational Meaning**

The meaning of the word frequently depend upon the way they are pronounced.

### **e. Cultural or contextual meaning**

Language is a social and cultural phenomena. The group of people living in the particular society have their own notion. For example the word 'breakfast' may not be fully accepted by Nepalese society unless they are familiar with the eating habits. So the meaning of a word may be interpreted according to the cultural notion they belong to

## **2.9 Objectives of Teaching Vocabulary**

The objectives of teaching vocabulary is to make students to understand the meaning of word in different context. No language can be learnt without learning its vocabulary. It serves as the backbone of our ability to communicate. Hence, it must be included as an integral part of

language teaching and learning. The main objectives of teaching vocabulary are to:

- a. recognize it in its spoken or written form;
- b. relate it to an appropriate object or concept;
- c. recall it at will;
- d. use it in the appropriate grammatical form;
- e. pronounce it in a recognizable way;
- f. spell them correctly;
- g. use words with the word correctly goes with i.e. collection;
- h. use them at the appropriate level of formality;
- i. to make students aware of connotation and association.

### **1.3 Review of the Related Literature**

Vocabulary is the most important aspect of language. So nowadays several linguists and researchers are interested in this field. In spite of the great importance of vocabulary in language teaching and learning, very few studies have been carried out on them. Some of the studies carried out previously have been reviewed in the following paragraphs.

The first research in the field of vocabulary of the students in Nepal was carried out by Rongon (1973) entitled on "A study of the spoken vocabulary of the primary children of Nepal". It was done to identify a list of Nepali words which are most frequently used by the children of grade one, two and three of primary schools of Nepal. More Hindi words were found to be used in the terai region. Besides these not much difference was found in rest of the three regions.

Chudal (1997) carried out a research entitled 'A Study of English Vocabulary Achievement of the Students of Grade Six in Jhapa District'. He wanted to investigate students' achievement of English vocabulary used in the English textbook of grade six. The purpose of the study was to

make a comparative study of English vocabulary achievement of the students of class six on the basis of sex and locality. He found that the students English vocabulary was poor in total. The boys' proficiency was found better than that of girls. Similarly, the urban students' achievement was found satisfactory that hat of rural students.

Likewise, Khatri (2000) has studied on 'Vocabulary achievement of grade eight'. His objective was to find out the achievement of noun and verbs of English textbook of grade seven at public schools. The findings of his study revealed that the English vocabulary achievement of the students of grade eight was found satisfactory in total. In the same way, the achievement in noun was found better than the verbs.

Similarly Tiwari (2001) has studied on 'English vocabulary achievement by the students of grade ten'. The purpose of the study was to investigate the students' proficiency in the achievement of English vocabulary used in the English textbook of grade ten. He has also made an attempt to analyze the difficulty level of the vocabulary on the basis of the students' intellectual maturity. His finding shows that the English vocabulary achievement of the students of grade ten was not found satisfactory in total. The study has shown that 43% of vocabulary items were quite difficult for the students.

Upadhayaya (2002) has carried out a research on "A study on achievement of phrasal verbs, of the student of higher secondary level". The objectives of this study was to find out proficiency in phrasal verbs at higher secondary. He found that the achievement of phrasal verbs by the students of higher secondary level was quite satisfactory. He used test items as a tool for data collection.

Shai (2003) has carried out the research on "A Study on the vocabulary and spelling in British and American English. This research was carried out to prepare a list of varieties of American and British



English and to classify the collected words into several groups. Thus to find out which variety is dominant among the Nepalese students. The study found that words and phrases are found to be different in British and American English. The average and most of the students are found to be using British English.

Gyawali (2004) has carried out a research on "A study on vocabulary teaching through direct and indirect technique". The main purpose of his study was to find out the effectiveness of indirect technique over direct technique in teaching vocabulary. He come up with the conclusion that the former effective than latter.

Paudyal (2005) carried out a research study entitled "A study on the English vocabulary achievement by the students of grade nine". She tried to investigate the students' achievement of English vocabulary in the English textbook of grade nine. She found that the students' achievement of English vocabulary in content words in total was satisfactory. She introduced different variables and compared the result on the basis of them.

Shrestha (2005). has studied on 'Relation between frequency of occurrence of vocabulary items in the textbook and their learning". The purpose of the study was to find out the students' proficiency in the achievement of vocabulary items used in the textbook and to compare the vocabulary achievement in the frequency of high occurrence with the achievement in the frequency of low occurrence. The findings of the study revel that although the vocabulary. Items which have high frequency in the textbook, their achievement is low.

Although, the above mentioned studies are related to the vocabulary achievement of the students but not a single thesis has been yet carried to find out the students; achievement of content wards used in the English textbook of eighth grade by ninth graders. The present study

has also compared vocabulary achievement on the basis of districtwise, genderwise and sectorwise.

#### **1.4 Objectives of the Study**

This research has the following objectives

1. To investigate the students' achievement of English vocabulary used in the English textbook of class eight.
2. To compare the achievement of English vocabulary of ninth graders between Kathmandu and Lalitpur district under different variables such as genderwise, districtwise and public private.
3. To suggest some pedagogical implication

#### **1.5 Significance of the Study**

English is widely recognized Lingua Franca. English is used as a medium of great deal, especially in such area as science and technology, politics, economics and education. English is used basically for academic and communicational purposes. English has been taught and learnt as a foreign language in Nepal. So many nations have in recent years made English as an official language and main foreign language in schools and colleges. It has been introduced compulsory subject from beginning to bachelor level. English should not be regarded as a foreign language but it is necessary to relate it to the total process of Education. English language provides opportunities for research. Nowadays, attention is paid for acquisition of vocabulary. So the present study will be helpful in this regard.

- a. This study will be significant to all those who are interested in second/foreign language teaching and learning such as students, teachers text book writers, syllabus designer, methodologist and other people who work in different areas where English is used extensively.

- b. This study will be more particularly helpful to the perspective researchers who want to undertake researches on different facets of vocabulary.
- c. This study will be helpful to investigate the students' proficiency in the acquisition of English vocabulary on the basis of English textbook of grade eight.

### **1.6 Definition of the Terms**

**Vocabulary:** The term vocabulary refers to the 'body of words known to a person used to a particular book, subject etc' (Oxford Advanced Learners' Dictionary of Current English Forth Edition 1989)

In this study the term refers to the word used in English textbook of grade eight.

**Achievement:** The term 'achievement' refers to accomplishment, or completion, attainment.

The term 'achievement' refers to a thing done or gained successfully, especially with effort and skill.

In this study the term refers to the word gained successfully by the students of grade nine.

**Achievement test:** The term "achievement test" refers to the test which attempt to measure what an individual has learned his or her present level or performance. It is helpful in determining individual or group status in academic learning. Achievement test scores are used in placing, advancing or retaining students at particular grade. Here, achievement test refers to the test item based on vocabulary used in English textbook of grade eight.

**Lingua Franca:** The term 'Lingua Franca' refers to link language or auxillary language. It is the language which speakers of different languages use it for communication.

**Public school**

The term 'public school' refers to the schools controlled and financed by the government of Nepal.

**Private School:**

The term private school refers to the schools fully controlled and financed by one particular person or group rather than a state or government.

## **CHAPTER -II**

### **2. Methodology**

Research is a scientific and academic discipline. It is a scientific, systematic and careful discovery or investigation for pertinent information specially through search for new facts on a specific topic or in any branch of knowledge. Research should be done within a framework of a set of philosophies, methods and objectives. Being a scientific discipline, research follows certain process such as identification of problem, formulation of hypothesis, collection and analysis of data, formulation of conclusion and verification of it. According to Richard et al. (1999), "Research is the study of the event, problem or phenomenon using systematic and objective methods, in order to understand it better and to develop principles and theories about it". So, the process involved throughout the whole work require to be systematic for the achievement of objectives. Research requires more attention on the part of researcher. So it needs to follow a certain methodology to grasps the present objectives.

The methodology the researcher adopted during this study has been discussed below.

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

The study was based on both primary and secondary sources for elicitation of data.

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

This research work was basically field-based study based on primary data. The researcher selected four schools – two of Kathmandu district and two of Lalitpur district. The selected schools were two public and two private schools. The school were selected using random

sampling procedure. Twenty students consisting equal number of boys and girls from each school were selected randomly. In this way, the primary sources of data were eighty students studying in ninth grade in different schools of Kathmandu and Lalitpur districts.

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

The researcher studied several books, journals, reports, articles, references related to the research problem during this study such as journal of NELTA (2001 Vol.6), young voice in ELT (2007) etc and some previous researches related to vocabulary achievement. Similarly, the English text book of grade eight, Harmer (1991), etc were consulted.

### **2.2 Tools for Data Collection:**

The researcher prepared a list of different content words consisting of nouns, verbs, adjectives and adverbs from the new English textbook of grade eight. The number of frequency of each word included in the list was counted. The word having greater frequency were given first priority in the test. The words having less frequency were also included for the test. After that, the test item consisting ten different types of objective questions carrying 80 marks related to the vocabulary achievement was prepared. Altogether 10% words from the list with 70% high frequency and 30% low frequency were included for the test.

The test item consisted different types of objective questions such as multiple choice item, matching test item, filling the blanks with correct word, giving synonyms and antonyms of given words, using words in sentences of your own, rearranging jumbled letters etc.

### **2.3 Process of Data Collection**

After preparation of set of written test item, the researcher personally visited the selected public and private schools of both

Kathmandu and Lalitpur districts to get information about number of students, course and time management for test. He requested the headmasters and subject teachers 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 date and time provided by them. The researcher administered the test.

Twenty students consisting equal number of boys and girls were selected from each school. The test items were distributed to the selected schools. Student's were instructed verbally before they started writing. Students were asked to write their answer on test. The test was administered for one and a half 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 students were analysed comparing the percentage and number of students with correct response with the total score made by them. The tabulated data were analysed and interpreted by using descriptive and simple statistical tools.

#### **2.4 Limitations of the Study**

The basic limitations of the study were as follows.

