

# CHAPTER - ONE

## INTRODUCTION

### 1.1 General Background

Language is a means of human communication through which we express our feelings, thoughts, wants, desires. Language can also be taken as a social phenomenon which is used in our society to establish the relationship among the human beings. We can compare language as a tool for human beings to communicate with each other.

There are a variety of languages which are used in the world. Among them, English is the most widely used language because it has gained the status of international language. The English language is often called link a language because it is used to communicate with the people who are of different linguistic backgrounds. So the sound knowledge of the English language is a basic need in these days.

Generally, it is claimed that one in every seven people can speak the English language. The English language is taken as the richest language in the world because it has richest vocabulary in comparison to other languages. Most of the books are written in English medium so it is the most dominant language in almost all areas e.g. trade, mass media, international diplomacy. Thus, English is the language of world politics, science and technology, economics, medicine marketing and so on.

The gravity of the English language is more powerful. It has a significant influence in education system of each country. In the education system of Nepal, it has significantly influenced the world academic. A good number of books, newspapers, magazines are found in English medium in Nepal. English is offered as a compulsory subject from the primary to bachelor level in Nepal. At university level, most of

the prescribed books and reference books are available in English medium.

English has been taught as a foreign language in all schools in Nepal. No doubt, learning a second or foreign language is not easy task. It needs a lot of time and effort to have mastery over all the levels of language. These levels are phonology, lexicon, grammar and semantics. Of all these levels, vocabulary (lexicon) is very important because a language learner has to learn adequate number of vocabulary without a failure. If he is not able to do so his effort to communicate either in spoken or written form of second language will be handicapped. This means vocabulary plays a key role to convey the message meaningfully. So vocabulary can be compared with flesh and blood of language. Besides, some language items are easy to learn and some are difficult because of their inherent difficulty.

Generally language learning can be compared with the learning of vocabulary because the person who has more vocabulary power can make use of that language than the person who has less vocabulary power. But it is the fact that we can not learn all the vocabularies even if we spend the whole of our life in learning a language. We may miss many things to learn.

At our schools we teach English to our students within a limited time allotted to it. There is not only language learning load, there are other subjects and content areas too. Students have to master them all. So, certain vocabulary has to be selected for a particular level. Similarly, vocabularies have to be selected on the basis of the frequency, range, coverage and learn ability.

For the implementation of textbooks, vocabulary plays an effective role in our education system. When the textbooks are written using

difficult vocabularies, they cannot be implemented effectively. Thus, vocabulary plays an important role in language learning. Keeping an eye on this, the researcher has tried to investigate the vocabulary achievement of B.Ed. 2<sup>nd</sup> year students in case of '**30 days to a more powerful vocabulary**'.

### **1.1.1 Introduction to Vocabulary**

Broadly speaking, vocabulary refers to the words that we use in our day to day life for expressing our thoughts and feelings. As defined by Richards et al. (1985:307), vocabulary refers to 'a set of lexeme' including single words, compound words and idioms.

Webster's New International Dictionary (2004: 587) defines vocabulary as 'A list or collection of words or, often of words and phrases, usually alphabetically arranged and explained or defined'.

According to Oxford Advanced Learner's Dictionary of Current English (2005:1707) the term vocabulary has been defined as 'all the words that a person knows or uses or all the words in a particular language; the words that people use when they are talking about a particular subject'.

Similarly, Harmer (1991:153) defining the term 'vocabulary' says, 'if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.'

It is obvious that a word is the most important unit of language. No one can express his thoughts and feelings, if he does not know the words of the language. For effective communication in the target language, only the knowledge of the structure of that language is not sufficient. It is vocabulary which is much more important as it provides the vital organs and flesh on the structure of language.

Vocabulary is categorized into two groups. They are active and passive vocabulary. According to Harmer (1991:159), 'A distinction is frequently made between active and passive vocabulary. The former refers to vocabulary that students have been taught or learned and which they are expected to be able to use- whilst the latter refers to the words which the students will recognize when they meet them but which they will probably not be able to produce'.

In language teaching, the active and passive vocabularies are often defined in a different way. Active vocabulary refers to vocabulary that students have been taught or learnt, and which they are expected to be able to use and passive vocabulary refers to words which the students will recognize but will probably not be able to produce. But the status of vocabulary in terms of active and passive is not a permanent state of affairs. A word that has been active through constant use may slip back into passive store if it is not used. A word that students have in their passive store may suddenly become active if the situation or the context provokes its use. That is why, no vocabulary is active or passive in itself. It can be determined whether it is passive or active in terms of frequency, it is being used in day to day communication.

Vocabulary learning and teaching contains different aspects. It does not mean that vocabulary learning is just knowing a new word and its meaning, rather it is knowing a word in written and spoken form, recalling it at will, relating it to an appropriate concept or object, using it in appropriate grammatical form, being able to pronounce it in a recognizable way, being able to spell it correctly, using it correct collocation, taking care of the appropriate level of formality and being aware of its connotation and association (Wallace, 1982). The above

points should be taken into account while teaching and learning vocabulary.

'With the advancement of technology and scientific researches the trend of teaching and learning vocabulary has also changed. Teaching vocabulary in traditional way, involves the process of selecting vocabulary by the teacher. Then the teacher presents the meaning of those selected vocabulary either by giving antonym, synonymous definition or explaining and demonstrating it. After this process students are asked to study the meaning and produce the similar meaning and so on. But at present, the view on teaching vocabulary has changed. Very often, it is supposed to follow the new trend, that is to say, the learners should be made active in learning vocabulary. They should be provided with the environment that encourages them learn vocabulary effectively. These are many ways to make the learners active, there may be different principles:

Contextual presentation, inference procedure, meaningful presentation is also contemporary ways in vocabulary learning. In the present context, the trends in vocabulary teaching are introduced in modified form i.e. indirect way in which the students are asked to go through the reading materials provided to them. Then, they are asked to guess the meaning in context. Then their guessing is confirmed by the teacher'. (Mishra, 2000:27)

Conclusively, it can be said that the amount of one's vocabularies in a particular language determines her or his proficiency in using that language. His frequent use of that language is very much related with the knowledge of vocabulary he possesses. 'It is the knowledge of vocabulary that measures learner's competence in both written and spoken form. The fact that he has to be noticed of the intonation pattern of an utterance as

well. The reason is that a meaning of word varies not only from situation to situation but also how it utters (i.e. intonation pattern). For example, in satire or irony a word often gives a meaning that is the exact opposite of what is usually intended. That is why, learner should not only focus on the mastery over the meaning of a particular word of target language but he also should know the meaning of the words that are occurred in a particular context or situation' (Cross, 1992:57).

### **1.1.2 Importance of Vocabulary in Teaching Learning English**

Teaching vocabulary is always a challenging task in language. Teaching vocabulary is the essential part of the language. Vocabulary refers to a single a word, a set of lexemes, compound words and idioms. Without vocabulary, no one can share his ideas and feelings to one another. Communication is possible only through it. Teaching vocabulary means to teach new words, their meanings, their synonyms/antonyms, their various uses. That is why, vocabulary teaching in learning English has greater importance.

In learning the English language, vocabulary plays an important role. It is one element that links the four skills of listening, speaking, reading and writing together in order to communicate well. In the English language, students should acquire an adequate numbers of words. They should also know how to use them correctly so that they could express their ideas and feelings effectively and fluently. Learners of English have to deal with unfamiliar vocabulary during their language learning. In order to learn and retain new words, learners should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise or conversation making.

Vocabulary has not been a particular subject for students to learn, but it has been taught within lessons of speaking, listening, reading and

writing. During the lesson, the students use their own vocabulary and are introduced to new words provided by the teachers and classmates which they apply in classroom activities. The uses of vocabulary are the way to make the lesson more interesting, enjoyable and effective. For many learners of English, whenever, they think of vocabulary, they think of learning a list of new words with meanings in their native language without any real context practice.

Teaching vocabulary in the case of the English language does not just know the meanings of a particular word but it is more than that. There are certain things about the words that students need to know the called aspect of words. While teaching vocabulary, students are not just learning the meaning of words but they are learning various aspects of words as well. The various aspects of words are word formation; word grammar, word meaning and word use. Each of these aspects is described as follows (Wallace, 1982:25).

**1.1.2.1 Word Grammar:** Word grammar is one aspect of learning words. Various forms of a word and its structure are called 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 (one chair, two chairs) but uncountable noun can only be singular (furniture, not furnitures). This difference is reflected in grammatical rules.

**1.1.2.2 Word Meaning:** Like word grammar, word meaning is also another aspect of word. Meaning in context or sense relations of a word is called word meaning. Here most words have more than one meaning. For example, the word 'table' can be both 'a piece of furniture' and 'a list of facts'. Similarly, the word 'run' obviously means a verb of action (moving with quick steps faster than walking), but it also means noun (e.g. a bats

man made two runs). If we combine it with different prepositions (which are called phrasal verbs) it may have more than 30 different meanings. Learners decipher the meanings of a word by looking at the context in which it is used. For example, we understand that the word 'book' has two different meanings in the following contexts: if we see a saying '*But I booked my tickets three days ago*' with if we see a policeman accompanied by an unhappy looking man at a police station saying '*we booked him for speeding*': so, students need to understand the importance of meaning. This way of knowing the word meaning is known as meaning in context. Another way to understand the word meaning is sense relations. Sometimes words have meanings in relation to other words. Students understand the meaning of word like 'good' in relation to a word like 'bad' (antonyms) and 'bad' in relation to a word like 'evil' (synonym) and so on.

