

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

“Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols” Sapir (1978). It is one of the most powerful means of human communication. It is often said that the anthropoid is transformed into human beings through language acquisition. Animals do not acquire language, only humans do. Language is a dynamic open system that allows human to communicate their thoughts, feeling, desires, emotions, experiences and ideas. Language is also used to convey messages and to impart factual information. Language functions as a bridge to connect an individual to society. It is a social phenomenon. It has become the language of civilization. It is principal language for international communication and gateway to the world body of knowledge.

Nowadays, English has become an indispensable vehicle to the transmission of modern civilization. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantages of a world citizen. A vast store of knowledge and technology is explored through English. It is thus, an important means to achieve a success. It is universally acknowledged the dominant role of language. Among the languages in the world it is explicit that English is the widely used international language. It is also one of the major languages of UNO. English has its worldwide presence and the speed of spread is unprecedented. Considering the socio-cultural perspective, it is evident that people everywhere depend on English to have access to the benefits offered by the broader English speaking world and in the regard it seems convenient to have English as a lingua franca.

Nepal has not remained untouched with the broader influence of English. The emerging challenge to this fast world is to grasp and assimilate English language. It is the foreign language taught in all schools in Nepal and the medium of instruction at higher level of education. English is undoubtedly of vital importance for accelerating the modernization process in Nepal. As education is an agent of such a process, the place of English in Nepalese Education as a foreign language is secure and unavailable. It has been taught as a compulsory subject from grade one to bachelor level.

English language Teaching (ELT) entered Nepal with the foundation of Durbar High School in 1889 A.D. Initially it was only for the ruling family. It was not meant for the education to the public. It took a long time to impart education to the public also. Ruling families and their dearers and nearers could enjoy the education at that time. After the establishment of democracy in 1950 A.D., a number of reforms in the field of education could be seen. A number of commissions and plans were formed for the betterment of Education in Nepal. In this regard, English is getting a top priority and ELT in Nepal has occupied a better position. There are so many approaches, methods and techniques applied for the ELT as the present world's English Teaching requires.

## **1.2 Defining Curriculum, Syllabus and Course of Study**

### **1.2.1 Curriculum**

Traditionally curriculum has been regarded as the subject matter to be taught inside the classroom. It includes all the activities of education system and this guides towards achieving goals. Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational programme.

According to Taba (1962: 11) “A Curriculum is a plan for learning”, for Richards et al. (1999: 94), Curriculum is “an educational programme which states:

1. The educational purpose of the programme (the ends)
2. The content, teaching procedures and learning experiences which will be necessary to achieve this purpose (the means) and
3. Some means of assessing whether or not the educational ends have been achieved.

From these definitions we can say that curriculum is the total plan and teaching and learning process depend upon this. The curriculum guides all the teaching and learning processes that follow.

### **1.2.2 Syllabus**

Syllabus is part of curriculum which refers to the content or subject matter of an individual subject. It is the sub part of curriculum which is concerned with a specification of what units will be taught. According to Richards et al. (1999: 268) Syllabus is ‘A description of the contents of a course of instruction and the order in which they are to be taught’. Similarly, coorder states, ‘A syllabus is the overall plan for the learning process’.

With the help of these definitions we can conclude that it is a part of curriculum which stands as a guideline for the teachers as well as the pupils to follow their teaching and learning process.

### **1.2.3 Course of Study**

Course of study is a part of that syllabus and it is a series of lessons or lectures on a particular subject. It is a set of teaching materials.

### **1.3 Textbook**

Textbook is a book giving instruction in a subject. A textbook is important to a student. According to Haycraft (1978) 'It is something concrete that gives a measure of progress and achievement as lessons are completed, one by one, until finally the book is finished'. In school where students are enrolled at various levels, it is also a measure of standard.

A textbook is written on the basis of prescribed curriculum and is taught in a class with the purpose of achieving goals through the ideals of subject matter that are presented according to the mental and psychological requirements of the students facilitating the task of teaching by its teaching devices, exercises, illustrations etc.

A textbook is the body of knowledge. It is organized and simplified for purpose of learning. It is the most important teaching tool because it can determine not only what will be taught but also how it will be taught.

A textbook is a book prepared on the basis of curriculum (or syllabus). It is used by the students and teachers for particular course of study in a particular branch of knowledge. In other words, a textbook is a book dealing with a definite subject of study systematically arranged, intended for use at a specified level of instruction and used as a principal sources of study material for a given course. For Grant (1987: 12) "Textbook is used to refer to course books, which typically aim to cover all aspects of the language and supplementary textbooks devoted to particular topic or skill areas".