- a. The study was limited to the achievement of content words (noun, verbs, adjectives and adverbs) by the students of ninth grade based on the English textbook of grade eight.
- b. The study was limited altogether 10% words from the list with 7% of high frequency and 30% of low frequency word.
- c. The area of the study was also limited to two public and two private schools of Kathmandu and Lalitpur districts, respectively.
- d. The students studying in ninth grade were included.

- e. The population of the study was limited to 80 students of grade nine.
- f. The study was limited to 20 students from each school including both boys and girls in equal number.
- g. The medium of language for text was limited to written medium only.
- h. Schools and students were selected on the basis of random sampling procedure.



## CHAPTER -III

### 3. Analysis and Interpretation

This chapter deals with the analysis, evaluation and interpretation of data. The researcher has tried best to discover the students' achievement of English vocabulary on the basis of test item administered to them. All the responses of the students has 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, i.e. mean, percentage. 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.

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

- Analysis of the total vocabulary achievement of the students in whole test.
- Schoolwise analysis of the total vocabulary achievement in the whole test.
- Schoolwise analysis of vocabulary achievement in each test item.
- Itemwise analysis of the status of the total vocabulary achievement.
- Schoolwise comparison of vocabulary achievement.
- Comparison of the total vocabulary achievement of students in whole test.
- Comparison of vocabulary achievement between in terms of gender.
- Comparison of vocabulary achievement between boys and girls in private schools.

- Comparison of vocabulary achievement between boys and girls in public schools.
- Comparison of vocabulary achievement in terms of district.
- Comparison of vocabulary achievement with the secondary norm.

### **3.1 Analysis of Vocabulary Achievement**

Under this heading the researcher has investigated students' achievement of vocabulary items the basis of test item administered. This heading has been further divided into several sub-headings.

#### **3.1.1 Analysis of the Total Vocabulary Achievement of the Students in the Whole Test**

**Table No. 1: Status of Total Vocabulary Achievement of the Students in the Whole Test**

Total sample	Total average	Above average		Below average	
		No. of students	Percentage	No. of students	Percentage
80	66.01	54	67.5	26	32.5

The table given above shows that the total average score made by the students in the whole test was 66.81. Among 80 total sample students studying at four different schools of Kathmandu and Lalitpur districts, 54 students were found above the total average in whole test. The percentage of the students found above the total average was 67.50. Minority of the students scored below the total average. Among 80 total sample population, 26 students were found below the average. The percentage of the students found below the average was 32.5.

### 3.1.2 Schoolwise Analysis of the Total

**Table No. 2: Status of Vocabulary Achievement in the Whole Test**

Schools	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Janasewa Higher Secondary School	20	44.25	10	50	10	50
Pushpa Sadan Secondary School	20	71.1	11	55	9	45
Tri-Padma Vidhyashram Higher Secondary School	20	73.1	11	55	9	45
DAV Sushil Kedia Vishwa Bharati Higher Secondary School	20	75.60	12	60	8	40

The above figures show that the students vocabulary achievement was found satisfactory in all the four schools (i.e. Janasewa Higher Secondary School, Pushpa Sadan Secondary School, Tri-Padma Vidhyashram Higher Secondary School and DAV Sushil Kediya Vishwa Bharati Higher Secondary School) but the total vocabulary achievement of the students of two schools (i.e. Pushpa Sadan Secondary School and Tri-Padma Vidhyashram Higher Secondary School) were found. Similarly (i.e. 55%) which is higher than Janasewa Higher Secondary School. Janasewa Higher Secondary School found average 50% that is lowest in all but satisfactory in its own total mean.

However, the total vocabulary achievement of the students of one school (i.e. DAV Sushil Kedia Vishwa Bharati Higher Secondary School)

was found more satisfactory than rest of the three schools (i.e. Janasewa Secondary School, Pushpa Sadan Secondary School, Tri-Padma Vidhyashram Higher Secondary School) since the DAV school secured the highest percentage i.e. 60%.

### 3.1.3 Analysis of Vocabulary Achievement in Item No. One 'Multiple Choice'

**Table No. 3: Status of Vocabulary Achievement in Item No. One 'Multiple Choice'**

Schools	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Janasewa Higher Secondary School	20	6.55	11	55.00	9	45.00
Pushpa Sadan Secondary School	20	9.2	11	55.00	9	45.00
Tri-Padma Vidhyashram Higher Secondary School	20	9.5	12	60.00	8	40.00
DAV Sushil Kedia Vishwa Bharati Higher Secondary School	20	9.55	12	60.00	8	40.00

In the above table number 3. figures show that the students of Janasewa Higher Secondary School, Pushpasadan Secondary School, Tri-Padma Vidhyashram Higher Secondary School and DAV Sushil Kedia Vishwa Bharati Higher Secondary School were found satisfactory achievement in test item one, 'multiple choice item' because more than 50% students scored above the total average. Similarly, the majority of

the students of Tri-Padma Vidhyashram Higher Secondary school and DAV Sushil Kedia Vishwa Bharati Higher Secondary School were found more excellent than the other two schools (i.e. Janasewa Higher Secondary School, and Pushpa Sadan Secondary School). The former two schools (i.e. Tri-Padma Vidhyashram Higher Secondary School and DAV Sushil Kedia Vishwa Bharati Higher Secondary school) secured 60% score above the average.

### 3.1.4 Analysis of Vocabulary Achievement in Item No. Two 'Matching Word Meanings'

**Table No. 4: Status of Vocabulary Achievement in Item No. Two 'Matching Word Meanings'**

Schools	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Janasewa Higher Secondary School	20	5.90	14	7.0	6	30
Pushpa Sadan Secondary School	20	9.30	13	65.00	7	35
Tri-Padma Vidhyashram Higher Secondary School	20	9.35	17	8.00	3	15
DAV Sushil Kedia Vishwa Bharati Higher Secondary School	20	10.00	20	100.00	0	-

In the above table number 4 figures show that all the four schools showed quite satisfactory results. It is because more than 65% students secured above their average score. Out of selected four schools, the

students of DAV Sushil Kedia Vishwa Bharati Higher Secondary School response all the questions under item number two correctly.

Likewise, Pushpasadan Secondary School was found less score in comparison to other three schools mentioned in the above table.

### **3.1.5 Analysis of Vocabulary Achievement in Item No. Three 'Finding Opposite Word Meaning'**

**Table No. 5: Status of the Vocabulary Achievement in Item No. Three 'Finding Opposite Word Meanings'**

Schools	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Janasewa Higher Secondary School	20	2.85	5	25.00	15	75
Pushpa Sadan Secondary School	20	5.90	17	85.00	3	15
Tri-Padma Vidhyashram Higher Secondary School	20	5.75	17	85.00	3	15
DAV Sushil Kedia Vishwa Bharati Higher Secondary School	20	6.00	19	95.00	1	5

The figures in the table number 5 show that in the item number three 'finding opposite word meanings' the students of three schools (i.e. Pushpasadan Secondary School, Tri-Padma Vidhyashram Higher Secondary School and DAV Sushil Kedia Vishwa Bharati Higher Secondary School) demonstrated quite satisfactory results. The total average score obtained by the above three school, was found above eighty

percentage. Among all the four schools the students of DAV Sushil Kedia Vishwa Bharati Higher Secondary School obtained highest percentage of the total average achievement (i.e. 95%). The vocabulary achievement of the students of Janasewa Higher Secondary School in item number three was found poor. The total average of Janasewa Higher Secondary School was 2.85. Out of twenty informants, only 5 students i.e. 25% were ranked above their total average. The majority of students that is 15 students (75%) remained below average.

### **3.1.6 Analysis of Vocabulary Achievement in Item No. Four 'Finding the Synonymous'**

**Table No. 6: Status of Vocabulary Achievement in Item No. Four 'Finding the Synonymous'**

Schools	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Janasewa Higher Secondary School	20	3.15	9	45.00	11	55.00
Pushpa Sadan Secondary School	20	5.60	16	80.00	4	20.00
Tri-Padma Vidhyashram Higher Secondary School	20	5.50	15	75.00	5	35.00
DAV Sushil Kedia Vishwa Bharati Higher Secondary School	20	6.00	20	100.00	0	0

The table number 6 shows the status of vocabulary achievement in item number four 'Finding the Synonymous' in all the four selected schools, the vocabulary achievement of the students of three schools – Pushpasadan Secondary School, Tri-Padma Vidhyashram Higher Secondary School, and DAV Sushil Kedia Vishwa Bharati Higher

Secondary School were found satisfactory since majority of the students scored above the average. Among them, all the students of DAV Sushil Kedia Vishwa Bharati Higher Secondary School were found above their total average. However, the majority of the students in Janasewa Higher Secondary School were found below their total average score. The total average of Janasewa Higher Secondary School was 3.19. Out of twenty students 11 students (i.e. 55%) were found below their total average. Only 45% students were found above the average. The table also clarifies that out of four schools mentioned, in the table above, the percentage of students' total vocabulary achievement in Janasewa Higher Secondary school was the lowest (i.e. 45%) and none of the students in DAV Sushil Kedia Vishwa Bharati Higher Secondary School were found below the average.

### **3.1.7 Analysis of Vocabulary Achievement in Item No. Five 'Rearranging Jumbled Letters'**

**Table No. 7: Status of Vocabulary Achievement in Item No. Five 'Rearranging Jumbled Letters'**

Schools	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Janasewa Higher Secondary School	20	4.2	10	50.00	10	50.00
Pushpa Sadan Secondary School	20	4.9	11	55.00	9	45.00
Tri-Padma Vidhyashram Higher Secondary School	20	5.9	18	90.00	2	10.00
DAV Sushil Kedia Vishwa Bharati Higher Secondary School	20	5.8	17	85.00	3	15.00



The above mentioned table number 7 demonstrates the status of schoolwise vocabulary achievement of the students in item number five 'Rearranging jumbled letters'. The vocabulary achievement of the students of all four schools were found satisfactory. Because more than fifty percent students secured above their own average score. The percentage of student's total vocabulary achievement in Tri-Padma Vidhyashram Higher Secondary School was the highest. The total average of Tri-Padma Vidhyashram Higher Secondary School was 5.9. Out of twenty sample population, 18 students (i.e. 90%) were found above the total average. The table also mentions that the students in Janasewa Higher Secondary School were found lowest that is (i.e. 50%). Half of the students were remained below the total average.