**1.1.2.3 Word Formation:** While teaching vocabulary teacher does not teach the students only the meaning of a particular word but also teach them how the words are written and spoken. He also teaches them how they (words) can change their forms. This is the vital aspect of vocabulary teaching. Regarding English language learning a learner should be aware of the fact that words can change their shape and their grammatical value, too. Moreover, they can get chance to know how suffixes and prefixes such as 'im' or 'ly' change the shape and meaning of the word. For example, if we add 'im' to the word 'perfect' (imperfect) and 'ly' to the word 'quick' (quickly) not only form but also the meaning, both grammatical and semantic, will be changed.

**1.1.2.4 Word Use:** while teaching vocabulary in the case of English language learning a teacher should not only teach the meaning of that word but also teach how these words can be used effectively and



appropriately. He should learn them aware of the fact that a word can be used differently in different situations. Thus, words can also be learned by using them according to our purpose. Every word cannot be used in every situation. That is why, they are taught how a particular word can be used appropriately so that they can express their ideas effectively. Some of the uses of words are as follows:

**i) Metaphor and Idiom:** Word meaning is frequently stretched through the use of metaphor and idiom. Metaphor is a way of describing something by saying that it is like something else, i.e. Indirect comparison between two objects. For example, the word, 'hiss' describes the noise that snakes make. But its meaning can be stretched to describe the way people talk to each other. *Don't move or you're dead; she hissed.* That is metaphorical use. In the same way, in idiom more than two words convey a single meaning. We cannot deduce the meaning from individual words. For example, *It's raining 'cats and dog's* doesnot mean cats and dogs are raining but raining heavily.

**ii) Collocation:** Word meaning is also governed by collocation; that is, words which go with each other. Collocation is the way in which words are used together regularly. Some words can occur in particular situations. They have close relation while occurring with certain words, otherwise they will be meaningless. For example, we can have a *headache, earache*, but we cannot have a *legache*; or a *throatache*.

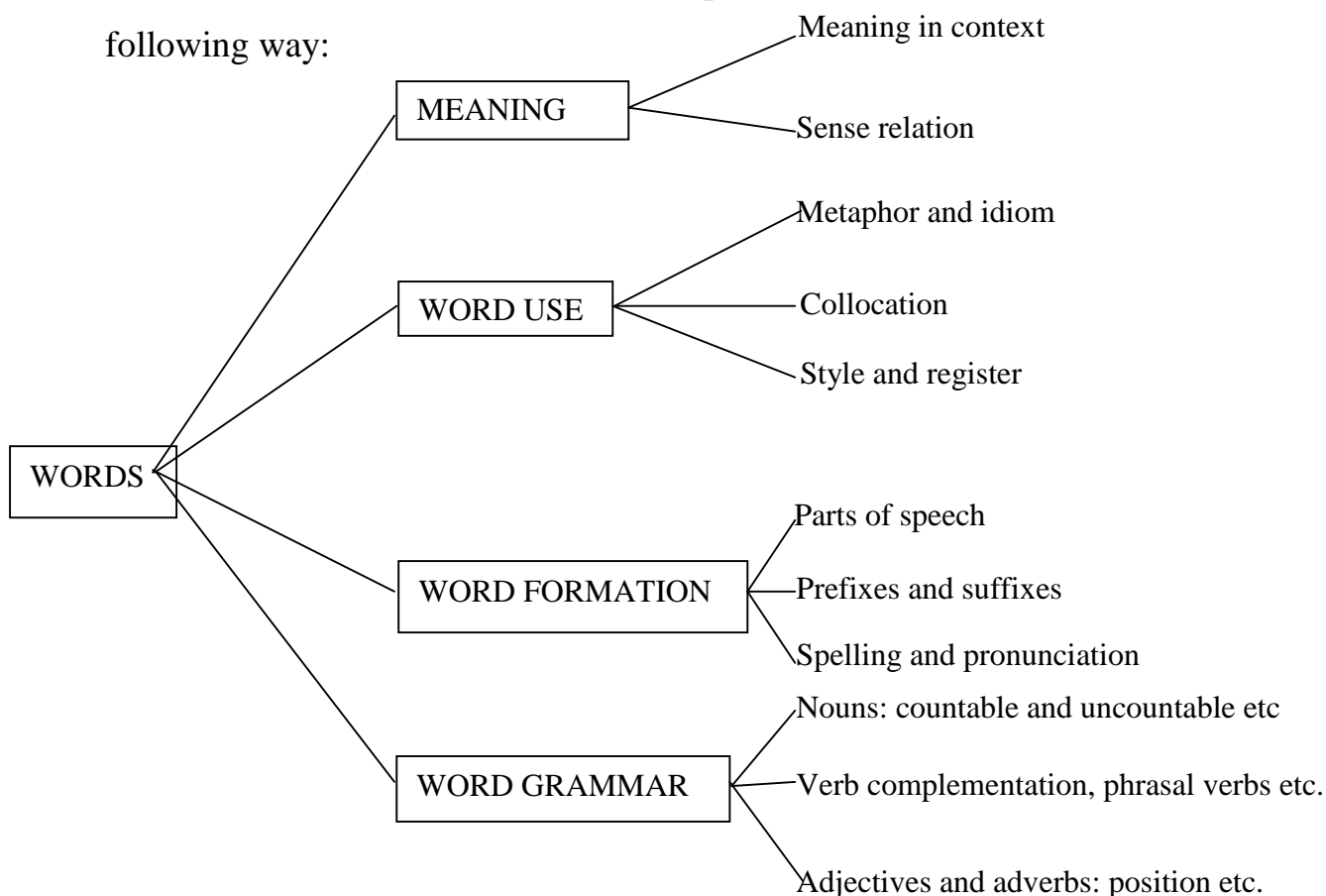
**iii) Style and Register:** In the course of teaching vocabulary, students are made aware of the fact that some words can be used only in certain social and topical context. Style implies formal and informal use of words, whereas register implies the different fields of using the words. For example:

Style-        →        I'm angry (neutral use)  
                               I'm really pissed off (informal use)

Register -    →        words used in politics medicine, sports.

Thus, it is the vocabulary teaching that helps learner to recognize metaphorical use of language. It also helps them to understand what stylistic and context words and expressions occur in.

Harmer (1991:158) summaries the aspects of learning words in the following way:



To conclude the importance of vocabulary for L2 learners requires that teachers solidify their commitment to vocabulary building. Teachers can stimulate students' vocabulary growth and retention by rethinking instructional priorities. First, teachers should make a point of immersing their students in a vocabulary rich environment to promote the incidental learning of vocabulary. Second, they should encourage the amount of

reading assigned to their students, because reading is likely to have the greatest impact on student's vocabulary knowledge. Third, they should set aside time for explicit vocabulary instruction that not only teaches word meanings but also provides opportunities for (a) systematic recycling of lexical items in a range of meaningful contexts, (b) connections between new and known lexical items, and c) active student involvement. In a nutshell, it can be said that to have mastery over the English language, vocabulary teaching and learning is indispensable, without which one can not express effectively and fluently what he wants to express.

### **1.1.3 Introduction to the Targeted Text**

**Thirty days to a more powerful vocabulary** is an English textbook, written by Wilfred Funk and Norman Lewis. This book is prescribed for the students of three-year bachelor's degree in Education, under the course of Compulsory English (i.e. General English). This textbook is included in the second unit of the course of study. It carries 15 marks out of 100 marks. It has been published by Binny publishing House, New Delhi. The specific objective of this text is to expand the students' repertoire of English vocabulary and to teach them techniques of enriching their vocabulary.

Detailed description of unit two in the course of study makes it clear that all the vocabulary items found in the text of Funk and Lewis should be taught. Under course contents in detail, all the vocabulary items found in the text of Funk and Lewis should be taught. So far as the total number of the chapters of this text is concerned, the whole text comprises of thirty chapters and the whole text is expected to be taught within thirty days. It is also expected that students should learn and have mastery over all the vocabulary items within the same period of time.

As far as the content of the text is concerned, it covers words from all walks of life including some specialized ones. The selection and gradation of vocabulary seems quite natural. Moreover, the words of the text are selected and organized scientifically and systematically rather than listing haphazardly. This text has followed simple to complex, known to unknown, concrete to abstract principles in the organization and the presentation of vocabulary items. This is one of the salient features of this text.

An assessment system is another salient feature of this text. Each chapter of this text ends with review and each section ends with a progress check. Participating in a progress check, students can easily know how many vocabulary items they have learnt. In a progress check, the writer has adopted objective type test items like matching items, Fill in the blanks, true and false and multiple choice items. Subjective types of questions are totally ignored.

