

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is a primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. "It is what the members of a particular society speak" (Wardhaugh, 1998: 1). In the absence of language, a man cannot communicate with each other.

There are many languages spoken in the world. English is one of the most important languages spoken all over the world. It is one of the international languages recognized by the United Nations. It is a principal language of international communication and a gateway to the world. No language in the world is as popular as English. It has become lingua franca of the world. It is the most popular language used in international meetings and conventions. In addition to this English is growing as a global language, for it has become the language of business, internet, sports, civil aviation, medicine, science and technology.

The knowledge of this language is necessary in order to exchange our views and promote harmony among people of more than one country as well as among people of one country where many languages are spoken as in India. It cannot be denied that this language is also needed for the transmission of science and technology and development of tourism. English is the language which is rich in the fields of literature, and science and technology. In real sense, it is right

to say that English is a window which enables us to see the scientific development which is taking place in the world so rapidly.

The importance of the English language in the present world need not be over emphasized because it has become a window for the rapid progress in the field of science and technology.

For political purposes too, its importance cannot be neglected. We certainly feel the importance of English when we go abroad to participate in international seminars, conferences and workshops.

## **1.2 The English Language in Nepal**

In our country Nepal, English is introduced as a compulsory subject from the starting of schooling and goes up to university level. The guardians, who can afford send their children to the private English medium schools. It means that Nepalese guardians have high respect for the English language. The importance of the English language, in the present context of Nepal, can be viewed from different angles which are as follows.

The English language can be used for practical reasons. We need English to establish diplomatic relation with many other foreign countries in the world and to exchange ideas with foreign experts and tourists in the areas of language, science and technology, culture, religion, trade etc.

We need English for further study either in Nepal or in a foreign country. Moreover, English is used for social purposes. It is regarded as the most prestigious and standard language in the world. Therefore,

we need English specially to show international solidarity and maintain social prestige.

Nepal is a centre for a number of tourists every year as it attracts people from all over the world to its natural beauty. We need English to communicate with these tourists. Many advanced countries have been helping Nepal in its development efforts by providing their financial and technical assistance. The deliberations with them are also held in English. Besides being a language of prestige, Nepali students need it for their higher study. English is said to be the language of social mobility business and bureaucracy. Any person proficient in English is considered to have either attended the private English medium schools or has come from a higher educated family in Nepal.

Though English is taught as a compulsory subject, learners commit various kinds of errors which give poor impression about the speakers or writers. Sometimes the speakers/writers fail to express their sense/meaning so the listeners/readers also fail to grasp the meaning.

It is natural that a learner inevitably commits errors in the process of learning a foreign language. It is an inherent feature in the process of foreign language learning. The majority of learner errors are linguistically quite different from those made by native speakers of English. Second language learners commit errors at all the levels of language while the first language acquire commit mistakes and that is also at the performance level. But the concern of the present study will be with error, deviant forms of the language committed by the foreign language learners. Hence, this study deals with grammatical errors. To

be more specific, this study is mainly concerned with errors on the use of Nouns and Adjectives.

### **1.3 Vocabulary**

According to Richards et al. (1985: 305) vocabulary refers to a set of lexeme, including single words, compound words and idioms. We consider it to comprise not only single words but also word compounds and multiword phrases. Traditionally, grammar and lexicon were seen to be two distinct components of language and indeed they still are treated as such in some grammatical theories. From a pedagogical perspective as well, vocabulary and grammar have usually been viewed as two different areas of language.

Most lexical items appear in the basic structure of a sentence before the application of any rules. This reflects the fact that certain grammatical constructions are compatible with certain words and that a given word must often be used in special grammatical constructions (Celce – Murcia, and Larsen – Freeman, 1983).

To really know a word, one needs to know it.

- ) Spelling (orthography)
- ) Phonetic representation (pronunciation, syllabification and stress)
- ) Morphological irregularity (where applicable)
- ) Syntactic features and restrictions (including part of speech)
- ) Common derivations and collections (i.e., word with which it co-occurs)
- ) Semantic features and restrictions

## ) Pragmatic features and restrictions

For example, the form of the word **child**. An English speaker spell it as, c-h-i-l-d and its pronunciation, /t aild/. With respect to morphological irregularity, the speaker should know that the noun **child** has an irregular plural, **children**. Semantic information is also used when we accept a lexical item in certain combinations as meaningful:

The child slept for two hours. But we reject it in others, as the child evaporated two hour ago.

To truly know a word means to know both how it differs from and how it is similar to others.

We can say that vocabulary is the basic unit of language. It should not be neglected in teaching and learning a language because without vocabulary, communication is impossible. The term vocabulary can be defined differently in different books.