### **3.1.8 Analysis of Vocabulary Achievement in Item No. Six 'Writing Word Meanings'**

**Table No. 8: Status of Vocabulary Achievement in Item No. Six 'Writing Word Meanings'**

Schools	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Janasewa Higher Secondary School	20	3.8	13	65.00	7	35.00
Pushpa Sadan Secondary School	20	5.1	6	30.00	14	70.00
Tri-Padma Vidhyashram Higher Secondary School	20	5.4	12	60.00	8	40.00
DAV Sushil Kedia Vishwa Bharati Higher Secondary School	20	5.55	14	70.00	6	30.00

The table number 8 shows the status of schoolwise vocabulary achievement of students in item number six writing word meaning. The table displays satisfactory score in three schools (i.e. Janasewa Higher Secondary school, Tri-Padma Vidhyashram Higher Secondary School and DAV Sushil Kedia Vishwa Bharati Higher Secondary School). All of them secured more than 50% with above average. Among the four schools, Pushpa Sadan Secondary School, the majority of students (i.e. 70%) were found below average in item number six 'writing word meanings'. The total average of this school was 5.1. Out of twenty students only six student (i.e. 30%) were marked above their total average. Among all the four schools, DAV Sushil Kedia Vishwa Bharati Higher Secondary School obtained highest percentage of the total average vocabulary achievement. Out of twenty students, only six of them that is 30% remained below the average vocabulary achievement.

### **3.1.9 Analysis of Vocabulary Achievement in Item No. Seven 'Using Words in Sentences'**

**Table No. 9: Status of Vocabulary Achievement in Item No. Seven 'Using Words in Sentences'**

Schools	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Janasewa Higher Secondary School	20	7.00	14	70.00	6	30.00
Pushpa Sadan Secondary School	20	9.35	9	45.00	11	55.00
Tri-Padma Vidhyashram Higher Secondary School	20	8.95	16	85.00	4	15.00
DAV Sushil Kedia Vishwa Bharati Higher Secondary School	20	9.6	13	65.00	7	35.00

The table number 9 displays the status of school wise vocabulary achievement of the students in item number seven 'Using words in sentences'. Among selected four schools, the students of Janasewa Higher Secondary school, Tri-Padma Vidhyashram Higher Secondary School and DAV Sushil Kedia Vishwa Bharati Higher Secondary School were performed satisfactory results. Since all the three schools' majority of students secured above the average vocabulary achievement. The percentage of the total vocabulary achievement of the students in Tri-Padma Vidhyashram Higher Secondary School was the highest. The total average of this school in item number seven was 8.95 and 85% students were found above average. The table also shows that out of four schools, the students' percentage of vocabulary achievement in Pushpa Sadan Secondary School was found below the average. Thus, the achievement of students' vocabulary in this school was not found satisfactory.

### **3.1.10 Analysis of the Vocabulary Achievement in Item No. Eight 'Using Correct form of Words'**

**Table No. 10: Status of Vocabulary Achievement in Item No. Eight  
'Using Correct form of Words'**

Schools	Total sample	Total average	Above average		Below average	
			No. of students	Percent	No. of students	Percent
Janasewa Higher Secondary School	20	5.05	9	45	11	55
Pushpa Sadan Secondary School	20	8.00	13	65	7	35
Tri-Padma	20	7.95	14	70.00	6	30
DAV Sushil Kedia Vishwa Bharati Higher Secondary School	20	8.6	9	45.00	11	55

The above table number 10 displays the status of school wise vocabulary achievement of the students in test item number eight. Out of four selected school and the majority of the students in Tri-Padma Vidhyashram Higher Secondary School and Pushpa Sadan Secondary School scored above the average. So, their vocabulary achievement in test item number 'eight' was found satisfactory. The students of Janasewa Higher Secondary School and DAV Sushil Kedia Vishwa Bharati Higher Secondary School were not able to achieve satisfactory result. Among the four schools, the students of Tri-Padma Vidhyashram Higher Secondary School secured 70% that is the highest percentage (i.e.70%) of vocabulary achievement.

### **3.1.11 Analysis of the Vocabulary Achievement in Item No. Nine 'Fill in the Blanks'**

**Table No. 11: Status of Vocabulary Achievement in Item No. Nine 'Fill in the Blanks'**

Schools	Total sample	Total average	Above average		Below average	
			No. of students	Percent	No. of students	Percent
Janasewa Higher Secondary School	20	2.05	7	35	13	65
Pushpa Sadan Secondary School	20	6.1	6	30	14	70
Tri-Padma	20	7.00	11	55	9	45
DAV Sushil Kedia Vishwa Bharati Higher Secondary School	20	6.4	7	35	13	65

The above table Number. 11 presents the status of vocabulary achievement of the students in item number 'nine' Fill in the blanks'. The

table displays that among four schools, the students of Tri-Padma Vidhyashram Higher Secondary School secured above the average (i.e. 55%). Similarly, the majority of students studying at Pushpasadan Secondary School were found below average. The students of this school secured only 30 percentage of achievement which is the lowest of all. Out of four schools, three of them Janasewa Higher Secondary School, Pushpasadan Secondary School and DAV Sushil Kedia Vishwa Bharati Higher Secondary School obtained 35, 30 and 35 percentage respectively and remained below average. Hence, the achievement of students' vocabulary in these three schools was found not satisfactory.

### **3.1.12 Analysis of the Vocabulary Achievement of Item No. Ten 'Filling Appropriate Nouns'**

**Table No. 12: Status of Vocabulary Achievement in Item No. Ten 'Filling Appropriate Nouns'**

Schools	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Janasewa Higher Secondary School	20	4.00	9	45.00	11	55
Pushpa Sadan Secondary School	20	7.75	17	85.00	3	15
Tri-Padma Vidhayashram Higher Secondary School	20	7.75	18	90.00	2	10
DAV Sushil Kedia Vishwa Bharati Higher Secondary School	20	7.75	9	45.00	11	55

The above table number 12 shows the status of vocabulary achievement of item No. 10. The majority of students of Pushpasadan Secondary School and Tri-Padma Vidhyashram Higher Secondary School performed good result. Their vocabulary achievement was found satisfactory since more than 80% of them performed above the average. Among four schools, the students of Tri-Padma Vidhyashram Higher Secondary School secured the highest (i.e.90%) percentage of vocabulary achievement which is the highest percentage. Similarly, the majority of students studying at Janasewa Higher Secondary School and DAV Sushil Kedia Vishwa Bharati Higher Secondary School secured below average. Hence, the achievement of students' vocabulary in these two schools were found not satisfactory.

### **3.1.13 Itemwise Analysis of the Status of the Total Vocabulary Achievement**

**Table No. 13: Status of the Total Vocabulary Achievement in Each Test Item**

Test Item	Total sample	Total average	Above average		Below average		Full Marks
			No. of students	Percent	No. of students	Percent	
1	80	8.37	46	57.50	34	42.50	10
2	80	8.64	64	80.00	16	20.00	10
3	80	5.12	58	72.50	22	27.50	6
4	80	5.06	60	75.00	20	25.00	6
5	80	5.2	56	70.00	24	30.00	6
6	80	4.96	55	56.25	35	43.75	6
7	80	8.72	52	66.25	28	33.75	10
8	80	7.4	45	56.25	35	43.75	10
9	80	5.38	31	38.75	49	61.25	8
10	80	6.81	53	66.25	27	33.75	8
						Total	80

The above table number 13 shows the status of the total vocabulary achievement in each test item. The table simply displays that

in item number one 'Multiple Choice'. The total score made by the students of all the four schools was 8.7. The sample of population was eighty altogether. Out of 80 students 46 (i.e.57.50%) students were above their total average score. Thus, the total vocabulary achievement of the students in this item was found satisfactory.

Similarly, in test item number two, 'Matching word meanings', the total average score secured by the students was 8.64. The total percentage of the students found above the total average score was 80. So, the students achievement of vocabulary was found more satisfactory than item number one.

Likewise, in test item number three 'Finding opposite word meanings' there were altogether eighty students. The total average score made by them was 5.12. The percentage of student above average was 72.50. The number of students above the average was 64 (i.e. 58%). So, the students' achievement in this item was found satisfactory as well.

In the same way, in the test item number four Finding the synonyms, the total score made by the students was 5.06. Among eighty students seventy five percentage of them were found above the average. So, the students achievement' of vocabulary was found satisfactory.

In the test item number five 'Rearranging jumbled letters' as shown in the table above, 56% (i.e. 70%) of the students obtained above the average. The total average in this item was 5.2. Hence, the students performance in this item was also found quite satisfactory.

In the test item number six 'Writing word meaning' as displayed in the above table 55% (i.e. 56.25%) of the students scored above the average (i.e. 4.96). The total vocabulary achievement was found satisfactory in this item.

In item number seven 'Using words in sentences', the total score obtained by the students was 8.72. The percentage of the students found above total score was 66.25. So, in this item, the students' vocabulary achievement was found satisfactory.

Likewise, in the test item number eight 'Using correct form of words', the total average score secured by the students was 7.4. The total percentage of the students found above the average was 56.25. Hence, the achievement of students' total vocabulary was regarded as satisfactory.

In the test item number nine 'Filling the blanks', as shown in the above table number 13, the total score was found 5.38. The vocabulary achievement of the students in this item was found unsatisfactory since only 38.75 percentage of students only crossed their average score.

Likewise, in the test item number ten 'Filling appropriate nouns', the total average score secured by the students was 6.81. The total percentage of the students obtained above the average was 66.25. Therefore, the total vocabulary achievement was found satisfactory in this item.