So far evaluation scheme and time allotment of the text is concerned, out of 100 marks, just 15 marks have been asked in the yearly examination held by Tribhuvan University. The nature of the questions is totally objective type. Similarly 15% time out of 100% has been provided to teach this text during one academic year.

In a nutshell, it can be said that this textbook is helpful to the students who are studying in bachelor level. After having studied this text students will learn how to make words themselves. It also helps how to add words to his vocabulary while he is at the movies, listening to the radio or reading. He enhances the knowledge how to use the words to impress others without being a show off. Students can also learn how to avoid the embarrassment of misusing or mispronouncing words and how to increase their language power quickly with some simple 'roots'.

## **1.2 Review of the Related Literature**

Different studies had been carried out on the vocabulary achievement. Some of them have been presented in the following paragraphs.

Shambaugh and Shamaugh undertook the study of the core vocabulary for elementary public school in 1939. The main purpose of the study was to find out those words that hold the most important position in the daily life of the children of elementary school age. The study concluded that 1309 words were found common at elementary level.

The first research to investigate the vocabulary repertoire of the students in Nepal was carried out by Rongong (1973). In his thesis entitled 'A study of the spoken vocabulary of the primary school children of Nepal' he has attempted to investigate Nepali words that come in oral use of the children of primary level. The findings of the study showed that not much difference was found in the words used by children from three regions. (i.e. the Himalayan region, the Mountain region and Terai region) It was also found that the children from the Terai region tended to use more Hindi words.

Adhikari and Sharma (1992) have made an attempt to make an analytical study of vocabulary repertoire of Nepali of the students who have completed class three. On the basis of the study, they have concluded that the vocabulary repertoire of the students was found satisfactory. The study also found that difficulty level of vocabulary was lower than the students' intellectual maturity.

Chudal (1997) has carried out a research on a 'A study of English vocabulary achievement of the students of grade six in Jhapa district'.

The purpose of the study was to investigate students achievement of English vocabulary used in the English textbook of grade six. Another purpose of the study was to make a comparative study on English vocabulary achievement of the students of class six on the basis of sex and locality. The study found that the students English vocabulary achievement was poor in total. The boys' proficiency of the English vocabulary was found better than those of girls. Similarly, urban school students' proficiency in the achievement of English vocabulary was found satisfactory than that of the rural school students. The urban boys' achievement was found more satisfactory than the boys in rural schools.

Khatri (2000) in his thesis entitled 'A study of English vocabulary achievement of the students of grade eight' has made an attempt to investigate students' achievement of English vocabulary used in English textbook of grade seven. He has also attempted to compare the vocabulary achievement in the nouns with the achievement in the verbs. The findings of his study reveal that the English vocabulary achievement of the students of grade eight was found satisfactory in total. In the same way, the achievement in nouns was found better than the achievement in verbs.

Tiwari (2001) has carried out another study on 'A study of English vocabulary achievement of the students of grade ten'. For this purpose five public schools of Kaski district had been chosen. The study attempted to find out the students' achievement of English vocabulary used in the new English textbook for grade ten. Vocabulary items were taken from the English textbook for grade ten. The study showed that vocabulary achievement of students was not satisfactory.

Upadhaya (2002) carried out a research on 'A study on achievement of phrasal verbs of the students of higher secondary level'. The main purpose of the study was to find out the proficiency level of

phrasal verbs of the students of higher secondary level and to compare the proficiency level of the students of four streams (Arts, Education, Science and Commerce) of higher secondary level. The study shows that achievement of the students of the four streams of higher secondary level was satisfactory in total because the percentage of all streams was above fifty percent.

Kattle (2005) conducted a study on 'An analysis of vocabulary used in my English book for grade-3'. The main purpose of the study was to analyse the vocabulary items in terms of frequency and syllable structure. The study showed 693 different vocabulary items were found to be used in the textbook. Among, them nouns had the highest frequency of occurrence. Out of 696 words 60.14% were monosyllabic, 31.17% disyllabic, 7.44% were tri-syllabic, 0.2% four syllabic, only 0.14% were five syllabic forms. The study also showed that there were CV, CCCV, VCC and VCCCC pattern of words.

Gaire (2006) carried out a study on 'Analysis of achievement of vocabulary of grade-11 English vocabulary' The major objectives of the study were to examine the total number of vocabulary items with their frequency and achievement. The study showed 413 different words were found in the textbook, having the highest frequency of nouns. The study showed 92.22% of the students were found above the average level. In comparison to other vocabulary items nouns were found to be easier.

Devkota (2007) in his thesis entitled 'Vocabulary achievement of students from different ethnic groups' has made an attempt to compare achievement of vocabulary included in the textbook of grade eight. The findings of his study reveal that vocabulary achievement of Brahmin-hill students was 79.40%, of Chhetri 65.90%, of Newar 63.90%, of Magar 64.40%, of Rai 58.80%, of Yadav 54.90% of Gurung 54.20%, of Tamang 50.60%, of Tharu 50.20% and of Kami 44.40%. So, the Brahmin-Hill

students' have the highest vocabulary achievement. As a whole, Kami students are the poorest in vocabulary achievement.

The studies mentioned in the preceding paragraphs are some of the studies on vocabulary achievement of the students which were carried out in the past. These research works were different from one another in terms of their purpose, areas of study, levels of students.

This study is different from the previous ones in that it has attempted to find the achievement of the vocabulary of B.Ed. 2<sup>nd</sup> year students which are included in their one of the textbooks '**30 days to a more powerful vocabulary**'. It has attempted to compare the achievement of the students in nouns with in adjectives.

### **1.3 Objectives of the Study**

This study had the following objectives:-

1. To investigate students' achievement of English vocabulary (nouns and adjectives only) used in '**30 days to more powerful vocabulary**' an English textbook, B. Ed. 2<sup>nd</sup> year.
2. To compare the vocabulary achievement in the nouns with the achievement in the adjectives of the students of B.Ed. 2<sup>nd</sup> year.
3. To compare the level of vocabulary achievement of students of four campuses.
4. To compare the itemwise vocabulary achievement.
5. To suggest some pedagogical implications.

### **1.4 Significance of the Study**

English has been taught and learnt as a foreign language in Nepal. It is a compulsory subject from grade one to the bachelor's level in the government education. Vocabulary teaching is emphasized not only in the lower level but also in the upper level. The significance of this study are as follows:-



- i) This study will provide valuable insights to the people involved in teaching and learning of the English language in Nepal.
- ii) As this study investigates the students' proficiency in learning the vocabulary incorporated in '**30 days to more powerful vocabulary**', it will help the teachers who are teaching this book.
- iii) It provides an insight on the nature of vocabulary to be selected while preparing a textbook.
- iv) This study will be helpful to determine whether the difficulty level of those vocabulary used in that textbook is appropriate to the intellectual maturity of the students or not.

## **CHAPTER - TWO**

### **METHODOLOGY**

To fulfil the set objectives of the proposed study, the researcher used the following methodology.

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

For this study primary source was used for data collection and secondary sources were used to facilitate the researcher to carry out the research.

##### **2.1.2 Primary Sources**

The study was mainly based on the primary data. The researcher had taken primary data from the students who were studying in B. Ed. 2<sup>nd</sup> year so all the students were primary source. He had collected data from four campuses. Among them two campuses were from Kathmandu district and two from Dhanusa district.

##### **2.1.3 Secondary Source**

The researcher had taken secondary data from different books, newspapers, journals and documents. Some of them are Allen (1983), Doff (1998), Funk and Lewis, (1980), and Wallace, (1982).

#### **2.2 Sampling Procedure**

The population of this study were 80 students from four campuses. Among them 40 students each were selected from two districts i.e. (Dhanusha and Kathmandu), their distribution was 20 students from each campus. The researcher had used random sampling procedure to select both informants and campuses.

### 2.3 Tools for Data Collection

The researcher prepared a list of content words. (Here nouns and adjectives only) from English textbook entitled '**30 days to a more powerful vocabulary**', which contains 202 nouns and 90 adjectives. The investigator counted their frequency. Out of them 25 nouns and 25 adjectives were selected on the basis of their frequency of occurrence. The words having greater frequency were selected.

Then a set of test items was constructed for collecting the data. The test items were four types such as **Matching, Fill in the Blanks, Sentence Making** and **Rearranging the Jumbled words**. As far as possible, same lexeme was selected for nouns and adjective forms for the test items.

### 2.4 Process of Data Collection

First of all, the researcher prepared a set of written test (APP.D-1). He visited all the selected campuses. He explained the main objective of his visiting to the concerned people and asked the authority for permission to administer the test. The researcher administered the test on the following dates.

Campuses	Dates
i) Janakpur Campus, Jandkpurdham	2064-3-2
ii) Rajarshi Janak Campus, Janakpurdham	2064-3-25
iii) Kathmandu Shikshya Campus, Putalisadak	2064-9-2
iv) Mahendra Ratna Campus, Tahachal	2064-9-25

Twenty students were randomly selected from each campus. The set of test was distributed to the selected students. The researcher described the instructions verbally which were also in written form in the

question papers Moreover, he gave them necessary instructions as to what they were supposed to do. He himself played the role of invigilator during the test.