#### **1.3.1 Types of Textbook**

Textbooks are so many and so varied that it is very difficult to make accurate generalizations about them. A broad category is traditional and communicative. These terms refer to a particular kind rather than the date.

Traditional textbooks tend to emphasize the forms or patterns of language (the grammar) more than the communicative functions of language. They tend to focus on reading and writing activities, rather than listening and speaking activities. Textbook dominates the whole teaching and learning. They often make use of a great deal of L<sub>1</sub>. They emphasize the importance of accuracy. They tend to focus rather narrowly on a syllabus and examination. They are often attractive to some teachers, because they seem easy to use, and are highly examination oriented. The main drawback of such textbooks is that at the end of their studies the students are still incapable of using the language: they 'know' its grammar; the system but they can't communicate.

Communicative textbooks are different from the traditional ones in the sense that they create opportunities for the students to use the language in the classroom, as a sort of 'halfway house' before using it in real life. Communicative textbooks emphasize the communicative functions of language, the jobs, people do using the language not just the forms. They reflect the students' needs and interests. They are skill and activity based. They usually have good balance among the four language skills, but may emphasize listening and speaking more than a traditional textbook does. Both content and methods reflect the authentic language of everyday life. They encourage work in groups and pairs, and therefore make heavier demands on teacher's organizational abilities. Communicative textbooks emphasize fluency, not just accuracy.

The teaching items selected for communicative textbooks are not the grammatical items but the functions, the things we do through language, of language. Therefore, such teaching items as introducing, apologizing, instructing, making request etc are included in communicative textbooks. The reading texts are those which the students come across in real life e.g. advertisement, letters, newspaper, articles, menus etc and also literary texts. The exercises will be to participate in conversation, pair work and group work, playing games, role play etc.

Unlike traditional textbooks, the role of a teacher will be that of a facilitator or manager rather than an authority. Students are more active. Communicative textbooks serve the practical purpose of learning a language. Consequently, traditional textbooks are being replaced with communicative ones.

### **1.3.2 Importance of Textbook**

As mentioned earlier, textbook is very important for classroom interaction. They direct teachers, learners and teaching learning. They have subject matter and methodology also. Harmer (1997: 257) states, “It has obvious advantages for both teachers and students. Good textbooks often contain lively and interesting materials; they provide a sensible progression of language items clearly showing what has been studied so that students can revise grammatical and functional points that they have been concentrating on.” It is useful as a memory aid and for consolidation of class work, at home, at the same time the textbook can be a syllabus for the teacher.

Thus a textbook is vital whether we view it from student’s, teacher’s or syllabus point of view. It is prepared by a team of writers, evaluated by a team of experts and updated or modified from time to time.

### **1.3.3 Characteristics of a Good Textbook**

It is needless to say about the importance of textbook. A textbook should have certain qualities so that it draws the whole educational processes to a success. It should suit the needs, interests and level of the target group. It should suit the situation of teaching. Different teachers work in different situations and the best book in the world which work beautifully in one situation may not work in the other. It should follow the curriculum or syllabus. It should be written on the basis of the objectives set in the curriculum. A good textbook has the use of correct colloquial language. A good textbook has well-selected and properly graded new vocabularies and enough communicative

activities. It has enough exercises which encourage learners to work in pairs and groups. Such exercises should develop language skills and their instruction for the teachers and students should be clear. There are a number of pictures and illustrations which help the teaching and learning activities a great extent.

Besides these, a good textbook has a well-decorated cover, proper binding and the printing should be appropriate. Both physical aspects and academic aspects are appropriate.

#### **1.3.4 Evaluation of Textbook**

According of Longman Dictionary of Language Teaching and Applied Linguistics, evaluation is “in general, the systematic gathering of information for purposes of decision making. Evaluation uses both quantitative methods (e.g. tests), qualitative methods (e.g. observation, ratings) and value judgements”. Though textbooks are written by a team of experts on some sensible, principle basis, it can't be the best unless different levels of evaluation are done. The profitable use and adoption of it makes a textbook better. Until and unless we have analyzed and evaluated it, we know only a little about it. So, it requires a systematic analysis of a textbook.

Grant (1987) sees the textbook evaluation as ‘a three-stage-process’: Initial, Detailed and In-use evaluation. In Initial evaluation which is short, we evaluate textbook from bird's eye view. We check it whether it is communicative or not, whether it fits our aims and activities, if it is teachable or not, whether there are available additional materials or not, whether the level is right or not, what is teacher's impression, whether students will be interested or not. Putting such points in light, the discussion among many will give a conclusion about textbook.