### **3.14 Status of Schoolwise Total Vocabulary Achievement in the Whole Test with Correct Response**

**Table No. 14: Status of Schoolwise Total Vocabulary Achievement in the Whole Test with Correct Response**

Test item	Janasewa Higher Secondary School	Pushpasadan Secondary school	Tri-Padma Vidhyashram Higher Secondary School	DAV Sushil Kedia Bishwa Bharati Higher Secondary School	Full mark
1	131	184	190	191	10
2	118	186	187	200	10
3	57	118	115	119	6
4	63	112	110	120	6
5	84	98	118	116	6
6	76	102	108	111	6
7	140	187	179	192	10
8	101	160	159	172	10
9	741	122	140	128	8
10	80	155	155	155	8
Total	891	1424	1461	1504	80
Average	89.1	142.4	146.1	15.04	



In the test, there were 6400 number of total response. The number of total correct responses were 5280. Total correct response percentage was 71.3%.

### **3.2 Comparison of Vocabulary Achievement**

Under this main heading, the researcher has attempted to investigate the status of vocabulary items comparatively. The main heading has been divided into several other sub-headings to analyse the vocabulary achievement comparatively in terms of various variables.

#### **3.2.1 Comparison of Vocabulary Achievement in Terms of Gender in Janasewa Higher Secondary School**

**Table No. 15: Comparison of Vocabulary Achievement between Boys and Girls in Janasewa Higher Secondary School**

Variable	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Boys	10	44.25	3	30.00	7	70.00
Girls	10	44.25	7	70.0	3	30.00

The above table displays the comparison of the vocabulary achievement between boys and girls in Janasewa Higher Secondary School. The number of boys and girls was 10. The total average score made by the students was 44.25. Out of 10 boys only 3 (i.e. 30%) of them scored above average. However, majority of girls (i.e. 70%) were found above the average. So, the girls performance was found more satisfactory than that of boys in Janasewa Higher Secondary School.

### 3.2.2 Genderwise Comparison of Vocabulary Achievement of Pushpasadan Secondary School.

**Table No. 16: Genderwise Comparison of Vocabulary Achievement in Pushpasadan Secondary School**

Variable	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Boys	10	71.1	6	60.00	4	40.00
Girls	10	71.1	5	50.00	5	50.00

The above table number 16 displays the comparison of vocabulary achievement in Pushpasadan Secondary School. The total average score obtained by the students was 71.1. Out of 10 boys, 6 (i.e. 60%) of them scored above their total average score. However, the girl's achievement was found less than boys, since fifty percentage of girls scored above the total average. The performance of both boys and girls was found satisfactory. However, the boys' performance was found better than that of girls.

### 3.2.3 Genderwise Comparison of Vocabulary Achievement of Tri-Padma Vidhyashram Higher Secondary School

**Table No. 17: Gender wise Comparison of Vocabulary Achievement in Tri-Padma Vidhyashram Higher Secondary School**

Variable	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Boys	10	73.1	5	50.00	5	50.00
Girls	10	73.1	6	60.00	4	40.00

The above table number 17 figures show the comparison of vocabulary achievement between boys and girls in Tri-Padma Vidhyashram Higher Secondary School. The total average made by the students was 73.1. The vocabulary achievement of this school was found satisfactory. Majority of girls (i.e. 60%) and of boys (i.e. 50%) scored above average. Therefore, girls' performance was found better than boys.

### **3.2.4 Status of the Vocabulary Achievement in Term of Gender in DAV Sushil Kedia Vishwa Bharati Higher Secondary School**

**Table No. 18: Genderwise Comparison of Vocabulary Achievement in DAV Sushil Kedia Vishwa Bharati Higher Secondary School**

Variable	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Boys	10	75.6	5	50.00	5	50.00
Girls	10	75.6	6	60.00	4	40.00

The table above shows the comparison at vocabulary achievement between boys and girls in DAV Sushil Kedia Vishwa Bharati Higher Secondary School. The figures in the table display the greater percentage (i.e. 60%). of boys obtained their score above average than the girls. The girls also showed quite satisfactory results because 50% girls secured above their average score.

### **3.2.5 Comparison of Total Vocabulary Achievement between Boys and Girls in the Whole Test**

**Table No. 19: Status of Total Vocabulary Achievement between Boys and Girls in Whole Test**

Variable	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Boys	40	66.04	28	70.00	12	30.00
Girls	40	66.01	26	65.00	14	35.00

The above mentioned table number 19 shows that out of 40 total number of boys, majority of them (i.e. 70%) were found above the total average, whereas sixty five percentage of girls were found above the average. The table also makes clear that 28 boys and 26 girls were found above the average. Similarly, 12 boys and 14 girls secured below the total average. The total average made by students was 66.01%.

### **3.2.6 Comparison of Vocabulary Achievement Between Boys and Girls in Private Schools**

**Table No. 20: Presents and the Comparison of Vocabulary Achievement Between Boys and Girls in Private Schools**

Boys				Girls		
Test item	Total responses	No of Student with CR	%	Test item	No of student with CR	%
1	200	180	60.00	1	179	85.50
2	200	194	97.00	2	192	96.00
3	120	116	96.66	3	120	100.00
4	120	120	100.00	4	112	93.33
5	120	110	50.00	5	104	86.66
6	120	108	90.00	6	105	87.50
7	200	191	95.50	7	188	94.00
8	200	162	81.00	8	177	88.00
9	160	122	78.25	9	128	80.00
10	160	153	95.62	10	157	98.00

The above table presents the comparison of vocabulary achievement between the boys and girls in private schools. According to the table, out of 200 total responses, 180(i.e. 60.00%) responses of the boys were correct while 179 (i.e. 85.50%) responses of girls in private schools were correct. So, the vocabulary achievement of the girls in

private school was better than that of boys in item number one, 'Multiple choice item'.

Similarly, out of 200 responses in item number two, 192(i.e. 96.00%) responses of girls were correct while 194 (i.e.97.00%) responses of boys in private schools were correct. This indicates that boys were better than girls in this item.

Likewise, out of 120 total responses, 120(i.e. 100%) responses of girls were correct while 116(i.e. 96.66%) responses of boys were correct in item number three. In contrast to this, in item number four, 120(i.e. 93.33%) responses of girls were correct.

In the same way, in time number five, 104(i.e. 86.66%) responses of the girls and only 110(i.e. 50%) responses of boys in private schools were correct. So, in this item girls were far more better than boys.

Consequently, in item number six, out of 120 responses, 108(i.e. 90%) responses of boys and 188(i.e. 94.00%) responses of girls in private schools were correct likewise, in item number seven, 191(i.e. 95.50%) responses of the boys and 188(i.e. 94.00%) responses of girls were correct. This percentage indicates that girls were better than boys in "Using words in sentences".

Similarly, in item number eight 'Using correct form of words', out of 200 total responses, 177(i.e. 88.00%) and 162(i.e. 100%) responses of girls and boys were correct respectively in private schools. The greater percentage of the correct responses of girls in private school indicates that the girls achieved satisfactory results than the boys.

In the same way, in item number nine, 'Using appropriate verbs', out of 160 total responses, 122(i.e. 78.25%) and 128(i.e.80.00%) responses of boys and girls in private schools were found correct respectively. The boys performed better results in this item than that of girls.

Similarly, in item number ten, 'Filling blanks with appropriate nouns', out of 200 responses 157(i.e. 98.00%) responses of the girls and 153 (i.e. 95.62%) responses of the boys were correct. The percentage of the girls were far more better than the boys in using nouns correctly.

### 3.2.7 Comparison of Vocabulary achievement between Boys and Girls in Public Schools

**Table No. 21: Presents the Comparison of Vocabulary achievement Between Boys and Girls in Public Schools**

Boys				Girls		
Test item	Total responses	No of Student with CR	%	Test item	No of student with CR	%
1	200	146	73.00	1	175	87.50
2	200	160	80.00	2	145	72.50
3	120	81	67.50	3	91	75.83
4	120	85	70.83	4	88	73.33
5	120	96	80.00	5	103	85.83
6	120	82	68.33	6	102	85.50
7	200	151	75.50	7	169	84.50
8	200	114	57.00	8	146	73.00
9	160	89	55.62	9	92	57.12
10	160	103	64.37	10	125	78.12

The above table presents the comparison of vocabulary achievement between the boys and girls in public schools. According to the table, out of 200 total responses, 175(i.e. 87.50%) responses of girls were correct, whereas 146(i.e.73.00%) answers of boys were correct in test item number one 'Multiple choice'. Hence, public schools' girls were better than that of boys in multiple choice item.

Similarly, out of 200 responses in item number two 'Matching word meanings', out of them 160 (i.e. 80.80%) answers of boys and 145 (i.e. 72.50%) responses of girls were correct. So, boys in public school were found better than that of girls.

Likewise, there were 120 total questions to be answered in item number three, out of them, 91 (i.e.75.83%) and 81 (i.e.67.50%) answers of girls and boys were correct respectively. So, girls were found better than the boys in item number three.

In the same way, in item number four, 'Giving synonym', out of 120 responses, 88(i.e.73.33%) of girls and 85(i.e. 70.83%) responses of boys were correct in public schools. The percentage obtained by girls indicates that the girls were better than boys in giving synonyms.

Likewise, in item number five 'Rearranging letters', out of 120 total answers, 103 (i.e. 85.83) answers of boys were correct. The vocabulary achievement of both boys and girls was good. However, the girls performed better than boys of public schools.

In the same way, in item number six, 'Writing meaning of the words', there were 120(i.e. 85.83%) and 82(i.e.68.33%) answers of girls and boys in public schools were correct respectively. So, the percentage signifies that girls were better than boys in writing meaning of the words.

Similarly, in item number seven, 'There were 200 responses to be answered. Out of them, 169(i.e. 84.50%) responses of girls were correct while 151(i.e. 75.50%) responses of boys were correct in using the words in their own sentences.

Likewise, in item number eight, there were altogether 200 responses, out of them 146(73.00%) responses of girls and 114(i.e. 57.00%) responses of boys were correct. So, the vocabulary achievement of girls was better than boys in using correct form of word.

Consequently, there were 160 total number of responses in item number nine, 'Using verbs'. Out of them 92(i.e. 57.5%) of boys were correct in public schools. The greater percentage of correct response in verbs by the girls indicates that girls in public schools were better in verbs than the boys.