The students were required to write their answers on their test papers. When they finished, the researcher collected the answer papers. The answer papers were marked and the scores obtained by the students were tabulated.

The researcher also made a list of nouns and a list of adjectives separately. He counted all the correct responses on each vocabulary item. On the basis of high responses he ordered them serially.

The researcher also assumed the vocabulary items which were correctly responded by 81% - 100% of the students were grouped in the first rank as the easiest vocabulary. In such a way, he ranked them into five ranks. The last or the fifth rank contained the vocabulary items which were correctly responded by 1%-20% of the students. They were assumed as the most difficult vocabulary. The researcher analyzed and compared the achievement of nouns and adjectives on the basis of the first and the fifth rank scale and percentage. The following table shows the rank:-

<b>Percentage of the Students with Correct Response</b>	<b>Rank</b>	<b>Difficulty Level of Vocabulary</b>
81% - 100%	I	easiest
61% - 80%	II	easier
41% - 60%	III	average
21% - 40%	IV	more difficult
1% - 20%	V	most difficult

The tabulated data were analyzed, interpreted and compared for the accurate result. The researcher interpreted the tabulated data by using the statistical tools of rank and percentage.

## **2.5. Limitations of the Study**

The study was limited in the following ways:-

- a. The population of the study was limited to the students of Faculty of Education only.
- b. The informants were bachelor level students studying in the second year.
- c. The area of the study was confined to four campuses and two districts (i.e. Dhanusha and Kathmandu).
- d. Words were selected only from '**30 days to more powerful vocabulary**'
- e. The study was further limited to the acquisition of nouns and adjectives that were used in that English textbook.

## **CHAPTER - THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of data. The responses of the students were marked systematically and their correct responses were tabulated. With a view to make the study more objective, the analysis and interpretation had been carried out by using statistical tools of rank and percentage.

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

- a) Holistic analysis Vocabulary Achievement
- b) Comparison between Nouns and Adjective on the Basis of Total Marks
- c) Itemwise Analysis of Vocabulary Achievement in total.
- d) Campuswise Analysis of Vocabulary Achievement.

These main headings are divided into the following two sub headings.

- I. Difficulty level of Vocabulary
- II. Holistic comparison of Nouns-Adjective.

#### **I. Difficulty Level of Vocabulary**

The achievement of the students of each campus in nouns and the adjectives was categorized in accordance with the five point scale of rank as follows.

<b>Percentage of the Students with Correct Response</b>	<b>Rank</b>	<b>Difficulty Level of Vocabulary</b>
81% - 100%	I	easiest
61% - 80%	II	easier
41% - 60%	III	average
21% - 40%	IV	more difficult
1% - 20%	V	most difficult

The vocabulary items (here nouns and adjectives) which were correctly responded by 81% - 100% of the students were placed in the first rank. It denotes the easiest level of difficulty. Similarly, the vocabulary items correctly responded by 61% - 80% of the students were placed in the second rank which refers easier level than the former. If the percentage of students with the correct responses was 41%-60%, it was placed in the third rank which indicates the average level of difficulty. In the same way, the vocabulary items correctly responded by 21%-40% of the students were categorized in the fourth rank which stands for the more difficult level. The last or the fifth rank which represents the most difficult level of vocabulary includes correct responses of 1%-20% of students.

## **II. Holistic Analysis of Nouns and Adjectives**

The achievement of the students in nouns and adjectives is presented and compared on the basis of the percentage of the total number of the correct responses.

### 3.1 Holistic Analysis of the Vocabulary Achievement

Here, a researcher has tried to show the holistic analysis of the vocabulary achievement of B.Ed. 2nd students in both nouns and adjectives. The following table shows the holistic analysis of the vocabulary achievement in nouns only.

**Table No. 1**  
**Holistic analysis of the vocabulary Achievement in Nouns**

Nouns									
S.N.	Vocabulary Items	Janakpur Campus Janakpurdham	Rajarshi Janak Campus	Shikshya Campus Putali Sadak	Mahendra Ratna Campus Tahachal	Total No. of Students with Correct Response	%	Rank	Frequency
		Number Of Students With Correct Response							
1	Analogy	18	16	16	18	58	72.5	II	1
2	Ascetic	16	14	15	16	61	76.2	II	3
3	Benevolence	18	16	16	18	68	85	I	3
4	Misanthropist	14	12	12	18	56	70	II	4
5	Satiety	18	16	16	16	66	82.5	I	4
6	Pomposity	20	20	20	20	80	100	I	1
7	Graph	20	20	20	20	80	100	I	1
8	Biology	20	16	20	20	76	95	I	2
9	Unity	18	16	20	20	74	92.5	I	2
10	Uniform	18	14	20	20	72	90	I	1
11	Abortion	16	14	14	18	62	77.5	II	1
12	Agonistic	16	16	12	18	62	77.5	II	2
13	Companion	18	16	16	18	68	85	I	1
14	Egoist	14	12	13	17	56	67.5	II	2
15	Unanimity	16	14	16	18	54	83.7	I	1
16	Monotony	18	16	15	18	67	75	II	1
17	Psychology	18	12	15	15	60	66.2	II	1
18	Frustration	14	12	13	14	53	7.5	V	3
19	Stoic	1	1	1	2	5	70	II	2
20	Monarchy	12	12	16	16	56	11.2	V	2
21	Nostalgia	1	1	3	4	9	56.2	III	3
22	Misanthropist	10	10	12	13	45	56.2	III	4
23	Portable	12	10	11	12	45	56.2	III	2
24	Bigamy	13	12	12	14	51	63.7	II	3
25	Cycle	12	11	12	14	49	61.2	II	1
	Total	371	329	356	397	1453			



Total number of responses	= 2000
Total number of the correct responses	= 1453
The percentage of the correct responses	= 72.65%

Table No. 1 shows the holistic analysis of vocabulary achievement of the students in nouns only. The nouns were categorized into five ranks. The word in the first rank correctly responded by 81%-100% of the total number of students were categorized as the easiest vocabulary items. Similarly, the words in the fifth or the last rank were categorized as the most difficult vocabulary items.

### **I. Difficulty Level of Vocabulary**

In Table No. 1, out of 25, nine nouns (i.e. **benevolence, satiety, pomposity, graph, biology, unity, uniform, companion, monotony**) were found in the first rank as the easiest words. Just two words (**nostalgia, stoic**) were found in the fifth rank as the most difficult words in total. Similarly two nouns (i.e. **misanthropist, cycle**) were found in the third rank as average and two words (**nostalgia, stoic**) were found in the fifth rank as the most difficult words respectively.

There, were 2000 responses in nouns in total out of them 1440 responses were correct. The percentage of the total correct responses was 72.65%. This percentage shows the total achievement of the student in nouns. The achievement of the students in nouns was found satisfactory because more than 60% responses were correct.

### **3.2 Holistic analysis of Vocabulary Achievement in Adjectives only**

The table No. 2 presents the holistic analysis of vocabulary achievement in adjectives only. Here the adjectives were also categorized into five ranks. The words in the first rank correctly responded by 81% - 100% of the total number of students were

categorized as the easiest vocabulary items. Similarly, the words in the fifth or the last rank were categorized at the most difficult vocabulary items.

**Table No. 2**  
**Holistic analysis of of Vocabulary Achievement in Adjectives**

Adjectives									
S.N.	Vocabulary Items	Janakpur Campus Janakpurdham	Rajarshi Janak Campus	Shikshya Campus Putali Sadak	Mahendra Ratan Campus Tahachal	Total No. of Students with Correct Response	%	Rank	Frequency
		Number Of Students With Correct Response							
1	Analogous	14	12	16	16	58	72.5	II	2
2	Ascetic	14	12	14	14	54	67.5	II	3
3	Benevolence	16	14	16	18	64	80	II	3
4	Pompous	18	16	16	20	70	87.5	I	2
5	Misanthropic	12	10	14	14	50	62.5	II	1
6	Satiated	12	10	16	14	52	65	II	3
7	Graphic	18	18	16	18	70	87.5	I	2
8	Biological	18	18	15	18	69	86.2	I	2
9	Uniformed	18	16	12	18	64	80	II	2
10	Abortive	16	14	11	16	57	71.25	II	2
11	United	16	16	14	18	64	80	II	3
12	Agonistic	14	14	11	16	60	75	II	3
13	Companionable	16	14	15	14	59	73.7	II	2
14	Ego-centric	12	16	12	12	52	65	II	3
15	Unanimous	16	12	15	14	57	71.2	II	1
16	Monotonous	16	14	16	18	64	80	II	1
17	Psychological	14	12	16	18	60	75	II	3
18	Frustrated	8	8	12	16	44	55	III	2
19	Stoical	1	1	2	3	7	8.7	V	3
20	Monarchical	10	12	12	16	55	68.7	II	1
21	Nostalgic	1	1	2	3	7	8.75	V	2
22	Misanthropic	1	2	3	5	11	30.7	V	3
23	Portable	14	12	13	16	55	68.7	II	1
24	Bigamous	6	5	6	7	24	30	IV	2
25	Cyclic	12	10	11	12	45	56.2	III	1
	Total	313	289	306	354	1262			

Total number of response	= 2000
Total number of the correct responses	= 1262
The percentage of the correct responses	= 63.1%

### I. Difficult level of vocabulary

In table No. 2 out of 25 three **adjectives (pompous, graphic, biological)** were found in the first rank as the easiest words. Similarly out of 25, sixteen adjectives (**analogues, ascetic, benevolence, misanthropic, satiated uniformed, abortive, united, agonistic, companionable, ego-centric, unanimous, monotonous, monarchical,, portable, psychological)** were found in second rank as the easier words. Just one adjective (i.e. **cyclic**) more difficult words and three adjectives (**stoical, nostalgic, misanthropic**) were found in the fifth rank. They were categorized as the most difficult vocabulary items. They were correctly responded only by 1%-20% of the total number of students.