The next evaluation is Detailed Evaluation in which evaluation is done by trailing the textbook in actual classroom. After the book is printed, it is sent to the selected schools. Teachers use them in their class and give their

feedback. Not only that but feedback from the students are also collected. The writer(s) make(s) necessary changes on the light of the feedback.

In-use evaluation refers to that kind of evaluation which is done while using the textbook. It means even after selecting a textbook, a constant evaluation or re-evaluation is desirable. This is quite continuous evaluation.

No textbook is perfect in all situations. A proper analysis and evaluation will determine the constant changes that follow.

## **1.4 Vocabulary**

### **1.4.1 Definition of Vocabulary**

Richards et al in the book Longman Dictionary of Language Teaching and Applied Linguistics define vocabulary as ‘a set of lexemes, including single words, compound words and idioms’.

Similarly, Harmer (1997) 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.

Norbert Schmitt (2000) prefers the term ‘lexeme’ and defines as ‘an item that functions as a single meaning unit, regardless of the number of words it contains.’

Cambridge International Dictionary of English (1995) defines vocabulary as ‘all the words which exist in a particular language or subject.’

According to Oxford Advanced Learners Dictionary of Current English (2000), the term vocabulary has been defined as ‘body of words known to a person or used in a particular book, subject etc.’ The meaning of vocabulary is also given as ‘total number of words that make up a language.’



From the above definitions, we can conclude that ‘vocabulary’ can be a single word or a group of words that take a single meaning.

### **1.4.2 Types of Vocabulary**

So far as the type of vocabulary is concerned, it has been categorized in different criteria. Harmer (1997) makes distinction between ‘active’ and ‘passive’ vocabulary. ‘Active’ refers to vocabulary that students have been taught or learnt and which they are expected to be able to use whilst ‘passive’ refers to words which the students will recognize when they meet them but which they will probably not be able to use.

Firsby (1954: 94) says that we have four types of vocabularies. We have our speaking vocabulary, our listening vocabulary, our writing vocabulary and our reading vocabulary. This is associated with two levels of language use i.e. the production level and recognition level.

Fries (1945: 44-50) classifies English words into four groups. Function words, substitute words, grammatically distributed words and content words. The function words primarily perform grammatical functions e.g. the ‘do’ as signaling question. The substitute words e.g. he, she, they etc. replace class of words and several classes. Grammatically distributed words, e.g. some, any etc. show unusual grammatical restrictions in distribution. The number of words in the first three groups is rather small say 200 in around numbers in English. The fourth group i.e. content words constitute the bulk of the vocabulary of the English.

On the basis of the types of meaning they convey, vocabulary can be classified into two categories: concrete and abstract. If a word refers to an object with a concrete shape, it is called concrete vocabulary, e.g. pen, book, glass etc. On the contrary, if it signifies something which has no definite shape, size or measurement and is entirely dependent on our personal imagination, it is called abstract vocabulary e.g. love, anger etc.

Similarly, words are content and function words. Content words give lexical meaning. They are also called words of major class. Nouns, verbs, adjectives and adverbs come under this category. Function words give grammatical meaning. They are also called words of minor class. They show grammatical relationship, Pronouns, articles, conjunctions, prepositions etc come under this category. Content words are also called words of open class and function words are also called words of closed class.

Similarly Aarts and Aarts (1986: 21) say that word class membership may be said to be depended upon at least two kinds of properties: morphological and syntactic.

On the basis of the structure, there are three types of words: simple, compound and complex. Simple words consist of a single free morpheme followed or not by an inflectional affix such as play, plays, played etc. Compound words consist of two or many free morphemes where the constituents themselves and constitute are words; e.g. blackboard. Compound word is a lexical item composed of two or more parts written (-) where the parts themselves are usually words e.g. buspark, school girl etc. Complex words consist of a root plus one or more derivational affixes; e.g. boyhood, determination etc.

To conclude, a word is a smallest meaningful bit of speech that can occur in isolation. Todd (1991: 49-50) says the term word is used for the following five senses.

- (i) 'Orthographic word' represents the word in its conventional alphabetical writing. An orthographic word has space on either side; e.g. book, go etc.
- (ii) 'Phonological word' refers to the word in spoken form. Phonological word is preceded and followed by pause or silence in speech. Phonological word is represented in phonemic or phonetic symbol.

For example 'cat' is orthographic word and /kæt/ is phonological word.