In the same way, in item number ten, 'Filling nouns', there were 160 total responses. Out of them, 125 (i.e. 78.12%) of girls and 103 (i.e. 64.37 %) responses of boys in public schools were correct. The greater percentage correct responses of girls in public schools in nouns indicates that the girls obtained satisfactory results than boys.

Hence, the vocabulary achievement of girls was found better than the boys of public schools in all content words. However, vocabulary achievement of both boys and girls in public school was found quite satisfactory.

### **3.2.8 Comparison of Vocabulary Achievement in Terms of District**

**Table No. 22: Presents the Comparison of Vocabulary Achievement between Kathmandu and Lalitpur District**

Variable	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Boys	40	66.01	14	35.00	26	65.00
Girls	40	66.01	38	97.50	2	2.50

The table given above shows that the total score made by the students in the whole test was 66.01. Among 40 students in Kathmandu district, 14 students were found above the total average. The percentage of the students in Kathmndu district was 35 whereas, 38 students in Lalitpur district scored above the total average. The percentage of the



students found above the total average in Lalitpur district was 97.50. Therefore, the vocabulary achievement of the students in Lalitpur district was found better than the students in Kathmandu district.

### **3.2.9 Comparison of Vocabulary Achievement of the Students between Kathmandu and Lalitpur District with Total Correct Response**

**Table No. 23: Comparison of Vocabulary Achievement of the Students between Kathmandu and Lalitpur District**

S.N.	Test item	No. of response	No. of students with correct response	S.N.	Test item	No. of response	No. of students with correct response
1	400	213	53.25	1	1	381	95.25
2	400	304	76.00	2	2	387	96.75
3	240	175	72.00	3	3	234	97.5
4	240	175	72.00	4	4	230	95.83
5	240	182	75.83	5	5	234	97.5
6	240	178	74.16	6	6	219	91.25
7	400	225	56.25	7	7	371	92.75
8	400	261	65.25	8	8	331	82.75
9	320	163	50.93	9	9	268	89.37
10	320	235	73.93	10	10	310	96.8

The figures mentioned in the above table shows the comparative status of vocabulary achievement between Kathmandu and Lalitpur districts on the basis of test item administered and number of students. There were 400 items to be responded in item number one. Out of them, 213 questions were corrected by the students of Kathmandu district. The percentage of the students of Kathmandu district schools in item number one. was 53.25 whereas 381 (i.e. 95.25%) responses were found correct

by the students of Lalitpur district. So, the vocabulary achievement of the students of Lalitpur district was found better than that of Kathmandu district.

Similarly, there were 400 items to be responded in item number two, out of them 304 (i.e. 76%) items were answered correctly by the students of Kathmandu district whereas 387 (i.e. 96.75%) items were solved by the students of Lalitpur district. So, the percentage signifies that the student's vocabulary achievement of Lalitpur district was better than schools in Kathmandu.

In the same way, there were 240 items to be responded in item number three, 234 (i.e. 97.5%) items were solved correctly by the students of Lalitpur district whereas only 175 (i.e. 72.00%) items were solved by the students of Kathmandu district. So, the students of Lalitpur district were better than that of Kathmandu.

Similarly, in the item number four, there were 240 items to be responded, 230 (i.e. 95.83%) items were correctly solved by the students of Lalitpur district whereas 175 (72.00%) items were answered correctly by the students of Kathmandu district.

Likewise, in item number seven, 'Using words in sentences', there were 400 items to be responded. Out of them, 371 (i.e. 92.75%) items were solved correctly by the Lalitpur schools' students whereas 225 (i.e. 56.25%) items were answered correctly by the Kathmandu schools' students. Therefore, the vocabulary achievement of the students of Lalitpur district was better than Kathmandu schools' students.

The vocabulary achievement of students of Lalitpur district was found better than the students of Kathmandu district in test item number eight, 'Using correct form of word'. There were 400 vocabulary items to be responded in item number eight, out 400 total items, 331 (i.e. 82.75%)

were correctly answered by the students of Lalitpur whereas 261 (i.e. 65.25%) items were solved by the students of Kathmandu district.

Similarly, the vocabulary achievement of the students of Lalitpur district was found better than the students of Kathmandu district in item number nine, 'Filling the blanks'. There were altogether 320 vocabulary items to be responded. Among them, 310 (i.e. 96.8%) answers of the students in Lalitpur district were correct whereas 163 (i.e. 50.93%) responses of the students in Kathmandu district were correct.

Likewise, there were total 320 items to be responded in item number ten 'Filling appropriate nouns'. Out of them 310 (i.e. 96.8%) responses of the students of Lalitpur district were found correct whereas 235 (i.e. 73.93%) responses of the students of Kathmandu district were correct. Hence, the vocabulary achievement of students of Lalitpur district was found better than the students of Kathmandu district.

### **3.2.10 Comparison of Vocabulary Achievement with the Secondary Norm**

**Table No. 24: Comparative Status of the Vocabulary Achievement with the Secondary Norm**

Total sample	Full marks	Secondary norm	Above average		Below average	
			No. of students	Percent	No. of students	Percent
80	80	25.60	79	98.75	1	1.25

In the above table number 24, the total marks obtained by the students are compared with the nationally recognized existing secondary norm.

The above table displays that the total sample of the students was 80 and the full marks of the whole test administered was also 80. The existing nationally recognized secondary level norm was 25.60%. While making comparison to this norm with the marks obtained by altogether eighty students 98.75% of the students were found above the norm. Hence, English vocabulary achievement of the students on the basis of secondary norm was found satisfactory.

### **3.2.11 Comparison of Vocabulary Achievement in Terms of Public Vs Private in Whole Test**

**Table No. 25: Comparison of vocabulary achievement between public and private school**

Variable	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Public school	40	66.01	18	45.00	22	55.00
Private school	40	66.01	36	90.00	4	10.00

The table above shows comparison of vocabulary achievement between public and private schools. The figures in the table display that the total score obtained by the students in whole test was 66.01. Among 40 students in the public schools, 18 students (i.e. 45.00%) were found above the total average. It means only 45 percentage of the students were found above average and 55percentage were found below the average

In comparison to private schools, the majority of the students (i.e. 90%) were found above the average. Then number of students above the average in private school was 36 out of 40. Only the 10% students were found below their average.

### 3.2.12 Comparison of Vocabulary Achievement of the Students Between Public and Private School

**Table No. 26: Status of Vocabulary achievement by Public and Private Schools in Their Own Average**

Variable	Total sample	Total average	Above average		Below average	
			No. of students	Percentage	No. of students	Percentage
Public school	40	58.67	22	55.00	18	45.00
Private school	40	73.35	21	52.25	19	47.75

The table mentioned above shows that the total score made by public schools was 58.67. Among 40 students, 22 students were found above the total average. The percentage of students found above their won total average was 55. Similarly, the total score made by private school was 73.3. Among 40 students, 21 students (i.e. 52.25 %) were found above their average.

## CHAPTER -IV

### 4. Finding and Recommendation

The study mainly concentrated on investigating English vocabulary achievement of ninth graders. The purpose of the study was to find out students' English vocabulary achievement of content words (nouns, verbs, adjectives and adverbs) used in English textbook of grade eight. The another purpose of the study was to compare the vocabulary achievement in terms of gender, district and public vs. private.

This study was limited to the students' achievement of content words (nouns, verbs, adjectives, adverbs) used in the English textbook of grade eight. The researcher selected four schools including public and private in equal number of both Kathmandu and Lalitpur districts using random sampling procedure for the sake of data collection. Twenty students consisting equal number of boys and girls were selected from each school. A list of content words was prepared and frequency of each word was counted. A set of test item was also prepared and administered among altogether eighty students. All the answer sheets were collected and marked accurately and systematically as far as possible. The score made by the student was tabulated. The collected data were analyzed and interpreted using simple statistical tools i.e. mean and percentage.

While analyzing and interpreting, the vocabulary achievement of students above 50% was assumed to satisfactory and below 50% as unsatisfactory.

#### 4.1 Findings

The present study has the following findings:

1. The English vocabulary achievement of ninth graders in content words has found satisfactory since 54 students (i.e. 67.5%) obtained above the total average score.

2. While doing school-wise comparison, all the four schools were found satisfactory. However, the students' achievement in Janasewa Higher secondary School was found the lowest achievement (i.e. 50%).
3. While making item-wise analysis the students of Janasewa Higher Secondary School were found not satisfactory in five item (i.e. three: "Finding opposite meaning, four: 'Finding synonym, 'Using correct form of word', Nine 'Filling verbs' and ten 'Filing nouns'). Similarly, the students of Pushpasadan secondary school were found unsatisfactory in three items (i.e. six 'Writing word meaning', seven 'Using words in sentences' and nine 'Filling blanks'. Likewise, the students of DAV Sushil Kedia Vishwa Bharati Higher Secondary School were found not satisfactory in item number nine and ten. But Tri-Padma Vidhyashram School was found satisfactory in all the items.
4. In total students were found poor in item number nine 'Filling the blanks with appropriate verbs' while students performed excellent results in item number two 'Matching word meanings.' In item number nine only 38.75 percentage of students and in item number two, the students' percentage of vocabulary the students' achievement was 80.
5. In the whole test item, on the basis of the correct responses of the students in each word the vocabulary achievement was 71.3%.
6. Some vocabulary items such as 'wonder', 'only', 'fashionable', 'scared', 'gently' etc. included in item six, seven, and eight were found more difficult.
7. The total vocabulary achievement of boys (i.e. 70%) was better than girls (i.e. 65%) in whole test. But while comparing boys and girls schoolwise, girls were found better than boys in three schools.

8. The vocabulary achievement of girls in public school was better than the boys in public school.
9. The vocabulary achievement of the students of Lalitpur district was found better than the students of Kathmandu district.
10. The vocabulary achievement of students in public schools where English is also a medium of instruction are found, comparatively more better than the public schools solely depend upon Nepali medium.