In total, there were 2000 responses in adjectives out of them, 1262 responses were correct. The percentage of the total number of responses was 63.1. This percentage indicates that the achievement in adjectives was satisfactory because more than 60% responses were correct.

### II. Holistic Comparison of Nouns and Adjectives

The number of the easiest words in nouns was nine. They were **benevolence, satiety, pomposity, graph, biology, unity, uniform, companion, and monotony** but the number of the easiest words in adjectives was only two. They were **pompous** and **graphic**. Similarly, there was no more difficult words in nouns but one word (**bigamous**) was found more difficult word in adjectives. Likewise, there were only two words (**stoic, nostalgia**) were found the most difficult words in nouns but

there were three words (**stoical, nostalgia, misanthropist**) found the most difficult words in adjectives.

In this way, more nouns were achieved by the students but they achieved comparatively less number of adjectives.

On the other hand, 72.65% of the total responses were correctly responded by the students in nouns but only 63.1% of the total responses were correctly responded in adjectives.

In comparison, the total achievement of the students in nouns i.e. 72.65% was found better than the achievement in adjectives i.e. 63.1%.

The present research work found out that all the words with high frequency counts may not be easy and all the words with low frequency may not be difficult for the students. Table No. 1 shows the word '**graph**' (i.e. having only one frequency counts) was achieved by 95% of the total number of students and the word '**misanthropist**' (i.e. having four frequency counts) was achieved or correctly responded only by 56.2% of the total number of students. The word 'misanthropist' was found more difficult than the word '**graph**'.

Table No.2 shows the word '**unanimous**' (i.e. having one frequency counts) was achieved by 71.2% of the total number of students but the word '**nostalgic**' (i.e. having three frequency counts) was achieved only by 8.75% of the total number of students. The study shows that in the achievement of vocabulary frequency counts of the words in a text can not be the sole cause of difficulty or easiness.

### **3.1.3 Holistic Comparison between Nouns and Adjectives on the Basis of Total Marks Secured by the Students**

The achievement in nouns and adjectives was also analyzed on the basis of the total marks obtained by the students and percentage.

**Table No. 3**

**Comparison between Nouns and Adjectives**

Nouns					Adjectives				
Total sample size	FM	FM in total	The marks secured in total	percentage	Total sample size	FM	FM in total	The marks secured in total	percentage
80	50	4000	2906	72.65%	80	50	4000	2524	63.1%

Table No. 3 shows the comparison between the achievement of the nouns and the adjectives. The total sample size of students was 80. The full marks in nouns per student was 50. So, the total full marks of 80 students was 4000. Out of 4000, the total number of students secured 2906 marks in total. So, the percentage of marks secured in nouns was 72.65%. The achievement in nouns was found satisfactory.

On the other hand, the sample size of students was 80 and full marks in adjectives was 50 for each student. So, the total full marks in adjectives was 4000. The total number of students secured 2524 marks. The percentage of marks secured in adjectives was 63.1%. Therefore, the achievement was found satisfactory. The total number of students secured 72.65% marks in nouns but they secured only 63.1% marks in adjectives. On the basis of total marks secured by the students, it was found that the achievement in nouns was better than in adjectives because the percentage of marks secured in nouns was greater than in adjectives.

### 3.1.4 Vocabulary Achievement in each test items

**Table No. 4**

**Vocabulary achievement in each test items**

S.N	Test items	Nouns				Adjectives				Average
		Sample size	FM in Total	Marks secured in total	%	Sample Size	FM in total	Marks secured in total	%	
1	Matching	80	960	890	92.7	80	960	790	82.29	87.49
2	Rearranging the jumbled words	80	800	730	91.25	80	800	656	82	86.6
3	Fill in the blanks	80	1120	966	86.25	80	1120	808	71.14	78.69
4	Sentence making	80	1120	320	28.57	80	1120	270	24.1	26.33

Table No. 4 shows the itemwise analysis of vocabulary achievement. The questionnaire contained 4 types of test item. The achievement in **matching item** was the highest (i.e. 87.49%). The percentage of achievement in **fill in the blank** was 78.69%. Similarly, the achievement in **rearrange the jumbled words** was found (86.6%). **sentence making** the achievement was found the lowest (i.e. 26.33%)

The study found out that the test items can affect in the assessment of vocabulary achievement. In the **sentence making** item the students could not respond easily as in other test items. But **matching items** and **fill in the blanks** were responded easily. It was also found that same vocabulary items can be correctly responded in one test item but they cannot be correctly responded in other test items.

The study found out that the sentence making item very difficult for the students.

The achievement in **matching item** was the highest (i.e. 87.49%) but the achievement in **sentence making** was the lowest (i.e. 26.33%). So, there was vast difference in achievement of these two items.

From the analysis and interpretation of the data, it was found that the students of Rajarshi Janak campus were found below 60%. The students of Janakpur Campus, Kathmandu Shikshya Campus and Mahendra Ratna Campus, Tahachal were found above 60% achievement of vocabulary. On the whole, the vocabulary achievement of the students was found satisfactory.

In total, the vocabulary achievement of nouns of the students was found better than that of adjectives (App. C-1). The vocabulary achievement of the students Mahendra Ratna Campus Tahachal was found the highest and that of Rajarshi Janak Campus was found the lowest (App. C-11)

### **3.2 Campuswise Analysis of Vocabulary Achievement**

#### **3.2.1 Analysis of Vocabulary Achievement of students of Janakpur Campus, Janakpurdham**

The table No. 5 presents the analysis of vocabulary achievement of students of Janakpur campus. This table portrays the total responses, the total correct responses and the percentage of the correct responses of both nouns and adjectives.

**Table No. 5**

**Vocabulary Achievement of Students of Janakpur Campus**

Nouns					Adjectives				
S.N.	Vocabulary Items	No. of students with correct response	%	Rank	S.N.	Vocabulary Items	No. of students with correct response	%	Rank
1	Pomposity	20	100	I	1	Pompous	18	90	I
2	Graph	20	100	I	2	Graphic	18	90	I
3	Biology	20	100	I	3	Biological	18	90	I
4	Analogy	18	90	I	4	Uniformed	18	90	I
5	Benevolence	18	90	I	5	Benevolence	16	80	II
6	Satiety	18	90	I	6	Abortive	16	80	II
7	Unity	18	90	I	7	United	16	80	II
8	Uniform	18	90	I	8	Unanimous	16	80	II
9	Companion	18	90	I	9	Monotonous	16	80	II
10	Monotony	18	90	I	10	Compensable	16	80	II
11	Psychology	18	90	I	11	Analogues	14	70	II
12	Ascetic	16	80	II	12	Ascetic	14	70	II
13	Abortion	16	80	II	13	Agnostic	14	70	II
14	Agnostic	16	80	II	14	Psychological	14	70	II
15	Unanimity	16	80	II	15	Portable	14	70	II
16	Misanthropist	14	80	II	16	Misanthropic	12	60	III
17	Frustration	14	70	II	17	Satiated	12	60	III
18	Egoist	14	70	II	18	Ego-centric	12	60	III
19	Bigamy	13	65	II	19	Cyclic	12	60	III
20	Monarchy	12	60	III	20	Monarchical	10	50	III
21	Portable	12	60	III	21	Frustrated	8	40	IV
22	Cycle	12	60	III	22	Bigamous	6	30	IV
23	Misanthropist	10	50	III	23	Misanthropic	1	5	V
24	Nostalgia	1	5	V	24	Nostalgic	1	5	V
25	Stoic	1	5	V	25	Stoical	1	5	V
	Total	371					313		

Total Responses :- 500	Total Responses =500
Total correct Responses=371	Total correct Responses =313
Percentage of the correct responses = 74.2%	Percentage of the correct responses =62.6%



Table No.5 shows the level of vocabulary achievement of the students of Janakpur campus. Twenty students were selected to administer the test. Twenty five nouns and twenty - five adjectives were included in the test. In the table, the nouns and the adjectives were ranked on the basis of the percentage of students with the correct response. The nouns and adjectives were shown in the same table. Difficulty level of the vocabulary items and the comparison of achievement on nouns and adjectives are discussed below.