- (iii) 'Morphological word' considers the form but not meaning. 'Ball' has two meanings (a spherical object used in games and a formal social gathering for dancing) but is a single morphological word.
- (iv) A 'Lexical word' is also called lexeme. The lexical word is an abstract unit, which underlies many morphological words. For example, the set of morphological words sing, sings, singing, sang and sung represent a single lexeme.
- (v) A 'semantic word' considers the meaning of a linguistic unit. The one morphological word 'ball' represents two semantic words because it has two different unrelated meanings.

### **1.4.3 Teaching of Vocabulary**

It is true that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. Grammatical knowledge allows us to generate sentences. At the same time, though, we must have something to say; we must have meanings that we wish to express, and we need to have a store of words that we can select from when we wish to express these meanings.

For many years vocabulary was seen as incidental to the main purpose of language teaching- namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on to when learning structures, but was frequently not a main focus for learning itself.

Recently, however, methodologists and linguists have increasingly been turning their attention to vocabulary, stressing its importance in language teaching and reassessing some of the ways in which it is taught and learnt. It is

now clear, for example, that the acquisition of grammar though the two are obviously interdependent.

In any well-structured vocabulary program there needs to be the proper mix of explicit teaching and activities from which vocabulary learning can occur.

#### **1.4.4 Aspects of Learning Words**

Knowing a word does not mean just understanding its meaning(s). There are many things about words that we need to know. In this regard Celce Murcia and Larson- Freeman (1993) mention some points what one actually needs to know to learn a word. They are (i) spelling (orthography); (ii) phonetic representation (pronunciation, syllabification and stress [if multi-syllabics]); (iii) morphological irregularity (where applicable); (iv) syntactic features and restrictions (including part of speech); (v) Common derivation and collocation (i.e. words with which it occurs); and (vi) Semantic feature and restriction.

Similarly, Schmitt (2000) mentions basically three aspects of learning a word; its meaning, the written form of the word and the spoken form of the word.

Harmer (1997: 158) presents the categorization of what knowing a word means. He has given a four-point categorization of knowing a word.

- ) Word meaning (meaning in context and sense relations)
- ) Word use (metaphor and idiom, collocation, style and register)
- ) Word information (parts of speech, prefixes and suffixes, spelling and pronunciation)
- ) Word grammar (nouns: countable and uncountable etc, verb complementation, phrasal verb etc., adjectives and adverbs: position, etc.)

### **1.4.5 Techniques of Teaching Vocabulary**

In ELT new approaches, methods and techniques of teaching and learning have appeared. The traditional way of teaching and learning, which was, dominant in and after 1950s have been replaced by modern communicative ways of teaching. In the past vocabulary teaching was basically considered to meaning aspect only and translation was the basic method of teaching to second language learners. In the present context a number of techniques of vocabulary teaching have been appeared which represent the vision of modern approaches and methods of teaching vocabulary. Some techniques of teaching vocabulary are as follows.

- (i) Discovery techniques in which learner will often be asked ‘discover for themselves’. Clues are given where students activate their previous knowledge and share what they know.
- (ii) Use of realia, pictures etc.
- (iii) Mime, action, gesture
- (iv) Contrast (empty, full etc)
- (v) Enumeration (shirts, trousers, jacket under dress etc)
- (vi) Explanation
- (vii) Translation
- (viii) Teaching word phonetically through modeling, visual representation and phonetic symbols
- (ix) Dictionary use
- (x) Synonyms etc.

Techniques presented above and several others are used to teach vocabulary. But for such teaching the selection and gradation of vocabulary items depending upon the targeted learners are of prior importance. The items are selected according to the need, interest and level of the learners. They are selected according to the criteria of frequency, range, coverage, availability, learnability and productivity. Such selected items are to be presented gradually

following the criteria of gradation. Simple to complex, major to minor word class, most often used to less used, concrete to abstract are some principle bases for grading vocabulary items.

#### **1.4.6 Testing Vocabulary**

There are a number of reasons why vocabulary testing should be regarded as a useful element in a well-run language-teaching programme. Most obviously, if vocabulary is considered to be an important component of language knowledge, then it naturally needs to be assessed in some way. For some learners, particularly beginners, vocabulary may be about the only aspect of language they know well enough to be tested on. If a language program focuses on the skill of reading, vocabulary measurement is appropriate because vocabulary knowledge is one of the most important factors in reading ability.

Another reason has to do with learner attitudes. Testing researchers have found that tests have consequences far beyond providing estimates of examinees' abilities. They also shape the way learners view the content of a course. Most teachers are aware that learners partially judge the importance of classroom material by whether it appears on subsequent tests or not. This effect is called backwash (or wash back), and can be positive or negative. If a teacher thinks vocabulary is important, then it is worth including a vocabulary component in an assessment scheme to build positive attitudes towards vocabulary study. On the other hand, if vocabulary is stressed in classes, but never addressed during assessment, students might come away with the negative conclusion that vocabulary does not really matter.