## **4.2 Recommendation**

On the basis of above this study, the following recommendations have been made:

1. The total English vocabulary achievement of the students of grade nine as found in the study is satisfactory since majority of students were found above the average. However, in schoolwise comparison some schools were found below the average. So, it needs to train students in this field effectively.
2. Majority of the students were found poor performance in writing meaning of the words and using words in sentences of their own. So, there should be given emphasis on adequate practice and teacher should teach contextualizing the words.
3. There should be constant interaction and cooperation among different schools to reduce the disparity found in the vocabulary achievement.
4. The disparity is still more wider in public and private schools. So, a private school should cooperate one or two community based public school in school management and physical infrastructure development.



5. The number of the students should not be more than 33 in the classroom for effective teaching learning.
6. The vocabulary items to be taught should be selected on the basis of need and interest of students. We should not depend solely on frequency principle since some words with low frequency were also found difficult to the pupils.
7. The students achievement of vocabulary should be tested frequently. And students should get ample opportunities to practice the vocabulary items.
8. There should be use of audio-visual aids and other locally available materials.
9. While teaching vocabulary, content words should be given emphasis.
10. Teacher should also apply the activities like role play and dramatization while dealing with vocabulary. It presents the students with the situation that must be interpreted and acted out. Such activity provides natural context in which the students can practice the new vocabulary.

## BIBLIOGRAPHY

- Best J. *Research in education*. New Jersey : Prentice Hall.
- Bhattarai, A. 2001. *Writing a Research proposal*. In Journal of NELTA.  
Vol. 6 No.1
- Bhattarai, G.R. 2001. *A Thematic Analysis of Research Reports*.  
Kathmandu, Ratna Pustak Bhandra
- Chudal, N.P. 1997. *A Study of English Vocabulary Achievement of the Students of Grade Six in Jhapa District*. An Unpublished M.Ed. Thesis, Kathmandu, Tribhuvan University
- Gyawali, G. 2004. *A study on vocabulary teaching through direct and indirect techniques*. A practical study. An unpublished M.Ed. thesis, T.U., Kirtipur.
- Harmer, J. 1991. *The practice of English language teaching*. London: Longman.
- Harmer, J. (1997). *The Practice of English Language Teaching* Longman, London.
- Hockett, C.F. 1958. *A course in modern linguistics*. New York: MacMillan.
- Hornby, A. S. 1995. *Advanced Learner's Dictionary of Current English*. Delhi: OUP.
- Karki, M.B. 2000. *A study of English vocabulary achievement of the students of grade eight*. An unpublished M.Ed. thesis, T.U., Kirtipur.
- Kothari, C.R. 1990. *Research methodology, methods and techniques*. New Delhi: Wishwa Praksahan.
- Kumar R. 1996. *Research methodology*. London, Sage Publications Ltd.

- Larsen Freeman, D. 1986. *Techniques and principles in language teaching*. Oxford University Press.
- McCarthy, M.O'Dell, F. 1996. *English Vocabulary in Use*. Cambridge, CUP.
- Mishra, C. 2000. *Teaching of vocabulary*. Journal of NELTA. vol. 5, No.1, 43: 47.
- Munan, D. 1992. *Research methods in language learning*. Cambridge: CUP.
- Pokharel, Y.R. 2005. *English Vocabulary Achievement of Grade V Students*. An Unpublished M.Ed. Thesis, Kathmandu, T.U.
- Poudyal (2005). *A Study on English Vocabulary Achievement by the Students of Grade Nine*.
- Richard J. and et al. 1985. *Longman dictionary of applied linguistics*.
- Richards, J. et al. *Dictionary of applied linguistics*, 1985, Great Britain: Longman.
- Rongong, R.K. 1973. *A study of the spoken vocabulary of the primary school children of Nepal*. An unpublished Ph.D. thesis, Southern Illinois University. USA.
- Sapir, E. 1978. *Language*. London: Greandada Publishing Ltd.
- Shahi, R.B. 2003. *A study on the vocabulary and spelling in British and American English*. An unpublished M.Ed. thesis, T.U., Kirtipur.
- Shrestha, L. 2005. *Relation between frequency of occurrence of vocabulary items in the textbooks and their learning*. An unpublished M.Ed. thesis, T.U., Kirtipur.
- Tiwari, B.K. (2001), *A Study of English Vocabulary Achievement by the Students of Grade X*, An Unpublished M.Ed. Thesis Kathmandu, Tribhuvan University

- Todd, L. 1987. *An introduction to linguistics*, England: Longman, York Press.
- Upadhyaya, P. (2002). *A Study on the Achievement of Phrasal Verbs of the Students of Higher Secondary School*. An Unpublished M.Ed. Thesis, T.U., Kirtipur.
- Ur. P. 1996. *A Course in Language Teaching Practice and Theory*. Cambridge: CUP.
- Wallace, M.J. 1989. *Teaching Vocabulary*, ELBS.
- Wardhaugh, R. 1988. *An introduction to sociolinguistics*, Cambridge. Basil Blackwell.
- Wilinks, D.A. 1972. *Linguistics in Language Teaching*. London: Edward Arnold.
- Yule, G. 1985. *The study of language*. Cambridge: CUP.

## **APPENDICES**

### **Appendix-I**

#### **List of Schools Selected for the Study**

- | <b>S.N.</b> | <b>Name of School</b>  |
|-------------|--|
| 1.          | Janasewa Higher Secondary School, Kathmandu.                                     |
| 2.          | Pushpa Sadan Secondary School, Kathmandu.  |
| 3.          | Tripadma Vidhyashram Higher Secondary School Lalitpur                            |
| 4.          | <b>DAV Sushil Kedia Vishwa<br/>Bharati Higher Secondary School,<br/>Lalitpur</b> |

APPENDIX-II

Vocabulary Achievement Test

Name:..... FM: 80  
School:..... Time: 1:30 hrs.  
Class: 9 (IX) Roll No:  
District:..... Date:

*Attempt all the questions*

**Q.No.1: Tick (Ø) the best answer.10**

- a. I seldom visit art galleries. I am not particularly ..... in art.  
i. bored      ii. interested      iii. excited      iv. annoyed
- b. An animal which is half yak and half cow is called .....  
i. camel      ii. kangaroo      iii. dzopa      iv. peacock
- c. A ..... is a lake which is made by building a dam. Often it is to store drinking water.  
i. hydropower      ii. lake      iii. reservoir      iv. barrage
- d. .... is the disease of the nervous system that causes a person to fall unconscious .  
i. Epilepsy      ii. Bronchitis      iii. Asthma      iv. Cancer
- e. A .....is species of animals that crawl and layegges for breeding.  
i. apes      ii. mammals      iii. amphibians      iv. reptile
- f. The ..... is a electronic device which is used to perform calculation at high speed.  
i. computer      iii. radio      iii. television      iv. non of the above
- g. .... flashes visual image along with sound at distance by electromagnetic waves.  
i. Radio      ii. Telephone      iii. Television      iv. All of above
- h. .... is a common print media giving news, views and information  
i. Newspaper      ii. Telephone      iii. Mobile      iv. All of the above
- i. The Irish are very ..... of their sense of humor.  
i. proud      ii. dangerous      iii. dreadful      iv. only
- j. A ..... is where electricity is generated.  
i. transmission line      iii. powerhouse      iii. dam      iv. reservoir

**Q.No.2. Find the correct meaning in column 'B' for each word in column 'A'. Then, write the number of the correct meaning in the brackets against each word. 10**

A.	B.
Dam ( )	1. Very long hole through the ground
Middle ( )	2. Very bright
Feathers ( )	3. Cold blooded animals
Brilliant ( )	4. Big, thick high wall to stop river
Whisper ( )	5. Centre
Jubilant ( )	6. Covering of birds
tunnel ( )	7. Speak very quietly
Crocodiles ( )	8. to go through a small space
Cliff ( )	9. Very happy and proud
Squeeze ( )	10. rock that is vertical

**Q.No.3 Find the opposite words in column 'B' for each word in column 'A'. Write the number of correct word in the bracket against each word. 6**

A.	B.
Cheap ( )	1. Departure
Arrival ( )	2. Peace
Battle ( )	3. Equal
Different ( )	4. Dear
Attract ( )	5. After
Before ( )	6. Repulse

**Q.N.4. Find the synonym words in column 'B' for each word in column 'A'. Write the number of correct word in the bracket against each word. 6**

A.	B.
Tremors ( )	1. Explosion
Arrested ( )	2. Thrills
Murdered ( )	3. Captured
Climb ( )	4. Vehicle
Eruption ( )	5. Killed
Carriage ( )	6. Ascend

**Q.No.5 Rearrange the following letters to make meaningful words 6**

- a. Satnaury: .....
- b. Antelrs:.....
- c. Ssak :.....
- d. Lggueag :.....
- e. Iiaerrgd:.....
- f. Roykc: .....

**Q.N. 6 Write the meaning of the following words. 6**

- a. Encyclopedia .....
- b. manager.....
- c. Travel agent .....
- d. d. Export .....
- e. Dreadful .....
- f. Apologies .....

**Q.N. 7 Use the following words in the sentence of your own 10**

- a. Competition:.....
- b. Illustration:.....
- c. Continent:.....
- d. Favorite:.....
- e. Sacred:.....
- f. Gently:.....
- g. Vanish:.....
- h. Information :.....
- i. Tribe :.....
- j. State:.....

**Q.No. 8 Complete the following sentences using the correct form of words given in the brackets. 10**

- a. It will be an ..... experience for her. (excite)
- b. The children were playing ..... in the garden (happy)
- c. Rita works ..... . When ever seems to stop (continuous)
- d. This coffee is very weak. I like it a bit ..... (strong)
- e. It is ..... (interest) for children to see a house being built.
- f. She ..... (careful) picked up all the bits of broken glass.
- g. I believe ..... half of what he said. (one)



- h. .... where to go, an advertisement caught my eyes (Wonder)
- ix. She entered the room ..... (Sudden)
- x. She wore ..... clothes (Fashion)

**Q.No. 9 Fill in the blanks with the appropriate verbs given below. 8**

**[Pretend      conquer      approximate      determine  
explore      imagine      complete      wait]**

- a. Your story ..... to the facts we already know.
- b. The Normans .....ed England in 1066.
- c. His future has not been ..... ed but, he may study medicine.
- d. They ..... ed the several solution to the problems.
- e. He ..... that he was not at home when we rang the bell.
- f. Can you ..... what it would be like to live without electricity.
- g. We had a long ..... for the bus.
- h. I only need one volume to ..... my set of novels.