If language structure makes up to the skelton of language then it is vocabulary that provides the vital organs and the flesh. Since vocabulary functions as the vital organs and flesh of a language learning it is of great importance.

Vocabulary of any language is a vast ocean. We can produce infinite number of structures on the basis of the knowledge of finite number of grammatical rules. A word may be used in different ways in different situations. Without having an adequate number of vocabularies, one cannot speak any language fluently and

appropriately. People feel frustrated when they do not find the appropriate words while speaking the target language.

Stressing the importance of vocabulary, Wilkins (1972: 111) rightly says, without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Vocabulary is categorized into two groups. They are active and passive vocabulary. According to Harmer (1991: 153) a distinction is frequently made between active and passive vocabulary. The former refers to vocabulary that students have been taught or learnt and which they are expected to be able to use whilst the latter refers to words which the students will recognize when they meet them but which they will probably not be able to produce. This description reveals that those words that an individual uses more frequently are called active vocabulary. On the other hand, those words which can be understood but are very rarely used are called passive vocabulary. Active vocabulary is used in day to day communication. So, it seems to be productive in its nature. On the other hand, passive vocabulary is only in competence level. So, it seems to be receptive in its nature.

Generally, words can be divided into structural words and content words. Content words include nouns, verbs, adjectives and adverbs whereas structural words include prepositions, articles, auxiliaries and personal pronouns. Content words have lexical meaning and structural words have grammatical meaning.

It has been provided that vocabulary plays an important role for the expression of complex thoughts and feelings. Thus, the study of

vocabulary achievement of the students in teaching and learning of a foreign language is a vital task.

## **1.4 Word Classes**

Traditional grammars of English, agreed that there were eight parts of speech in English: the noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection.

### **Identifying Words Classes**

A word class is a group of words, which form a grammatical point of view, behave in the same way. In theory, this means two things.

- I. The words are the same morphologically: they show which class they belong to by using the same endings. For example, verbs add such inflectional endings as –ing and –si; they can also identified by various lexical endings such as –ize and –ify.
- II. The words are the same syntactically: they show which class they belong to by being used in the same way within a sentence. For example, adjectives can appear between article the and a noun, or immediately after a form of be: the happy cat, the cat is happy.

## **1.5 Nouns**

Traditional definition : A noun is a word used for naming some persons places and things. Example: man, house.

All the words in a proposed class are seen to be sharing some features. For example, there are four important features often suggested for nouns.

A. Syntactic structure: a noun is the chief item of a noun phrase  
e.g.,

the new telephones.

B. Syntactic function: a noun functions as the subject, object, or complement of a clause. e.g.,

**Apples** are popular.

I like **apples**.

Those objects are **apples**.

C. Grammatical morphology: a noun can change its form to express a contrast in singular/plural number or to mark the genitive case.  
e.g.,

cat/cats/cat's/cats'

D. Lexical morphology: a noun can be formed by adding one of a small list of suffixes (e.g. -age, -ment, -tion) to a verb, an adjective or another noun.

Most nouns have both a singular and a plural form, expressing a contrast between 'one' and 'more than one', and these are known as variable nouns.

According to Aarts and Aarts (1982: 22) within the class of nouns we can distinguish members which are identifiable as nouns on the basis of typical derivational suffixes.



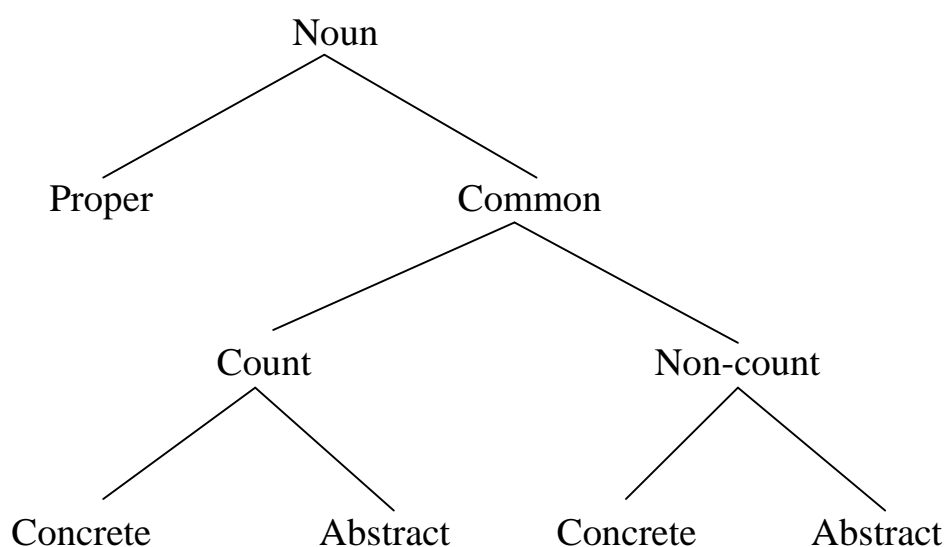
Typical derivational suffixes of nouns are :