For whatever reason, most teachers will wish to gauge their learners' vocabulary progress and knowledge. For this, it is needed to have enough background to be able to better evaluate existing vocabulary tests and with a framework to write teacher's tests. And in this respect four key questions are to

be borne in mind for vocabulary test development. They are put forward by Schmitt (2000).

- ) Why do you want to test? Or what use will you make of the resulting test scores?
- ) What words do you want to test?
- ) What aspects of these words do you want to test?
- ) How will you elicit students' knowledge of these words?

Testing vocabulary is a more complicated business than might at first be assumed. A number of important factors as given above need to be considered in the development of a well-designed vocabulary test.

## **1.5 Literature Review**

Textbook is a book that gives instructions in a branch of learning. It deals with a particular subject and is used in formal education. It determines not only what will be taught but how it will be taught. It facilitates teaching and learning process. It presents the body of knowledge in a systematic way. A good ELT textbook has certain characteristics.

**Objectives:** A textbook is written on the basis of the objectives set in the curriculum.

**Content:** A language textbook should contain all the items given in the courses. It contains authentic materials.

**Function:** A good ELT textbook emphasizes the functions like socializing, describing etc rather than the form of language.

**Language:** Language items that help in day to day communication should be emphasized.

**Skills and aspects:** An ELT textbook should include all language skills viz listening, speaking, reading and writing. The vocabulary items are introduced and used in the context.

Exercises: There should have enough exercises for practice. They should encourage the learners to work in pairs and groups.

Besides these, a good ELT textbook has a number of well-drawn pictures and illustrations. They should be relevant and realistic. It should contain instructions to the students and teachers. It should be designed according to the age, interest, linguistic background and aim of the learners. The printing, paper quality should be good. Cover page should be attractive. The binding should be durable. Similarly, a good ELT textbook has a good selection, gradation and presentation of materials. It is physically and academically fit.

Among the different items in the textbook 'vocabulary' is one most important aspect. For the beginners of language learners it is the crux which dominates the whole of teaching and learning. One can use language only if he or she has a stock of vocabulary items in his mind. Each textbook introduces and reintroduces a number of vocabulary items. These items are presented from simple to complex, from more familiar to less familiar etc. A textbook is also judged from the presentation and organization of vocabulary items.

The achievement of items is judged by tests followed by meaningful teaching. It is judged by different angles following the aspects of learning vocabulary. These aspects are discussed below.

Word meaning: It refers to the meaning of words in context and the sense relations like synonyms, antonyms etc.

Word use: It refers to metaphors, idioms, collocation, style and register.

Word formation: It refers that aspect which addresses that words can change their shape and their grammatical values too. Under this fall parts of speech, prefixes and suffixes, spelling and pronunciation aspects of words.



Word Grammar: It refers to countable, uncountable nouns, verb complementation, phrasal verbs, adjectives, adverbs and their position etc.

There are different techniques of teaching vocabulary. And the testing should take place following the principles of communicative testing. For the beginners word recognition, spelling, use will dominate most of the portion of vocabulary teaching and testing too. The test results can be fruitful because the achievement of the students leaves a remarkably evaluative effect of teachers and textbooks.

There are a number of researches carried out on the analysis of achievement of vocabulary under the Department of English Education, T.U.

Chudal (1997) in his M.Ed. Thesis has studied the vocabulary achievement of the students of grade six. The objective of the study was to investigate the students' achievement of English vocabulary used in the English textbook for grade six and to make gradewise comparison of the vocabulary achievement. In aggregate the study found that the achievement level was poor.

Khatri (2000) has studied vocabulary achievement of the students of grade eight. The objective of this study was to investigate the achievement of English vocabulary of the students of grade eight. The study found that the achievement level was satisfactory.

Tiwari (2001) has studied the vocabulary achievement of the students of grade ten. The objective of this study was to investigate the students' achievement of English vocabulary used in the new English textbook for grade ten. The study showed that 43% of the vocabulary items were quite difficult for the level of the grade.

Upadhyaya (2002) has carried out a research 'A Study on Achievement of Phrasal verbs of the students of Higher Secondary Level'. The main aim of

this study was to find out the proficiency level of phrasal verbs of the students of Higher Secondary level. The study found that achievement of phrasal verbs of the students of Higher secondary level was satisfactory.

Similarly, Tiwari (2004) studied and analysed the vocabulary item used in the textbook for grade four on the basis of total number, parts of speech, phonological structure and morphological structure.