**Q. No. 10 Fill in the blank with appropriate nouns given below. 8**

**[statement      programme      museum      territory  
weather      sweetheart      equipment      balloonist]**

- a. The hero asked his ..... to wait for him
- b. Shyam Chaudhary, ..... was trained in Australia.
- c. The ..... of the photographic studio was quite expensive.
- d. The success of crops depends on the ..... of this year.
- e. Our representative travel over a very large .....
- f. The president made a ..... of his aim for nation.
- g. There is an interesting ..... on television tonight.
- h. .... is a building in which objects of artistic, cultural historical importance are kept.

The End

### APPENDIX - III

#### Frequency counts of vocabulary items used in grade eight English textbook NOUNS

S.N.	Vocabulary Items	No. of frequency	S.N.	Vocabulary items	No. of frequency
1	aborigine	5	34	barber	1
2	accident	1	35	barley	1
3	account	1	36	barrage	4
4	address	3	37	battery	2
5	advertisement	1	38	battle	2
6	advice	1	39	<b>battle</b>	<b>1</b>
7	age	3	40	bay	1
8	airhostess	1	41	beauty	1
9	airport	1	42	beer	1
10	airway	1	43	behaviour	1
11	alligator	3	44	bell	3
12	ambassador	1	45	belongings	1
13	ankle	1	46	bet	1
14	announcement	1	47	bicycle	1
15	<b>anteler</b>	<b>1</b>	48	billion	1
16	archaeologist	3	49	binocular	1
17	archaeology	1	50	biology	1
18	armchair	1	51	birth	1
19	army	9	52	boat	5
20	<b>arrival</b>	<b>1</b>	53	booth	1
21	artist	3	54	bottom	1
22	ash	3	55	braille	1
23	astronomer	1	56	breeding	2
24	atom bomb	1	57	bridge	4
25	attitude	1	58	bubble	1
26	avalanche	1	59	bulb	2
27	ayersrock	2	60	burner	4
28	balcony	2	61	bush	1
29	ballon	19	62	business	3
30	<b>balloonist</b>	<b>2</b>	63	businessman	1
31	bamboo	1	64	camel	5
32	bandage	1	65	camera	1
33	bank	2	66	camp	13

67	capital	2		104	cube	1
68	captain	7		105	currency	1
69	<b>carriage</b>	<b>4</b>		106	current	1
70	cassette	1		107	custom office	6
71	cattle	1		108	<b>dam</b>	<b>6</b>
72	centre	5		109	darkness	2
73	century	2		110	demonstration	1
74	ceremony	1		111	demonstrator	1
75	certificate	1		112	desert	4
76	chariot	1		113	diagram	1
77	cheque	1		114	dialogue	1
78	children	1		115	diary	2
79	cinema	3		116	dictionary	2
80	city	4		117	difficulty	1
81	<b>cliff</b>	<b>4</b>		118	dinner	1
82	climber	3		119	direction	1
83	cloud	3		120	district	2
84	club	1		121	documentary	1
85	cobra	1		122	dollar	
86	colour	1		123	donkey	1
87	commander	1		124	doodle	1
88	company	1		125	<b>dozopas</b>	<b>3</b>
89	<b>competition</b>	<b>5</b>		126	duck	1
90	<b>computer</b>	<b>8</b>		127	dust	1
91	computer	1		128	earth	3
92	con	1		129	echidna	1
93	concert	3		130	edge	7
94	condition	1		131	editor	1
95	congratulation	1		132	electricity	3
96	<b>continent</b>	<b>1</b>		133	emperor	7
97	country	17		134	emu	1
98	cowbell	2		135	<b>encyclopedia</b>	<b>1</b>
99	craftsmen	1		136	energy	5
100	crampon	1		137	engine	1
101	crevasse	3		138	entertainment	2
102	<b>crocodile</b>	<b>9</b>		139	envelop	
103	crowd	1		140	<b>epilepsy</b>	<b>1</b>

141	<b>equipment</b>	<b>7</b>		178	gooiest	1
142	<b>eruption</b>	<b>1</b>		179	government	1
143	eucalyptus	1		180	graduate	1
144	event			181	grandson	1
145	exercise	2		182	grass	1
146	factory			183	ground	1
147	family	2		184	guard	3
148	fault	1		185	guide	1
149	fear	2		186	gunpowder	3
150	<b>feathers</b>	<b>3</b>		187	hatchery	1
151	feature	3		188	headline	1
152	festival	1		189	headmaster	3
153	film	23		190	heater	1
154	film star			191	helicopter	6
155	firewood	2		192	hero	1
156	flag	1		193	highway	1
157	fleet	1		194	hillside	1
158	flood			195	history	3
159	floor	2		196	holiday	4
160	footplate	1		197	homework	4
161	force	1		198	horn	1
162	foret	3		199	horseman	
163	fridge	1		200	hospital	
164	frostbite	1		201	household	1
165	fur	1		202	hunter	1
166	furbine	1		203	hurry	1
167	gallon	1		204	ice	3
168	garag	1		205	ice-axe	1
169	garden	1		206	idea	5
170	gathering	1		207	<b>illustration</b>	<b>1</b>
171	generator	1		208	image	1
172	geography	1		209	inconvenience	1
173	gharial	1		210	industry	1
174	gift	1		211	<b>INFORMATION</b>	<b>8</b>
175	giraffee	1		212	insect	1
176	glacier	4		213	inspector	1
177	glove	1		214	instruction	2

215	interview	1		252	medium	2
216	invention	1		253	microphone	1
217	iron	1		254	<b>middle</b>	<b>3</b>
218	island	4		255	minister	4
219	job	3		256	mission	2
220	journalist	2		257	mistake	1
221	journey	1		258	monsoon	3
222	jungle	1		259	morning	5
223	kangaroo	3		260	mosquito	1
224	keyboard	1		261	mountain	13
225	kingdom	1		262	mountaineer	1
226	knowledge	1		263	mud	1
227	ladder	3		264	<b>museum</b>	<b>1</b>
228	lake	1		265	music	2
229	laser	1		266	nation	1
230	lawyer	1		267	nation	1
231	leader	1		268	national park	1
232	ledge			269	needle	1
233	length	1		270	<b>newspaper</b>	<b>5</b>
234	library	2		271	nonsense	1
235	life	1		272	noodle	5
236	limestone	1		273	notice	2
237	lodge	5		274	oak	1
238	logo			275	octopus	1
239	lord	1		276	official(s)	1
240	love	1		277	onion	1
241	<b>luggage</b>	<b>2</b>		278	opera	3
242	machine	4		279	order	1
243	magazine	1		280	palace	7
244	magic	1		281	parents	3
245	male	5		282	part	1
246	mammal	2		283	party	1
247	<b>manager</b>	<b>1</b>		284	passenger	1
248	map	8		285	path	3
249	maze	2		286	peace	1
250	measure	1		287	peach orchard	1
251	medicine	1		288	peacock	1

289	peak	2		326	report	4
290	peas	1		327	<b>reptiles</b>	<b>1</b>
291	penstock	5		328	<b>reservoir</b>	<b>6</b>
292	people	16		329	restaurant	5
293	piece	2		330	rhinoceros	4
294	pile	1		331	rhyme	1
295	pilgrim	3		332	river	20
296	pillar	33		333	rock	10
297	plan	1		334	rope	1
298	plan	2		335	rubbish	2
299	platypus	4		336	rucksack	6
300	player	2		337	sailor	1
301	poem	3		338	<b>sanctuary</b>	<b>1</b>
302	poet	3		339	sanctuary	
303	poor	1		340	sand	1
304	population	1		341	scene	2
305	porter	1		342	scheme	1
306	possibility	1		343	scissors	2
307	pottery	3		344	screen	1
308	pouch	2		345	sea	1
309	poverty	1		346	seal	1
310	power	1		347	seas shore	1
311	<b>powerhouse</b>	<b>2</b>		348	seed	
312	powerstation	5		349	sergent	1
313	present	1		350	shale	1
314	president	1		351	shark	1
315	prie	5		352	sheep	3
316	prime minister	1		353	sheep	1
317	prince	2		354	shelter	1
318	prisoner	2		355	shield	1
319	problem,	1		356	ship	4
320	<b>programme</b>	<b>4</b>		357	shout	
321	purse	1		358	shower	1
322	railway	4		359	situation	1
323	recreation	1		360	sky	3
324	reef	1		361	slave	1
325	refugee	4		362	sledge	1

363	sleeping bag	1		400	sweater	3
364	slop	3		401	tank	2
365	slope	1		402	team	2
366	smoking	1		403	tear	1
367	snow	2		404	teenage	1
368	snow	5		405	teenage	1
369	snow goggle	1		406	telephone	3
370	solider	10		407	<b>television</b>	<b>2</b>
371	sound track	2		408	tent	6
372	speech	1		409	terractotta	8
373	spider	2		410	<b>territory</b>	<b>2</b>
374	sport	5		411	theatre	1
375	spot	1		412	theft	4
376	starvation	1		413	thunder	1
377	<b>state</b>	<b>4</b>		414	time	1
378	<b>statement</b>	<b>2</b>		415	tomb	
379	station	1		416	tonight	1
380	status	4		417	top	
381	stem	1		418	town	2
382	step	1		419	tractor	1
383	stone	6		420	transmission line	4
384	story	9		421	transport	1
385	stranger	1		422	<b>travel agent</b>	<b>3</b>
386	stream	1		423	traveler	1
387	stream	2		424	trekker	2
388	street	1		425	<b>tremor</b>	<b>1</b>
389	studio	1		426	<b>tribe</b>	<b>4</b>
390	stupa	1		427	truck	3
391	submarine	6		428	<b>tunnel</b>	<b>6</b>
392	sugar	3		429	turbine	1
393	suggestion	2		430	turnip	1
394	suitcase	1		431	underground	1
395	sumame	1		432	university	
396	sumit	6		433	valley	5
397	summer	4		434	vegetable	1
398	supper	2		435	visa	2
399	surfing	4		436	visitor	5