- age : coverage, postage
- ance : acceptance, appearance
- ation : information, transformation
- dom : boredom, freedom
- ee : employee, payee
- eer : engineer, mountaineer
- ence : difference, existence
- hood : childhood
- ism : organism
- ness : whiteness
- ship : friendship

### 1.5.1 Classes of Nouns

Nouns can be subdivided into :

#### The main sub Classes of Noun



## 1.6 Adjectives

An adjective can be defined as a word that describes or qualifies a noun or a pronoun. For example, 'black' in 'a black cat' and 'poor' in 'He is poor' are adjectives. So, adjectives are words like 'black', 'poor', 'old', 'happy', 'electric' etc. which are used to describe people, things, events etc. Most adjectives express quality, they tell us what something is like. An adjective always has the same form, except for comparison (tall, taller, tallest) and 'this', 'that' (plural 'these', 'those'). It means an adjective does not change its form whether the noun it qualifies is singular or plural. For example, an intelligent girl/boy, intelligent girls/boys: but this that boy, these/those boys (this boys).

"Adjective describes the things, quality, state, or action which a noun refers to" (Richards et al., 1985). According to Wren and Martin (1999:19), "A word used with a noun to describe or point out the person, animal, place or point out the person, animal, place or thing which the noun names, or tell the number or quantity, is called an adjective". Similarly, in the words of Ur (1996:80), "Adjectives normally describe the things referred to by nouns or pronouns (black, serious); they may function as complements or be attached to a noun". From these definitions, we know that adjectives are those words which are used in connection with nouns or pronouns to modify, describe or limit their meanings. For example, 'old', 'rotten', 'hungry' in 'an *old* house', '*rotten* apples' and 'He is *hungry* are adjectives.

### **1.6.1 Characteristics of Adjectives**

We cannot tell whether a word is an adjective or not by looking at it in isolation. Most of the commonest adjectives have no particular form or ending i.e. there is nothing which makes them look like an adjective e.g. good, hot, little, young, fat, etc. but we can find some common characteristics of adjectives. Aarts and Aarts (1982) state that many adjectives are identifiable on the basis of typical derivational suffixes. Many adjectives are also characterized by the fact that they inflect for the comparative and the superlative forms. They give the following derivational suffixes of adjectives (p. 28):

- able (- ible) : preferable, risible
- ful : beautiful, harmful
- ic (-ical) : economic (al), historic (al)
- ish : Danish, greenish
- ive : massive
- less : useless, endless
- like : lady like, manlike

Quirk and Greenbaum (1973:144) say "Most adjectives can be both attributive and predicative, but some are either attributive only or predicative only". Other features are similar to the above ones.

### **1.6.2 Types of Adjectives**

Adjectives can be classified as follows:

1. Adjectives of the Quality show the kind or quality of a person or thing. They tell us about the quality of a noun or pronoun. They answer the questions: of what kind ? e.g.

This is a large city.

She is beautiful. They are Indian.

2. Adjectives of quantity show the quantity, amount or number. They answer the question : How much/ many ? e.g.

He eats little rice.

I've few friends.

He has some beard.

3. Demonstrative adjectives point out which person, thing is meant. They answer the question : which ? e.g.

This book is interesting.

These apples are sweet.

Those fruits are not ripe.

4. Distributive adjectives refer to each of a number of persons. e.g.

Every man knows what to do.

Neither boy knew the answer.

5. Interrogative adjectives are used with nouns to ask questions. e.g.

What bird is that ?

Whose pen is this ?

6. Possessive adjectives show the possession. e.g.

This is my pen.

His wife is beauty.

### 1.6.3 Position of Adjectives

In terms of position, we can distinguish between the attributive and predicative use of adjectives. Most adjectives can be used attributively as well as predicatively and some are restricted to only one position. So adjectives can be in different positions as follows:

1. Adjectives can be used attributively, i.e. they come before the noun. e.g.

The beautiful garden.

It is a large building.

2. They can be used predicatively, i.e. they come after linking verbs: be, seems, look, feel as subject complement or after some verbs like consider, believe, find, make as object complement. e.g.

Hari is poor.

He made his wife happy.

3. They can sometimes be post positive, i.e. they come after the noun. e.g.

heir apparent

time imme moral

somebody important

something larger  
the persons responsible

4. Most adjectives can be either in attributive position (nice weather) or in predicative position (The weather is nice). But some are restricted in one position only.

**a. Attributive Only**

Celce-Murcia and Larsen - Freeman (1999: 382-383) call "reference adjectives" which occur exclusively in attributive position. They list the following eight categories of such adjectives.