Bohora (2004) studied the English Textbook for Grade I. He studied the whole textbook including language functions, vocabulary, grammar and other.

The studies mentioned above are related to textbook analysis, vocabulary study and vocabulary achievement. No research has been carried out on the analysis and achievement of Grade II English textbook. So, this study aims at study and achievement of vocabulary items used in Grade II English textbooks.

## **1.6 Objectives of the Study**

This study has the following objectives

### **Broad Objectives**

To study the vocabulary of English textbook for Grade II

### **Specific Objectives**

1. To examine the Grade II English vocabulary in terms of
  - a. Total number of vocabulary items in each parts of speech.
  - b. Frequency of vocabulary items.
  - c. New Vocabulary items.
2. Students' achievement of vocabulary.
  - a. Total vocabulary achievement
  - b. Schoowise achievement

- c. Itemwise achievement
  - d. Analysis of difficulty level
3. To suggest some pedagogical implications and recommendations on the basis of the finding of the study.

## **1.7 Significance of the Study**

In general, the study will be advantageous to the textbook evaluators. More particularly, the study will prove useful to all those who are involved in teaching and learning. It will be beneficial for the students, teachers, curriculum planners, syllabus designers, course designers and textbook writers.

## **CHAPTER TWO**

### **METHODOLOGY**

The present study is an attempt to critically study and evaluate the government textbook of English for class II in terms of vocabulary items.

This chapter describes the design of the plans and procedures of the study, which were carried out by the researcher to achieve the desired objectives of the study. The sources of data, population of the study, sampling procedure, tools for the data collection, process of data collection and the limitation of the study will be discussed under methodology.

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

In the process of this study, the research data have been collected from both sources: primary and secondary.

##### **2.1.1 Primary Sources**

The students who completed Class II were the primary sources of data for this study.

##### **2.1.2 Secondary Sources**

Grade II English textbook, other different books, theses, articles, journals and other materials were the secondary sources of data.

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

The population for this study includes all the students in government schools who completed Grade II.

## **2.3 Sampling Procedure**

It is obvious that sampling is one of the most important aspects of a research study. It is a smaller representation of a large whole. For this study the researcher has randomly selected three government schools of Kathmandu district. From each school, the researcher has randomly selected 30 students who just completed Grade II.

## **2.4 Tools for Data Collection**

To receive the information from the population of the study, the researcher prepared a final test sheet of vocabulary items which included the whole textbook of Grade II.

The whole set of test was divided into 10 numbers with equal marks on each item.

The first item was matching item between the word (content) and the picture.

The second item was the vocabulary knowledge diagnosing item which required students' knowledge of days of the week.

The third item was to diagnose the spelling power of the student. Letters to be filled were missing.

The fourth item included the past forms of the verbs which were context bound. Verbs were given and students had to fill them in the sentences given.

The fifth item was to recognize the continuing actions with pictures. The actions were given in the list.

The sixth item was context bound which required the knowledge of preposition and for which pictures were given.

The seventh item required the knowledge of capital and small letters in the words.

The eighth item was word recognition for which pictures were given.

The ninth item was the rearranging of spelling to make meaningful words.

The tenth item was about matching the opposite words which required the knowledge of adjective.

## **2.5 Process of Data Collection**

While collecting the data, following procedure was adopted.

Firstly, the researcher listed all the vocabulary items in Grade II English textbook of Government school with the frequency.

Secondly, the researcher listed new vocabulary items which were not given in Grade I textbook of Government school.

Thirdly, the researcher visited the randomly selected schools of Kathmandu district. He randomly selected 30 students from each class who just completed Grade II. They were given the test items and responses from written form were collected from the students.

## **2.7 Limitation of the Study**

The following were the limitation of the present study.

1. The researcher did not go beyond Grade II English textbook of Government schools.
2. The researcher did not go beyond vocabulary items of Grade II English textbook.
3. The researcher did not take tests of more than 90 students from three government schools.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of data. The vocabulary items were analysed in different fields. Similarly, the responses of the students were marked as accurately and systematically as possible. The items and the scores were tabulated for analysis and interpretation. With a view to making the study more objective and effective, the analysis and interpretation of the data was carried out using the statistical tools of rank and percentage.

The analysis and interpretation of the data was done under the following three main headings followed by several sub-headings.