### 3.2.2.1 Difficulty Level of Vocabulary

In the table above, out of 25, 11 nouns (i.e. **pomposity, graph, biology, analogy, benevolence, satiety, unity, uniform, companion, monotony, psychology**), were found in the first rank and categorized as the easiest vocabulary items for the students. They were correctly responded by 81%-100% of the students. Similarly, out of 25, 8 nouns (i.e. **ascetic, abortion, agnostic, unanimity, misanthropist, frustration, egoist, bigamy**), were found in the second rank and categorized as easier vocabulary items for the students. They were correctly responded by 61%-80% of the students. Lastly 4 nouns (**monarchy, portable, cycle, misanthropist**) and two nouns (**nostalgia stoic**) were found in the third and fifth rank and categorized as average and most difficult words respectively.

On the other hand, out of 25, 4 adjectives (**pompous, graphic, biological, uniformed**) were found in the first rank as the easiest words. Similarly, out of 25, 11 adjectives (**benevolence, abortive, united, unanimous, monotonous, companionable, analogous, ascetic, agnostic psychological, portable**) were found in the second rank as easier words. Likewise 2 adjectives (**frustrated, bigamous**) and 3 adjectives

(**misanthropic, nostalgic, stoical**) were found 4<sup>th</sup> and 5<sup>th</sup> rank as more difficult words and most difficult words respectively.

Nouns were found as the easiest words than the adjectives for the students. Similarly, 2 nouns were found in the second rank as easier whereas 11 adjectives were found in the second rank as easier. Likewise 4 nouns were found in the third rank as average; whereas 5 adjectives are found in that the rank. Two nouns were found in the fifth rank as the most difficult words whereas 3 adjectives were found in that rank. Therefore, difficulty level of adjective is higher than that of noun for the students of Janakpur campus.

### **3.1.2.2 Holistic Comparison of Noun and Adjective**

According to number of students and the number of nouns and adjectives, I expected 500 responses in nouns and 500 responses in adjectives responded correctly. Out of 500 responses, 371 nouns (i.e.72.2%) were responded correctly. But out of 500 responses, only 313 adjectives (i.e.62.6%) were correctly responded. The percentage of the nouns was 72.2% and the adjectives 62.6%. The greater percentage of correct responses in nouns (i.e.72.2%) indicates the achievement of nouns was better than those of adjectives.

In Janakpur campus, vocabulary achievement of the students in both items (i.e. nouns and adjectives) was found satisfactory.

### **3.2.2 Analysis of Vocabulary Achievement of students of Rajarshi Janak Campus, Jahakpurdham**

The table No. 6 shows the analysis of vocabulary achievement of students of Rajarshi Janak Campus. This table presents the outline of the total responses, correct responses and the percentage of correct responses of both nouns and adjectives.

**Table No. 6**  
**Vocabulary Achievement of Students of Rajarshi Janak Campus,**  
**Janakpurdham**

Nouns					Adjective				
S.N	Vocabulary Items	No. of students with correct response	%	Rank	S.N.	Vocabulary Items	No. of students with correct response	%	Rank
1	Pomposity	20	100	I	1	Biological	18	90	I
2	Graph	20	100	I	2	Graphic	18	90	I
3	Analogy	20	80	II	3	Pompous	16	80	II
4	Benevolence	16	80	II	4	Uniformed	16	80	II
5	Satiety	16	80	II	5	United	16	80	II
6	Biology	16	80	II	6	Ego-centric	16	80	II
7	Unity	16	80	II	7	Benevolent	14	70	II
8	Agnostic	16	80	II	8	Abortive	14	70	II
9	Companion	16	80	II	9	Companionable	14	70	II
10	Monotony	16	80	II	10	Agnostic	14	70	II
11	Ascetic	14	70	II	11	Monotonous	14	70	II
12	Abortion	14	70	II	12	Analogous	12	60	III
13	Uniform	14	70	II	13	Ascetic	12	60	III
14	Unanimity	14	70	II	14	Unanimous	12	60	III
15	Misanthropist	12	60	III	15	Psychological	12	60	III
16	Egoist	12	60	III	16	Monarchical	12	60	III
17	Psychology	12	60	III	17	Portable	12	60	III
18	Frustration	12	60	III	18	Misanthropic	10	50	III
19	Monarchy	12	60	III	19	Satiated	10	50	III
20	Bigamy	12	60	III	20	Cyclic	10	50	III
21	Cycle	11	55	III	21	Frustrated	8	40	IV
22	Misanthropist	10	50	III	22	Bigamous	5	25	V
23	Portable	10	55	III	23	Misanthropic	2	10	V
24	Nostalgia	1	5	V	24	Nostalgic	1	5	V
25	Stoic	1	5	V	25	Stoical	1	5	V
	Total	371					313		

Total Responses =500	Total Responses =500
Total correct Responses =329	Total correct Responses =289
Percentage of the correct Responses = 658%	Percentage of correct Responses = 57.8%

Table No.6 shows the status of achievement of nouns and adjectives of Rajarshi Janak Campus, Janakpurdham. Twenty students were selected to administer the test. Twenty- five nouns and twenty five adjectives were included in the test. The nouns and the adjectives were grouped into five ranks.

### **I. Difficulty Level of Vocabulary**

In the table above only out of 25, two nouns (i.e. **pomposity, graph**) were found in the first rank as the easiest words. Similarly, out of 25, two nouns (**nostalgia, stoic**) were found in the fifth rank as the most difficult words.

On the other hand, no any adjective was found in the first rank as the easiest word. Similarly, only one adjective out of 25 (i.e. **bigamous**) was found in the fourth rank as more difficult word and three adjectives out of 25 (i.e. **misanthropic, nostalgic, stoical**) were found in the fifth rank as the most difficult words for the students of Rajarshi, Janak Campus respectively.

It was found that more nouns were found as the easiest words than those of adjectives in this campus and more adjectives were found as the most difficult words than nouns.

### **II. Holistic Comparison of Noun- Adjective**

There were 500 responses expected in total, out of them 329 nouns (i.e. 65.8%) were correctly responded but only 289 responses (i.e.57.8%) were correct in adjectives. The greater percentage of the correct responses in nouns indicates the achievement in nouns was better than in adjectives in Rajarshi Janak Campus.

In Rajarshi Janak Campus vocabulary achievement of both nouns and adjectives was found satisfactory because the percentage of the achievement was found above 55%.

### 3.2.3 Analysis of Vocabulary Achievement of students of Kathmandu Shikshya Campus, Putalisadak

The table No. 7 demonstrates the analysis of vocabulary achievement of students of Kathmandu Shikshya Campus. This table presents the total responses, the total correct responses and the percentage of the correct responses of both nouns and adjectives.

**Table No. 7**

#### Vocabulary Achievement of Students of Kathmandu Shikshya Campus

Nouns					Adjectives				
S.N.	Vocabulary Items	No. of students with correct response	%	Rank	S.N.	Vocabulary Items	No. of students with correct response	%	Rank
1	Pomposity	20	100	I	1	Analogous	16	80	II
2	Graph	20	100	I	2	Benevolent	16	80	II
3	Biology	20	100	I	3	Pompous	16	80	II
4	Unity	20	100	I	4	Satiated	16	80	II
5	Uniform	20	100	I	5	Graphic	16	80	II
6	Analogy	16	80	II	6	Monotonous	16	80	II
7	Benevolence	16	80	II	7	Psychological	16	80	II
8	Satiety	16	80	II	8	Biological	15	75	II
9	Companion	16	80	II	9	Companionable	15	75	II
10	Unanimity	16	80	II	10	Unanimous	15	75	II
11	Monarchy	16	80	II	11	Ascetic	14	70	II
12	Ascetic	15	75	II	12	United	14	70	II
13	Monotony	15	75	II	13	Misanthropic	14	70	II
14	Psychology	15	75	II	14	Portable	13	65	II
15	Abortion	14	70	II	15	Uniformed	12	60	III
16	Egoist	13	65	II	16	Ego-centric	12	60	III
17	Frustration	13	65	II	17	Frustrated	12	60	III
18	Misanthropist	12	60	III	18	Monarchical	12	60	III
19	Agnostic	12	60	III	19	Abortive	11	55	III
20	Misanthropist	12	60	III	20	Agnostic	11	55	III
21	Bigamy	12	60	III	21	Cyclic	11	55	III
22	Cycle	12	60	III	22	Bigamous	6	30	IV
23	Portable	11	55	III	23	Misanthropic	3	15	V
24	Nostalgia	3	15	V	24	Nostalgic	2	10	V
25	Stoic	1	5	V	25	Stoical	2	10	V
	Total	356					306		

Total Responses =500	Total Responses =500
Total correct Responses =356	Total correct Responses =306
Percentage of the correct Responses =71.2%	Percentage of the correct Responses =61.2%

Table No.7 shows the status of vocabulary achievement in nouns and adjectives of Kathmandu Shikshya campus. Twenty students were selected to administer the test. Twenty-Five nouns and twenty five adjectives were included in the test. The nouns and adjectives were grouped into five ranks.