- i. Those adjectives that show the reference of the head noun has already been determined.

the { very  
particular  
precise  
same  
self-same  
identical  
exact } man I was seeking

- ii. Those adjectives that show the importance or rank of the head noun:

their { main  
prime  
principal  
chief } faults

- iii. Those adjectives that show the head noun recognized by law or custom:

the { lawful  
rightful  
legal  
true } heir

- iv. Those adjectives which identify the reference of the noun itself (i.e. adjectives derived from nouns) :

a medical doctor

a regular policeman

Criminal law

- v. Those adjectives that qualify the time reference of the noun:

the future king

the late president

- vi. Those adjectives that qualify the geographical reference of the noun:

a southern gentleman.

The Urban crisis.

- vii. Those adjectives that intensify or emphasize the head noun :

a total stranger.

a mere child.

viii. Those adjectives that show the uniqueness of the head noun.

the sole survivor  
the only nominee

not a { Solitary }  
          { Single } Individual

**b. Predicative Only**

Some adjectives are used predicative only. They are as follows [based on East Wood (1994), Leech and Svartvik (1979), and Celce - Murcia and Larsen - Freeman (1999)]:

i. Adjectives beginning with the prefix a :

asleep                      ashamed  
awake                        alike  
alive                         aware  
afraid  
alone

ii. Adjectives showing states of health (i.e., health adjectives):

well            fine            ill            unwell            faint

iii. Adjectives expressing feelings:

please            ,            glad            ,            upset

iv. The class of predicative adjectives also includes the following (i.e. adjectives followed by prepositional phrases or infinitives):



loath (to)  
dependent (on)  
prepared (to)  
fond (of)  
bound (for)

- v. Some adjectives can be used both attributively and predicatively in one meaning but are restricted to attributive use in another meaning (Aarts and Aarts, 1982: 30):

Attributive and predicative :

an <u>old</u> book	-	that book is <u>old</u> .
a <u>true</u> story	-	that story is <u>real</u> .
the <u>right</u> approach	-	that approach is <u>right</u> .

Attributive only :

an <u>old</u> friend	-	that friend is old.
a <u>true</u> hero	-	that hero is true.
A perfect food	-	that food is perfect.

In other cases, there is a difference in meaning between the attributive and predicative use. For example, 'a small farmer', means a man having a small farm, but 'the farmer is small' means that he is a small man physically. Compare other examples:

The present king	-	The king is present.
His late wife	-	His wife is late.

### 1.6.4 Comparative Forms of Adjectives

Adjectives change in form (short, shorter, shortest) to show comparison. There are three degree of comparison: positive (short), comparative (shorter) and superlative (shortest). Comparative form is used to compare two things, where as superlative form is used to compare more than two things. The comparative and the superlative forms are formed in the following ways:

- i. Monosyllabic adjectives (i.e. having one syllable) form their comparative and superlative forms by adding - er and - est to the positive form:

dark	-	darker	-	darkest
bright	-	brighter	-	brightest
tall	-	taller	-	tallest
small	-	smaller	-	smallest
fat	-	fatter	-	fattest

Only -r and -st are added with adjectives ending in e :

brave	-	braver	-	bravest
large	-	larger	-	largest

- ii. Disyllabic adjectives (i.e. having two syllables) ending in y also take - er and - est (y | i) :

easy	-	easier	-	easiest
lucky	-	luckier	-	luckiest
happy	-	happier	-	happiest
heavy	-	heavier	-	heaviest

- iii. Adjectives of more than two syllables and some disyllabic adjectives take more and most :

expensive - more expensive - most expensive  
doubtful - more doubtful - most doubtful

Other such adjectives are : obscure, intelligent, useful, serious, hopeless etc.

- iv. The following adjectives have irregular comparisons:

good - better - best  
little - less - least  
far - farther - farthest  
old - elder - eldest (of people only)  
- older - oldest (of people and things)

- v. Later/latest and latter/last letter and latest refer to time; latter and last refer to position.

She is later than I expected.

The last bus is more comfortable.

- vi. many and much

Many is used before countable nouns and much is used before uncountable nouns. e.g. :

She had made many friends.

I haven't got much money.

## 1.7 Review of Related Literature

Several researches have been carried out to find out the proficiency of the students on different skills and aspects of language including grammar.

Karki (2000) has analyzed the proficiency in the use of subject-verb agreement between class 11 and PCL first year students in education stream in Nepal. His findings showed that the PCL first year students were found more proficient than their class 11 counterparts in almost all the items.

Basnet (2001) has analyzed the proficiency in the use of determiners of grade nine students of Dhankuta and Kathmandu districts. He found that the students of Dhankuta district were more proficient than the students of Kathmandu district and the proficiency of girls was better than the boys in total.