#### **A. Analysis of Vocabulary Items**

1. Analysis of the total vocabulary items
2. Frequency of vocabulary items
3. New vocabulary items

#### **B. Analysis of Vocabulary Achievement**

1. Analysis of the total vocabulary achievement of the students in the whole test
2. Schoolwise analysis of the total vocabulary achievement in the whole test.
3. Schoolwise analysis of vocabulary achievement in each test item.
4. Itemwise analysis of the status of the total vocabulary achievement.
5. Comparison of vocabulary achievement with the secondary norm.

#### **C. Analysis of difficulty level of Vocabulary Items**

1. Schoolwise analysis of difficulty level of each vocabulary item.
2. Itemwise analysis of difficulty level of vocabulary in total.

### 3.1 Analysis of Vocabulary Items

#### 3.1.1 Analysis of Total Vocabulary Items

Altogether 413 words were found to be used which belonged to different parts of speech (see appendix 1). The number of vocabulary items belonging to different parts of speech with their percentage is given in the following table.

**Table No. 1**  
**Number and Percentage of Words According to the Parts of Speech**

S.N.	Parts of Speech	No. of Words	Percentage (%)
1.	Nouns	197	47.70%
2.	Verbs	89	21.55%
3.	Adjectives	30	7.27%
4.	Adverbs	13	3.15%
5.	Pronouns	19	4.60%
6.	Prepositions	16	3.87%
7.	Conjunctions	3	0.73%
8.	Articles	3	0.73%
9.	Interjections	13	3.15%
10.	Quantifiers	4	0.97%
11.	Numerals	26	6.30%
	Total	413	100%

The above table shows that there are 197 words belonging to the parts of speech noun. It occupies nearly 50% of the total vocabulary items given in the textbook. The verb, adjective and numeral have 21.55%, 7.27% and 6.30% respectively. Articles and conjunctions have low percentage.

#### 3.1.2 Frequency of Vocabulary Items

The vocabulary items were from different parts of speech. The words in the textbook varied in the number of occurrence. The items with their



frequency are listed below. They are listed separately part of speech by part of speech.

#### Frequency of occurrence of the Nouns

Altogether 197 vocabulary items belonging to nouns were found to be used in the textbook. The following table presents the nouns with their frequency of occurrence.

**Table No. 2**  
**Nouns with their Frequency of Occurrence: Grade II**

S.N.	Nouns	Freq.	S.N.	Nouns	Freq.
1.	boy	23	20.	conversation	7
2.	book	22	21.	doctor	7
3.	table	14	22.	miss	7
4.	time	14	23.	tiger	7
5.	cat	13	24.	bicycle	6
6.	dog	13	25.	brother	6
7.	friend	12	26.	flower	6
8.	game	12	27.	ruler	6
9.	tree	12	28.	shirt	6
10.	yesterday	12	29.	teacher	6
11.	bird	11	30.	Zoo	6
12.	name	11	31.	box	5
13.	unit	10	32.	city	5
14.	bag	9	33.	father	5
15.	gay	9	34.	house	5
16.	girl	9	35.	monkey	5
17.	sister	9	36.	pen	5
18.	chant	8	37.	student	5
19.	school	8	38.	bed	4

S.N.	Nouns	Freq.
39.	butterfly	4
40.	child	4
41.	doll	4
42.	exercise	4
43.	farmer	4
44.	Friday	4
45.	Kite	4
46.	letter	4
47.	Monday	4
48.	mother	4
49.	newspaper	4
50.	number	4
51.	padlock	4
52.	pair	4
53.	spider	4
54.	Sunday	4
55.	Thursday	4
56.	today	4
57.	umbrella	4
58.	year	4
59.	apple	3
60.	chair	3
61.	driver	3
62.	farm	3
63.	hair	3
64.	library	3
65.	park	3
66.	pool	3
67.	Saturday	3

S.N.	Nouns	Freq.
68.	tea	3
69.	tomorrow	3
70.	top	3
71.	word	3
72.	badminton	2
73.	bean	2
74.	birthday	2
75.	bus	2
76.	clock	2
77.	comb	2
78.	fish	2
79.	garden	2
80.	goat	2
81.	gun	2
82.	hand	2
83.	home	2
84.	hopscotch	2
85.	hunter	2
86.	jungle	2
87.	mango	2
88.	market	2
89.	morning	2
90.	note	2
91.	nurse	2
92.	parrot	2
93.	people	2
94.	picture	2
95.	plate	2
96.	playground	2

S.N.	Nouns	Freq.
97.	queen	2
98.	radio	2
99.	river	2
100.	room	2
101.	shoes	2
102.	shop	2
103.	shopkeeper	2
104.	stamp	2
105.	sir	2
106.	teeth	2
107.	Tuesday	2
108.	uniform	2
109.	water	2
110.	Wednesday	2
111.	window	2
112.	woman	2
113.	animal	1
114.	aunt	1
115.	ball	1
116.	bee	1
117.	bike	1
118.	board	1
119.	bone	1
120.	bookshop	1
121.	book	1
122.	cage	1
123.	camel	1
124.	carp	1
125.	cart	1