### I. Difficulty Level of Vocabulary

In the table, given above out of 25 nouns, five (**pomposity, graph, unity, biology, uniform**) were found in the first rank as the easiest words. Similarly, two (**nostalgia, stoic**) were found in the fifth rank as the most difficult vocabulary items.

On the other hand, out of 25 adjectives no adjective was found in the first rank as the easiest words. Similarly, out of 25 adjectives only one (**bigamous**) was found in the fourth rank as the more difficult words. Likewise, out of 25 adjectives three (**misanthropic, nostalgic, stoical**) were found in the fifth rank as the most difficult words.

In comparison, more nouns were found in the first rank as the easiest words than the adjectives and no in the first rank as the easiest.

Similarly, two nouns were found in the fifth rank but one adjective was found in the fourth rank and in the fifth rank as more difficult words and most difficult words respectively.

So, the vocabulary achievement of the students in the nouns was found better than the adjectives in Kathmandu Shikshya campus.

### **Holistic Comparison of Nouns and Adjectives**

There were 500 responses in total. Out of them 356 (71.2%) were correct in responded in nouns. But only 306 responses (i.e. 61.2%) were correct in adjectives in Kathmandu Shikshya campus. The greater percentage of the correct responses in nouns indicates that the achievement in nouns was found better than in adjectives.

In Kathmandu Shikshya campus, the vocabulary achievement of the students both in nouns and adjectives was found satisfactory.

### **3.2.4 Analysis of Vocabulary Achievement of students of Mahendra Ratna Campus Tahachal**

The table No. 8 shows the analysis of vocabulary achievement of students of Mahendra Ratna Campus. This table presents the outline of the total responses, correct responses and the percentage of correct responses of both nouns and adjectives.

**Table No. 8**

**Vocabulary Achievement of Students of Mahendra Ratna Campus  
Tahachal**

Nouns					Adjectives				
S.N.	Vocabulary Items	No. of students with correct response	%	Rank	S.N.	Vocabulary Items	No. of students with correct response	%	Rank
1	Pomposity	20	100	I	1	Pompous	20	100	I
2	Graph	20	100	I	2	Benevolent	18	90	I
3	Biology	20	100	I	3	Graphic	18	90	I
4	Unity	20	100	I	4	Biological	18	90	I
5	Uniform	20	100	I	5	Uniformed	18	90	I
6	Analogy	18	90	I	6	Monotonous	18	90	I
7	Benevolence	18	90	I	7	Psychological	18	90	I
8	Misanthropist	18	90	I	8	United	18	90	I
9	Abortion	18	90	I	9	Analogous	16	80	II
10	Agnostic	18	90	I	10	<u>Agnostic</u>	16	80	II
11	Companion	18	90	I	11	Frustrated	16	80	II
12	Unanimity	18	90	II	12	Monarchical	16	80	II
13	Monotony	17	90	II	13	Portable	16	80	II
14	Egoist	16	85	II	14	Abortive	16	80	II
15	Ascetic	16	80	II	15	Ascetic	14	70	II
16	Satiety	16	80	II	16	Satiated	14	70	II
17	Monarchy	16	80	II	17	Misanthropic	14	70	II
18	Psychology	15	75	II	18	Companionable	14	70	II
19	Frustration	14	70	II	19	Unanimous	14	70	II
20	Bigamy	14	70	III	20	Ego-centric	12	60	III
21	Cycle	14	70	III	21	Cyclic	12	60	III
22	Misanthropist	13	65	III	22	Bigamous	7	35	IV
23	Portable	12	60	III	23	Misanthropic	5	25	IV
24	Nostalgia	4	20	V	24	Nostalgic	3	15	V
25	Stoic	2	10	V	25	Stoical	3	15	V
	Total	397					354		

Total Responses =500

Total Responses = 500

Total correct Responses =397

Total correct Responses=354

Percentage of the correct Responses=79.4%

Percentage of the correct Responses = 70.8%

Table No.8 shows the status of vocabulary achievement of the students of Mahendra Ratna Campus, the number of students with correct



responses and their percentage. The vocabulary items were ranked into five categorized. The table also shows the difficulty level of vocabulary items (here, nouns, and adjectives)

### **Difficulty Level of Vocabulary**

For the students of Mahendra Ratna Campus, thirteen nouns (**pomposity, graph, biology, unity, uniform, analogy, benevolence, misanthropist, abortion, agnostic, companion, unanimity, monotony**) were found in the first rank because; they were correctly responded by 81% -100% of the students. They were the easiest vocabulary items for them. Similarly, Eight adjectives (**pompous, benevolent, graphic biological, uniformed, monotonous psychological, united**), were found as the easiest words.

Likewise, only one word (i.e. **portable**) was found in the third rank as the average in nouns and two words (**nostalgia, stoic**) were found in the fifth rank as the most difficult words.

On the other hand, two adjectives each (**ego-centric, cyclic**), (**bigamous, misanthropic**), (**nostalgic and stoical**) were found as, the third, fourth and fifth ranked as average, more difficult and most difficult words respectively.

The number of the easiest words both in nouns and adjectives were not equal. The number of the most difficult words in adjective was greater than in nouns. Therefore, the achievement of nouns was found better than of adjectives.

### **Holistic Comparison Between Nouns and Adjectives**

In the table above, it is seen that out of 500 responses 397 (i.e. 79.4%) were correct in nouns but out of 500 responses only 354 (i.e. 70.80%) were correct in adjectives in Mahendra Ratna Campus. The greater percentage of the correct responses in nouns indicates that the students of Mahendra Ratna Campus achieved more in nouns than in adjectives.

The vocabulary achievement of the students of Mahendra Ratna Campus was found satisfactory both in nouns and in adjectives.

## CHAPTER - FOUR

### FINDINGS AND RECOMMENDATIONS

The focus of the study was to investigate students' achievement of English vocabulary (here, nouns and adjectives) and to compare the achievement in the use of nouns and adjectives.

The vocabulary items were taken from '**30 days to a more powerful vocabulary, an English textbook.**' The vocabulary achievement of the students above 55% was assumed satisfactory.

#### 4.1 Findings

The study has the following findings.

- i. The English vocabulary achievement of bachelor level student of Faculty of Education, was found satisfactory in total.
- ii. The percentages of the total achievement of the students in nouns and in adjectives were 72.65% and 63.1% respectively, which means achievement in nouns was found better than the achievement in adjectives.
- iii. The achievement of English vocabulary was found satisfactory in four campuses. Among the four campuses, the vocabulary achievement of Mahendra Ratna campus, Tahachal was found in the highest position (i.e. 79.4% in nouns and 70.8% in adjectives) and the achievement of Rajarshi Janak Campus, was found the lowest (i.e. 65.8% in nouns and 57.8% in adjectives).
- iv. The students were found weak to create their own sentence by using the given vocabulary items.

## 4.2 Recommendations

Having summarized the findings of the present study the researcher would like to make the following recommendations:-

- i. Although the achievement level of the students of bachelor level on the selected vocabulary items was found satisfactory, teachers should strive to raise the level for the highest level of the achievement.
- ii. More emphasis should be given to adjectives in teaching vocabulary items to increase the achievement level of the adjectives.
- iii. There should be constant interaction and co-operation among different campuses to reduce the discrepancy.
- iv. Some words of frequency should be increased. They are stoic, Nostalgia, stoical and nostalgic.
- v. The students were found weak to use the vocabulary items in their own sentences. So, more practice should be provided in '**sentence making**' to increase the creativity.

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## **APPENDICES**

### **APPENDIX - A**

#### **List of campuses chosen for the study**

S.N.

1. Janakpur Campus, Janakpurdham
2. Rajarshi Janak Campus, Janakpurdham.
3. Kathmandu Shikshya Campus, Putalisadak
4. Mahendra Ratna Campus, Tahachal.