Khaniya (2002) has analysed and compared the proficiency in negative and interrogative transformation of the students of grade nine of Lamjung district. His findings showed that half of the students performed better in negative transformation whereas in interrogative transformation, majority of the students were poor in performance. In totality, majority of the students showed better performance in negative and interrogative transformations.

Saud (2004) has analyzed the proficiency in the use of adjectives and adverbs of the students of B.Ed. 2<sup>nd</sup> year of Kathmandu valley and their proficiency in terms of items, campus and sex. His findings showed that the students of Mahendra Ratna Campus performed better

in adjectives where as the Sanothimi campus performed better in adverbs. The proficiency of the girls was higher than that of boys in totality.

The present study is different from previous ones since no comparative study has yet been done in the achievement of nouns and adjectives by grade seven students. So this study attempts to find but the grade seven students' achievement in the use of nouns and adjectives and compare the degree of achievement in terms of sex and region.

## **1.8 Objectives of the Study**

This study had the following objectives:

- i. to find out the achievement of English vocabulary (nouns and adjectives) of grade seven students.
- ii. to compare the vocabulary achievement of the grade seven students in terms of the following variables:
  - a) Urban Vs rural school students.
  - b) Boys Vs girls.
- iii. to suggest some pedagogical implications.

## **1.9 Significance of the Study**

This study attempts to find out the proper use of nouns and adjectives by grade seven students. So the findings of the study will be significant in the field of language teaching. It will be beneficial to language teachers, students, textbook writers, syllabus designers, and to those who are directly or indirectly involved in the field of English language teaching.

# **CHAPTER TWO**

## **METHODOLOGY**

The researcher has adopted the following methodology to conduct the research.

### **2.1 Sources of Data**

Both primary and secondary sources of data were used to collect the information for this study.

#### **2.1.1 Primary Source of Data**

Sixty students of Grade seven were the primary source of data.

#### **2.1.2 Secondary Source of Data**

Various books, journals, research reports and several articles related to the topic were the secondary sources of data.

### **2.2 Population of the Study**

The population for the study were the grade seven students of Mahottary district.

### **2.3 Sample of the Study**

The sample population of the study was 60 students of grade seven from four schools in Mahottary district. Simple random sampling technique was used for it.

### **2.4 Tools for Data Collection**

A set of test items consisting of nouns and adjectives was prepared on the basis of grade seven compulsory English book. The

test items contained 50 questions divided into 10 different sets and each set was termed as item in the thesis.

The whole test item contained 50 questions with equal number of adjectives and nouns, i.e. there were 25 questions each of nouns and adjectives on the whole test.

Each of the 10 items contained 5 questions with 5 marks of each item, i.e. each of the total 50 questions was assigned 1 mark thereby leading the total full mark to 50 (See Appendix I).

## **2.5 Process of Data Collection**

In order to carry out this research work, the researcher first prepared a set of test items. Then, he went to the purposively selected schools such as *Janata Secondary School, Singh Devi Secondary School, Satyanarayan Secondary School and Pakali Higher Secondary School* of Mahottari District. He contacted the school authorities and asked for their permission to carry out the study. After that, he selected the required number of students on the basis of stratified random sampling procedure. Then, the selected students were asked to stay in the same room and others were requested to go out from the room. He instructed them very carefully about the time limitation and the activities they were supposed to do. Then, he administered the test with proper guidance.

The time duration of the test was one and half an hour. Most of the students finished the test within the allotted time. After that, the researcher collected the answer sheets of each student thanking them

for their kind co-operation. He checked the answer sheets very carefully and tabulated the marks for analysis.

## **2.6 Limitations of the Study**

- a. The study was limited to the students' achievement of nouns and adjectives and comparison of the achievement in nouns with that of adjectives of the students of grade seven.
- b. The study area was confined to the schools of Mahottary district.
- c. The students studying in class seven in public schools in Mahottary district were taken for data collection.
- d. The schools were selected randomly.
- e. Fifteen students of each school were selected.
- f. The study was limited to the acquisition of content vocabulary of the English textbook for class seven.
- g. The study was further limited to the acquisition of nouns and adjectives that are used in the English textbook for grade seven.



## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of the data. According to the set objectives of the study, the researcher marked the responses of the students very carefully. Then on the basis of the tabulated scores, the analysis and interpretation were carried out. The analysis and interpretation of the data were done under the following headings:

1. Holistic Analysis Vocabulary Achievement of the students on the whole in the use of nouns and adjectives.
2. Analysis of the vocabulary achievement in adjectives.
3. Analysis of the vocabulary achievement in nouns.
4. Area wise comparison of the total vocabulary achievement.
  - i. Comparison of the achievement between the students of urban Vs. rural school.
5. Sexwise comparison of the total vocabulary achievement:
  - i. Comparison of the achievement between boys and girls.
6. Comparison of the total vocabulary achievement of different sexes within and between the areas.
  - i. Comparison of the achievement of the boys and girls in their own group as well as in their respective area (i.e. urban boys Vs. girls, rural boys Vs. girls, urban boys Vs. rural boys, urban girls Vs. rural girls).