437	volcano	6				
438	volleyball	2				
439	war	1				
440	warmer	1				
441	wave	3				
442	wax	1				
443	weapon	1				
444	<b>weather</b>	<b>91</b>				
445	wheetage	1				
446	wild	4				
447	wind	1				
448	window	9				
449	wing	4				
450	winner					
451	winter	1				
452	wonder	3				
453	wood	1				
454	world	2				
455	wound	6				
456	wrong	1				
457	yard					
458	yesterday	3				



## ADJECTIVES

S.N.	Vocabulary item	No of frequency	S.N.	Vocabulary items
1	about	4	36	dead
2	<b>accurate</b>	1	37	deaf
3	active	1	38	deep
4	<b>Adjectives</b>		39	dependent
5	afraid	1	40	<b>different</b>
6	angry	2	41	difficult
7	asleep	1	42	dirty
8	back	1	43	domestic
9	bad	3	44	<b>dreadful</b>
10	bare	1	45	dry
11	barred	1	46	duplicate
12	beautiful	10	47	dusty
13	big	26	48	earlier
14	bitter	2	49	easy
15	black	2	50	electric
16	blind	3	51	empty
17	blue	2	52	enthusiastic
18	boastful	1	53	everyday
19	brave	2	54	evil
20	brave	2	55	<b>excited</b>
21	bright	2	56	expensive
22	<b>brilliant</b>	<b>1</b>	57	extra
23	brown	2	58	famous
24	busy	1	59	fantastic
25	careful	1	60	far
26	<b>cheap</b>	<b>1</b>	61	<b>fashionable</b>
27	clear	2	62	fast
28	clever	4	63	<b>favorite</b>
29	cloudy	1	64	feature
30	cold	4	65	few
31	comfortable	2	66	fierce
32	cruel	1	67	financial
33	cultural	1	68	fine
34	dangerous	8	69	flat
35	dark	1	70	fortunate

71	frighten	1		108	much	7
72	frost bitten	3		109	narrow	1
73	full	3		110	national	5
74	further	1		111	near	5
75	general	6		112	nervous	4
76	glad	1		113	new	2
77	glories	1		114	north	2
78	golden	2		115	northern	1
79	good	16		116	odd	1
80	great	17		117	old	10
81	green	1		118	<b>only</b>	<b>6</b>
82	grey	1		119	ordinary	2
83	happiness	2		120	pale	1
84	happy	16		121	peaceful	1
85	hard	5		122	perfect	1
86	healthy	1		123	popular	1
87	heavy	3		124	possible	1
88	helpful	2		125	powerful	1
89	high	12		126	proud	4
90	holy	1		127	purple	6
91	hope	1		128	quick	1
92	horizontal	1		129	quiet	1
93	horrible	1		130	ready	1
94	hot	5		131	real	2
95	hungry	2		132	regional	2
96	hydroelectric	1		133	restless	1
97	illiterate	2		134	rice	1
98	imaginary	1		135	ridiculous	1
99	important	3		136	right	1
100	informative	1		137	rocky	1
101	<b>interesting</b>	<b>1</b>		138	rough	2
102	<b>jubilant</b>	<b>2</b>		139	ruthless	1
103	long	4		140	sacred	1
104	main	1		141	salty	1
105	many	21		142	scenic	1
106	modern	4		143	selfish	1
107	more	2		144	several	5

145	sharp	4		182	warm	3
146	shine	1		183	weak	2
147	short	4		184	wet	3
148	sickness	1		185	widespread	1
149	slippery	1		186	windy	1
150	small	18		187	wonder	3
151	smooth	2		188	wooden	3
152	soft	1		189	worried	1
153	some	1		190	yellow	3
154	sorry	2		191	young	5
155	south	3				
156	sparkling	1				
157	special	6				
158	square	1				
159	steep	1				
160	still	1				
161	stormy	1				
162	straight	1				
163	strange	6				
164	strong	5				
165	successful	1				
166	sunny	1				
167	sweet	2				
168	tall	1				
169	thick	9				
170	thoughtless	1				
171	thrilling	1				
172	tiny	1				
173	true	1				
174	uncomfortable	1				
175	unfortunate	1				
176	useful	1				
177	valuable	1				
178	vast	2				
179	vertical	1				
180	very	19				
181	vivid	1				

## VERBS

S.N.	Vocabulary items	No. of frequency	S.N.	Vocabulary items	
1	accomplish	1	36	come	6
2	act	1	37	compare	2
3	advertise	1	38	<b>complete</b>	<b>10</b>
4	agree	1	39	concentrate	1
5	<b>apologise</b>	<b>3</b>	40	congratulate	1
6	appear	1	41	connect	1
7	<b>approximate</b>	<b>3</b>	42	<b>conquer</b>	<b>1</b>
8	arrange	2	43	copy	1
9	<b>arrest</b>	<b>3</b>	44	cost	1
10	arrive	19	45	cover	4
11	<b>ask</b>	<b>5</b>	46	cross	1
12	attack	1	47	crouch	2
13	attend	1	48	cry	1
14	attract	1	49	damage	1
15	begin	9	50	dazzle	1
16	believe	1	51	decide	1
17	boast	1	52	defeat	1
18	born	5	53	<b>determine</b>	<b>1</b>
19	break	1	54	develop	1
20	bring	3	55	die	8
21	brow	1	56	dig	4
22	build	10	57	discover	2
23	build	5	58	drag	1
24	burn	2	59	draw	1
25	buy	7	60	dress	1
26	call	2	61	drink	2
27	care	1	62	drive	1
28	carry	11	63	eat	3
29	celebrate	2	64	encourage	2
30	center	1	65	end	1
31	change	3	66	enjoy	7
32	choose	1	67	erect	2
33	clean	3	68	escape	1
34	<b>climb</b>	<b>14</b>	69	expect	4
35	close	1	70	explain	1

71	explode	2		108	interest	1
72	<b>explore</b>	<b>2</b>		109	invite	1
73	<b>export</b>	<b>1</b>		110	join	41
74	fall	6		111	jump	1
75	feel	1		112	keep	4
76	fetch	1		113	knife	1
77	fight	2		114	know	5
78	finish	7		115	laugh	2
79	flap	1		116	lay	1
80	fling	1		117	lead	1
81	float	1		118	lean	1
82	flow	1		119	learn	2
83	fly	18		120	leave	2
84	fold	1		121	like	1
85	follow	1		122	live	7
86	forbid	1		123	lock	1
87	forecast	1		124	loof	2
88	free	1		125	look	2
89	freeze	2		126	loose	2
90	frighten	1		127	loss	1
91	geg	1		128	make	11
92	generate	1		129	marry	1
93	give	2		130	meet	5
94	go	2		131	melt	1
95	graze	1		132	mention	2
96	happen	8		133	move	3
97	hate	1		134	<b>murder</b>	3
98	hear	1		135	open	2
99	heard	1		136	order	4
100	help	5		137	overflow	11
101	hold	1		138	own	1
102	hope	1		139	pay	1
103	hunt	4		140	plan	1
104	identity	1		141	plant	1
105	<b>imagine</b>	4		142	play	3
106	improve	1		143	postpone	1
107	increase	1		144	practise	11

145	<b>pretend</b>	4		182	soften	1
146	procte	12		183	speak	1
147	protect	1		184	spend	1
148	pull	1		185	squeeze	1
149	punish	2		186	stand	1
150	rain	1		187	start	5
151	reach	10		188	stay	11
152	read	3		189	stick	2
153	receive	1		190	stop	1
154	recognize	1		191	store	1
155	refuse	1		192	stuck	1
156	release	1		193	study	5
157	remember	13		194	success	1
158	reply	4		195	suck	1
159	rescue	1		196	suggest	1
160	reserve	1		197	supply	2
161	return	4		198	surprise	1
162	return	1		199	swim	4
163	ride	5		200	take	11
164	ring	4		201	telephone	1
165	ripe	1		202	tell	11
166	roll	1		203	thater	1
167	rub	1		204	think	1
168	run	3		205	transmit	2
169	safe			206	trick	1
170	sail	3		207	try	3
171	scream	2		208	turn	1
172	search	3		209	uncover	1
173	send	1		210	understand	3
174	separate	1		211	use	6
175	shake	3		212	vanish	1
176	share	2		213	visit	4
177	shine	1		214	vote	1
178	shoot	1		215	wait	9
179	shout	6		216	walk	16
180	sing	1		217	want	4
181	sleep	5		218	warn	2

219	wash	1				
220	waste	2				
221	watch	2				
222	weep	2				
223	weight	1				
224	welcome	1				
225	whisper	3				
226	win	6				
227	wonder	1				
228	wound	3				

## ADVERBS

S.N.	Vocabulary item	No of frequency		S.N.	Vocabulary items	Frequency
1	any	3		34	last	15
2	ago	3		35	late	5
3	always	10		36	much	8
4	about	9		37	more	5
5	away	13		38	nearly	6
6	all	7		39	neatly	3
7	after	2		40	never	2
8	again	5		41	new	5
9	afterward	1		42	nearby	1
10	automatically	1		43	over	1
11	bitterly	1		44	only	9
12	below	7		45	often	2
13	badly	1		46	politely	2
<b>14</b>	<b>carefully</b>	<b>16</b>		47	painful	1
15	certainly	2		48	possible	2
16	correctly	4		49	quickly	6
<b>17</b>	<b>continuously</b>	<b>1</b>		50	quietly	6
18	central	1		51	round	4
19	dead	1		52	regularly	5
20	every	7		53	run	4
21	each	4		54	really	3
22	early	3		55	slowly	5
23	easily	5		56	safely	3
24	enough	5		57	sometime	1
25	else	1		58	some	13
26	finally	6		59	silently	3
27	first	3		60	smartly	1
28	fully	1		61	suddenly	5
29	few	3		62	soon	2
30	<b>gently</b>	<b>2</b>		63	since	3
31	immediately	3		64	together	6
32	just	8		65	usually	5
33	lovely	3		66	well	2

*Note:* The vocabulary items with number of frequency counts in the boldface have been used in the test.