## APPENDIX - B

**Frequency counts of the Nouns and the adjective from 30 days to a more powerful vocabulary.**

**The bold faces once are selected for the study**

<b>Nouns</b>					
S.N	Vocabulary	No, of frequency	S.N	Vocabulary	No, of frequency
1	<b>Abortion</b>	2	102	Lieutenant	1
2	Acrophobia	1	103	Machiavellian	1
3	<b>Aesthete</b>	2	104	Malediction	1
4	<b>Agonistic</b>	1	105	Manias	1
5	Agoraphobia	1	106	Martinet	1
6	Ailurophobe	1	107	Megalomaniac	1
7	Altruist	2	108	Melancholia	1
8	Ambiguity	1	109	<b>Misanthropist</b>	4
9	Amnesia	1	110	Miscegenation	1
10	Amazon	1	111	Misogamy	1
11	<b>Analogy</b>	1	112	Misogynist	4
12	Animalcule	2	113	<b>Monarchy</b>	1
13	Animal	2	114	Monastery	3
14	Animosity	1	115	Monk	1
15	Anomaly	1	116	Monocle	1
16	Anthropology	2	117	Monologue	1
17	Aquophobia	1	118	Monograph	1

18	Archaeology	1	119	Monoplane	1
19	Astraphobia	1	120	Monopoly	2
20	Atheism	1	121	<b>Monotony</b>	1
21	Athlete	1	122	Monotheism	1
22	Atheist	3	123	<b>Nostalgia</b>	3
23	<b>Ascetic</b>	3	124	Numismatist	1
24	Benediction	1	125	Nyctophobia	1
25	Benefactor	1	126	Nymphomania	1
26	Beneficiary	1	127	Obstetrician	1
27	Benefit	1	128	Ochlocracy	1
28	<b>Benevolence</b>	3	129	Omniscient	1
29	<b>Bigamy</b>	3	130	Ophidiophobia	1
20	Binoculars	1	131	Ophthalmologist	1
31	<b>Biology</b>	2	132	Optician	1
32	Biped	2	133	Optometrist	1
33	Biscuit	1	134	Ornithology	1
34	Bivalve	1	135	Osteopath	1
35	Broker	1	136	Panacea	1
36	Captain	1	137	pander	1
37	Ceraunophobia	2	138	Paranoia	1
38	chauvinst	1	139	Pariah	1
39	Chirography	1	140	Parvenu	1
40	Chiropodist	1	141	Pedal	1
41	Clairvoyant	2	142	Pedant	1

42	Claustrophobia	1	143	Pedestrian	1
43	Colonel	1	144	Pediatrician	1
44	<b>Companion</b>	1	145	Penury	1
45	Complacent	1	146	Persiflage	1
46	Compunction	2	147	Philatelist	1
47	Connoisseur	1	148	Philistine	1
48	<b>Cycle</b>	1	149	Philologist	1
49	Cynophobia	1	150	Philology	1
50	Defeatist	1	151	Phlegmatic	1
51	Demagogue	1	152	Plebeian	1
52	Dermatologist	1	153	podiatrist	1
53	Design	1	154	<b>Pomposity</b>	1
54	Dialogue	1	155	Podium	1
55	Domination	1	156	Polygamy	3
56	Diction	1	157	Polyglot	2
57	Dipsomania	1	158	Polygon	1
58	Dipsomaniac	1	159	Polytheism	3
59	Domination	1	160	<b>Portable</b>	2
60	<b>Egoist</b>	2	161	Porter	1
61	Elite	1	162	Procrastination	1
62	Embryology	1	163	Psychiatrist	1
63	Ennui	1	164	<b>Psychology</b>	1
64	Entomology	1	165	Pyromania	1
65	Epicurean	2	166	Pyrophobia	1

66	Epigram	1	167	Quadrilateral	1
67	Equanimity	1	168	Recrimination	1
68	Eulogy	1	169	Redundancy	1
69	Esthete	1	170	Repercussion	1
70	Ethnology	1	171	Reporter	1
71	Etymology	1	172	<b>Satiety</b>	4
72	Exphemism	1	173	Schizophrenia	1
73	exhibitionist	1	174	Section	1
74	Expedition	1	175	Signature	1
75	Exporter	1	176	Smile	1
76	Facet	1	177	<b>Stoic</b>	2
77	Fact	1	178	Sycophant	1
78	Facilitation	1	179	Telegram	1
79	Factory	1	180	Theocracy	1
80	Factotum	1	181	Theology	2
81	Fatalist	1	182	Triangle	1
82	Fetist	1	183	Tricolor	1
83	Fiasca	1	184	Tricycle	2
84	Fortue	1	185	Trilogy	1
85	<b>Frustration</b>	3	186	Trinity	1
86	Futilitarian	1	187	Trio	1
87	Geology	1	188	Triplet	1
88	Gourmet	1	189	Triskaidekaphobia	1
89	<b>Graph</b>	2	190	<b>Unanimity</b>	1

90	Graphite	1	191	Unicorn	1
91	Gynecologist	1	192	Unicycle	1
92	Hypochondria	1	193	Unification	2
93	Import	1	194	<b>Uniform</b>	2
94	Impunity	1	195	Union	2
95	Imputation	1	196	Unison	1
96	Insignia	1	197	Unit	1
97	Insomania	1	198	<b>Unity</b>	2
98	Jingoism	1	199	Unification	1
99	Jingoist	1	200	Virago	1
100	Kleptomonia	1	201	Virtuoso	1
101	Liberalism	1	202	Volition	1

## ADJECTIVES

S.N.	Vocabulary items	No of frequency	S.N.	Vocabulary items	No of frequency
1	<b>Abortive</b>	2	46	Magnanimous	1
2	Abstemious	1	47	Magniloquent	1
3	<b>Agnostic</b>	3	48	Monic-depressive	1
4	<b>Analogous</b>	2	49	<b>Misanthropic</b>	1
5	Anthropoid	1	50	<b>Monarchical</b>	1
6	<b>Ascetic</b>	3	51	Monomaniac	1
7	<b>Benevolent</b>	3	52	<b>Monotonous</b>	4
8	Biannual	2	53	<b>Nostalgic</b>	2
9	Bicameral	1	54	Obsequious	1
10	Bifocal	1	55	Opinionated	1
11	<b>Bigamous</b>	3	56	Parsimonious	1
12	<b>Biological</b>	2	57	Phlegmatic	1
13	Cadaverous	1	58	<b>Pompous</b>	2
14	Catholic	1	59	<b>Portable</b>	3
15	Companionable	2	60	Presumptuous	1
16	Chimerical	1	61	<b>Psychological</b>	2
17	<b>Conservative</b>	1	62	Punctilious	1
18	<b>Cyclic</b>	2	63	Pusillanimous	1
19	<b>Didactic</b>	1	64	Quadrilateral	1
20	Diffident	1	65	querulous	1
21	Dilettante	1	66	Quixotic	1

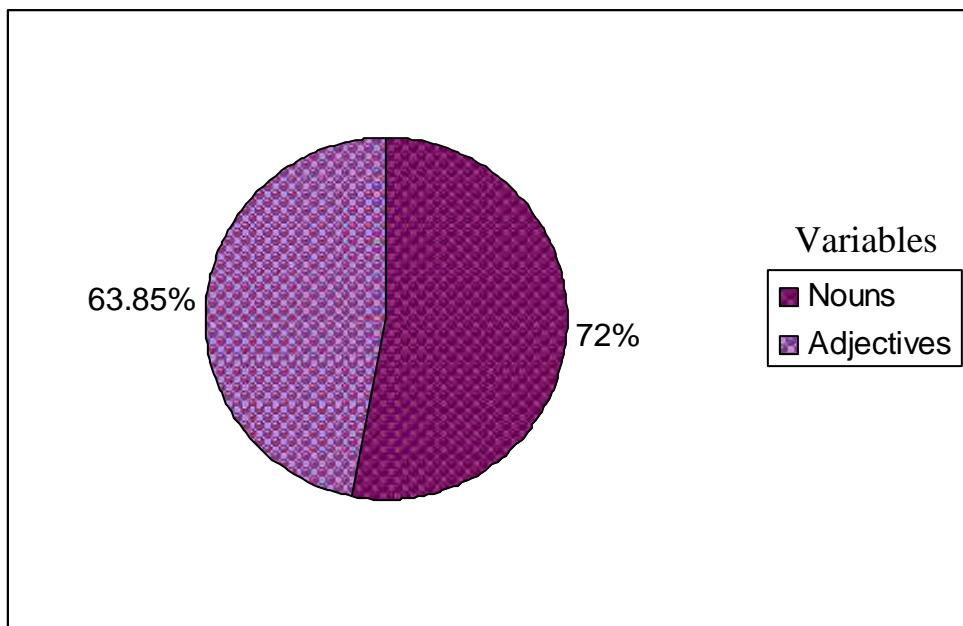
22	Docile	1	67	Sadistic	1
23	Dogmatic	1	68	<b>Satiated</b>	2
24	Effervescent	2	69	Sardonic	1
25	<b>Ego-centric</b>	3	70	Scurrilous	1
26	Epicurean	1	71	Signal	1
27	Erudite	1	72	Soporific	1
28	Esoteric	1	73	<b>Stoical</b>	1
29	Esthetic	1	74	Subversive	1
30	Extrovert	1	75	Supercilious	1
31	Factual	2	76	Surreptitious	1
32	<b>Frustrated</b>	3	77	Triple	1
33	<b>Graphic</b>	2	78	Truculent	1
34	Gregarious	1	79	Trilingual	1
35	Gullible	1	80	Ubiquitous	1
36	Iconoclastic	1	81	<b>Unanimous</b>	1
37	Incongruous	1	82	Unctuous	1
38	Indefatigable	1	83	Unilateral	1
39	Inhibited	1	84	<b>Uniformed</b>	1
40	Insignificant	1	85	<b>United</b>	1
41	Introvert	1	86	Uxorious	1
42	Kleptomaniac	1	87	vainglorious	1
43	Lateral	2	88	Vicarious	1
44	Lethargy	2	89	Vindictive	1
45	Loquacious	1	90	Vitriolic	1

## Diagrammatic Representation of performance in different variables

### APPENDIX- C-1

#### Total performance of the students in Nouns and in Adjectives

Nouns	Adjectives
72%	63.85%





## APPENDIX-C-11

### Campus wise overall performance