7. Comparison of students' performance between nouns and adjectives.
  - i. Comparison of students' performance between nouns and adjectives.
  - ii. Comparison of performance between nouns and adjectives by sex.
  - iii. Comparison of performance between nouns and adjectives by areas.

### **3.1 Analysis of the Total Vocabulary Achievement of the Students on the Whole in the use of Nouns and Adjectives**

**Table No. 1**

S.N.	Variables	Sample Size	FM	Marks	Percentage	Average
1.	Boys	30	1500	719	47.93	49.29
2.	Girls	30	1500	760	50.66	
3.	Urban	30	1500	827	55.13	49.29
4.	Rural	30	1500	652	43.46	
	Total	60 (Sample Size)	3000	1479	49.29	

The above table shows the total vocabulary achievement of 60 sample students on the test. The full marks of the test was 50. The students secured 1479 marks out of the total 3000 full marks i.e. 49.29 percent in the test. The overall vocabulary achievement in nouns and adjectives was not found satisfactory, since the students secured below the average (50%).

### 3.1.1 Comparison of Different Variables on the Whole

The above mentioned table reflects the total vocabulary achievement of the students in terms of sex and region. The sample size of the variable was 30 for each. Out of the total marks, the boys obtained 47.93 percent whereas the girls obtained 53.22 percent marks. It shows that the girls were found better than the boys.

Similarly, the students of urban area obtained 55.13 percent marks whereas the students of rural region obtained 43.46 percent marks. The researcher found that the students of urban area were better than the students of rural area.

### 3.2 Analysis of the Total Vocabulary Achievement in Nouns

**Table No. 2 : Comparison of Different Variables in Nouns**

S.N.	Variables	Sample Size	FM	Marks	Percentage	Average
1.	Boys	30	750	386	51.46	52.13
2.	Girls	30	750	396	52.80	
3.	Urban	30	750	435	58.00	52.13
4.	Rural	30	750	347	46.26	
	Total	60	1500	782		

The above table shows the analysis of the total vocabulary achievement in nouns. There were 60 sample students in nouns. There were 259 questions of nouns on the test carrying 25 marks. The students secured 782 marks out of 1500 full marks i.e., 52.13 percent since they secured more than average, their overall achievement in nouns was found satisfactory.

The above table compares the achievement of the students in terms of sex and region. Out of the total marks, the boys obtained 51.46 percent whereas the girls obtained 52.80 percent. It shows that girls were found more able than the boys in nouns.

Similarly, the marks obtained by the students of urban area were 58.00 percent whereas the students of rural area obtained 46.26 percent. The result shows that the students of urban areas were found better than the students of rural area.

### 3.3 Analysis of the Total Vocabulary Achievement in Adjectives

**Table No. 3**

S.N.	Variables	Sample Size	FM	Marks	Percentage	Average
1.	Boys	30	750	333	44.40	46.46
2.	Girls	30	750	364	48.53	
3.	Urban	30	750	392	52.26	46.46
4.	Rural	30	750	305	40.66	
	Total	60	1500	697		

The above table shows the total vocabulary achievement of 60 sample students in adjectives. There were 25 questions of adjectives on the test carrying 25 marks. On the average the students secured 697 marks out of 1500 full marks i.e., 46.46 percent. The achievement of adjectives was not found satisfactory since they did not cross the average.

### 3.3.1 Comparison of different Variables in Adjectives

The above table compares the vocabulary achievement in adjectives in terms of sex and region. The sample size was 30 for each variable. The marks secured by the boys were 44.40 percent whereas girls secured 48.53 percent. The researcher found that the girls were better than the boys in the achievement of adjectives.

In the same way, the students of urban area scored 52.26 percent whereas the students of rural area scored 40.66 percent. It was concluded that the students of urban area were better than the students of rural area.

### 3.4 Areawise Comparison of the Total Vocabulary Achievement

**Table No. 4 : Comparison of the Achievement Between Urban Vs Rural School Students**

S.N.	Variables	Sample Size	FM	Marks	Percentage	Average
1.	Urban	30	1500	827	55.13	49.29
2.	Rural	30	1500	652	43.46	
	Total	60				

The above table displays the status as well as the comparison of the achievement in nouns and adjectives in terms of regions. The sample size was 30 for each variable.

Out of the total marks the students of urban area obtained 52.13 percent where as the students of rural area obtained 43.46 percent. It shows that the students of urban area were found satisfactory since

they crossed the average and the students of rural area seemed so weak since they were found below the average.

In conclusion, the students of urban area were found better than the rural area.

### 3.5 Sexwise Comparison of the Total Vocabulary Achievement

**Table No. 5 : Comparison of the Achievement Between Boys and Girls**

S.N.	Variables	Sample Size	FM	Marks	Percentage	Average
1.	Boys	30	1500	719	47.93	49.29
2.	Girls	30	1500	760	43.4650.66	
	Total	60				

The above table shows that the status as well as the comparison of the achievement between boys and girls. The full marks of the test was 50 and the sample size was 30 for each variable.

Out of the total marks, the boys obtained 47.93 percent whereas girls obtained 50.66 percent. The result shows that boys did not cross the average so they were not found satisfactory on the test. Similarly, Girls crossed the average so they were found satisfactory on the test.

The researcher concluded that boys were better than girls.

### 3.6 Comparison of the Total Vocabulary Achievement of Different Sexes within and between the Areas

**Table No. 6 : Comparison of the Achievement of the Boys and Girls**

S.N.	Variables		Sample Size	FM	Marks	Percentage	Average
1.	Urban	Boys	15	750	388	51.73	55.13
		Girls	15	750	439	58.53	
2.	Rural	Boys	15	750	331	44.13	43.46
		Girls	15	750	321	42.80	
	Total		60				

The above table reveals various facts. It basically compares, the achievement of boys and girls in their own group (i.e. urban boys vs. girls, rural boys vs. rural girls, urban boys vs. rural boys urban girls vs rural girls).

In urban area, the boys obtained 51.73 percent and the girls obtained 58.53 percent.

Thus, the vocabulary achievement of both the boys and the girls in urban area was found satisfactory since both crossed 50 percent. While comparing the vocabulary achievement of the boys and the girls in urban area, boys were found better than the girls.

In rural area the boys obtained 44.13 percent and the girls obtained 42.80 percent. It shows that the vocabulary achievement of both the boys and the girls were not found satisfactory since they were

below the average. However, boys were found better than girls in rural area.

While comparing the boys of urban area and the boys of rural area, the boys of urban area obtained 51.73 percent whereas, the boys of rural area obtained 44.13 percent. It shows that the boys of urban area were found better than the boys of rural area.

Similarly, the girls of urban area obtained 58.53 percent and the girls of rural area obtained 42.80 percent. The researcher found out that the girls of urban area were better than the girls of rural area.

### **3.7 Comparison of the Students' Performances between Nouns and Adjectives**

**Table No. 7 : Comparison of the Achievement between Boys and Girls**

S.N.	Variables	FM	Marks	Percentage	Average
1.	Nouns	1500	782	52.13	49.29
2.	Adjectives	1500	697	46.46	
	Total				

The above table shows the comparison of students' performance in vocabulary achievement between nouns and adjectives.

The total vocabulary achievement of the students in nouns was 52.13 percent where as, the vocabulary achievement of the students in adjectives was 46.46 percent. So, the students were found better in nouns than in adjectives.



**Table No. 8 : Comparison of Performance between Nouns and Adjectives by Sex**

S.N.	Variables		FM	Marks	Percentage	Average
1.	Boys	Nouns	750	386	51.46	47.93
		Adjectives	750	333	44.40	
2.	Girls	Nouns	750	396	52.80	50.66
		Adjectives	750	364	48.53	

The above table presents that the comparison of performance of boys and girls between nouns and adjectives.

The vocabulary achievement of boys in nouns was 51.46 percent whereas the vocabulary achievement of girls in nouns was 52.80 percent. It was found that the girls were better than the boys.

The vocabulary achievement of boys and girls in adjectives was 44.4 and 48.53 percent respectively.

In conclusion, the achievement of both boys and girls was found satisfactory in nouns. Since they scored above the average i.e., 51.46 percent and 52.80 percent. Similarly, both boys and girls in the achievement of adjectives were not found satisfactory. Since they did not score above the average i.e., 44.40 percent and 48.53 percent respectively.

**Table No. 9 : Comparison of Performance between Nouns and Adjectives by Area**

S.N.	Variables		FM	Marks	Percentage	Average
1.	Urban	Nouns	750	435	58.00	55.13
		Adjectives	750	392	52.26	
2.	Rural	Nouns	750	347	46.26	43.46
		Adjectives	750	305	40.66	

The above table shows that the comparison of the performance of urban and rural areas between nouns and adjectives. From the table, it is obvious that the students of urban area obtained 58.00 percent in nouns whereas the students of rural area obtained 46.26 percent in nouns. The researcher found that the students of urban area in nouns were found better than the students of rural area.

The students of urban area scored 52.26 percent in adjectives whereas the students of rural area scored 40.66 percent in adjectives. It makes clear that the students of urban area in adjectives were found better than the students of rural area.

### **3.8 Total Vocabulary Achievement of the Students**

**Table 10 : Total Vocabulary Achievement of the Students**

Total Sample	Total FM	Total Marks	Percentage
60	3000	1479	49.29

The above table shows the conclusive vocabulary achievement of the students. As the table shows that there were 60 sample students and total full marks was 3000. Out of this total full marks, all sample students scored 1479 marks i.e., 49.29 percent.

The researcher came to the conclusion that the vocabulary achievement of the students in both variables (nouns and adjectives) was not found so much satisfactory since they did not cross the average i.e., 49.29 percent.

# **CHAPTER FOUR**

## **FINDINGS AND RECOMMENDATIONS**

The main objective of the study was to find out the achievement of English vocabulary (nouns and adjectives) of Grade seven students. The researcher analyzed and interpreted the collected data of different four schools of Mahottary district systematically.

On the basis of the findings, the researcher presented some recommendations or pedagogical implications.

### **4.1 Findings**

The findings of this study derived from the analysis and interpretation of the data are as follows.

1. The overall vocabulary achievement of the grade seven students in the use of nouns and adjectives was not found to be satisfactory since they secured 49.29 percent of the marks in totality which is below 50 percent marks.
2. In nouns :
  - a. The overall vocabulary achievement of the students in nouns was found to be satisfactory since they obtained 52.13 percent that was above the average.
  - b. The girls (52.80%) were better than boys (51.46%) in nouns.

- c. The students of urban area were found better (58.00%) in nouns than the students of rural areas (46.26%). It means the students of urban areas had performed better in comparison to the students of rural areas.
3. In adjectives :
  - a. The overall vocabulary achievement of the students was not found to be satisfactory in adjectives since they secured 46.46 percent marks out of the total marks i.e., they had not found good in adjectives.
  - b. The girls (48.53%) were better than the boys (44.40%) in using adjectives.
  - c. The students of urban areas were found better (52.26%) than the students of rural areas (40.66%) in adjectives.
4. The students of urban areas were found more able (55.13%) than the students of rural areas (43.46%) on the whole.
5. In case of the status of vocabulary achievement by sex, girls were found to be more satisfactory (50.66%) than the boys (47.93%) in their own group.
6. In urban areas, girls were found better (58.53%) than the boys (51.73%).
7. In rural area, boys were found better (44.13%) than the girls (42.80%).

8. In urban areas both boys and girls were found satisfactory since they crossed the average.
9. In rural area, both boys and girls were not found satisfactory since they did not cross the average.
10. The boys of urban areas were found better (51.73%) than the boys of rural areas (44.13%).
11. The girls of urban areas were found better (58.53%) than the girls of rural (42.80%).
12. Both boys and girls of urban areas were found better than both the boys and girls of rural areas.
13. The students showed better performance in nouns (52.13%) in comparison to adjectives (46.46%).
14. Both the boys (51.46%) and girls (52.80%) performed better in nouns than in adjectives (e.g. boys obtained 44.40% in adjective and girls 48.53%).
15. The students of urban areas performed better in nouns (58.00%) and in adjectives (52.26%) than the students of rural (in nouns 46.25% and in adjectives 40.66%).

## **4.2 Recommendations/Pedagogical Implications**

The following recommendations have been made on the basis of the findings:

- i. Vocabulary achievement of the students of Grade seven is not so good. So, the researcher would like to recommend that

maximum exercise in the use of nouns and adjectives should be provided to the students in the classroom while teaching. Nouns and adjectives should be taught in context appropriately and they should be taught according to their level and standard.

- ii. Students should be motivated towards learning by using effective teaching materials such as charts, flash cards, drawings etc. in the classroom as far as possible.
- iii. Different extra curricular activities and extra reading materials should be provided in schools to increase the students' language achievement, comprehension power, vocabulary and more emphasis should be given on student centred teaching than teacher centred teaching. So that students would pay high attention to language teaching learning activities and learn by doing.
- iv. Vocabulary lays a important role in learning a language so the concerned people should give their care in teaching vocabulary properly.
- v. The remedial teaching should be done for the students in writing paragraph including nouns and adjectives.
- vi. Grammar teaching activities should be practical, use based and inductive with sufficient materials and appropriate examples.
- vii. Curriculum and course designers, methodologists and text book writers should provide appropriate and adequate practical exercises of nouns and adjectives in text books for grade seven.

- viii. Teacher should use new approaches, methods and techniques in language teaching. They should follow the communicative approach to language teaching and create meaningful situation in the classroom using appropriate teaching materials.



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