S.N.	Nouns	Freq.
126.	chalk	1
127.	cheek	1
128.	clap	1
129.	coal	1
130.	colour	1
131.	computer	1
132.	crayon	1
133.	cricket bat	1
134.	crown	1
135.	den	1
136.	dialogue	1
137.	door	1
138.	duck	1
139.	duster	1
140.	elephant	1
141.	feat	1
142.	fire	1
143.	food	1
144.	foot	1
145.	football	1
146.	gate	1
147.	glass	1
148.	grandfather	1
149.	grandmother	1
150.	hat	1
151.	head	1
152.	heart	1
153.	hill	1
154.	hive	1

S.N.	Nouns	Freq.
155.	hole	1
156.	homework	1
157.	hospital	1
158.	hour	1
159.	housewife	1
160.	knee	1
161.	knife	1
162.	knot	1
163.	land	1
164.	lane	1
165.	lesson	1
166.	line	1
167.	load	1
168.	man	1
169.	meal	1
170.	milk	1
171.	mouse	1
172.	nose	1
173.	pencil	1
174.	pet	1
175.	piece	1
176.	pilot	1

S.N.	Nouns	Freq.
177.	pine	1
178.	policeman	1
179.	puppy	1
180.	rabbit	1
181.	road	1
182.	sari	1
183.	seat	1
184.	sentence	1
185.	sheep	1
186.	shop	1
187.	soldier	1
188.	spade	1
189.	story	1
190.	street	1
191.	taxi	1
192.	teddy bear	1
193.	text	1
194.	thing	1
195.	toy	1
196.	uncle	1
197.	wolf	1

From this table it is obvious that the noun ‘boy’ has the highest number for frequency of occurrence out of 197 nouns presented in the textbook. It has occurred 23 times. The noun ‘book’ has been repeated 22 times. Among 197 nouns, 85 nouns are presented only once. This fact shows unequal distribution of nouns. For beginners, vocabulary development with the introduction of nouns is quite praiseworthy, so nouns have main position in the textbook.

**Table No. 3****Verbs with their Frequency of Occurrence: Grade II**

S.N.	Verbs	Freq.	S.N.	Verbs	Freq.
1.	get	29	28.	driver	3
2.	say	28	29.	swim	3
3.	listen	27	30.	talk	3
4.	write	24	31.	touch	3
5.	go	21	32.	work	3
6.	look	18	33.	break	2
7.	match	11	34.	complete	2
8.	play	8	35.	dance	2
9.	wear	8	36.	draw	2
10.	answer	7	37.	drop	2
11.	drink	6	38.	exercise	2
12.	put	6	39.	fall	2
13.	repeat	6	40.	jump	2
14.	ride	6	41.	move	2
15.	ask	5	42.	sit	2
16.	copy	5	43.	stand	2
17.	eat	5	44.	bark	1
18.	see	5	45.	be	1
19.	help	4	46.	clean	1
20.	run	4	47.	count	1
21.	born	3	48.	drive	1
22.	brush	3	49.	describe	1
23.	carry	3	50.	fetch	1
24.	choose	3	51.	fight	1
25.	climb	3	52.	flow	1
26.	come	3	53.	guess	1
27.	copy	3	54.	hear	1

S.N.	Verbs	Freq.
55.	hide	1
56.	hold	1
57.	keep	1
58.	laugh	1
59.	love	1
60.	open	1
61.	order	1
62.	phone	1
63.	point	1
64.	pull	1
65.	punch	1
66.	sing	1
67.	size	1
68.	sleep	1
69.	take	1
70.	throw	1
71.	use	1
72.	walk	1

S.N.	Verbs	Freq.
73.	watch	1
74.	weep	1
75.	is	206
76.	are	38
77.	do	33
78.	was	31
79.	have	24
80.	has	22
81.	were	8
82.	can	1
83.	had	1
84.	get up	9
85.	sit down	6
86.	stand up	3
87.	fell down	2
88.	go out	2
89.	hold up	2

The table shows that there are 89 verbs presented in the textbook. Among them ‘get’, ‘say’, ‘listen’ are repeated 29, 28 and 27 times respectively. There are more lexical verbs than grammatical verbs

**Table No. 4**

**Adjectives with their Frequency of Occurrence: Grade II**

S.N.	Adjectives	Freq.
1.	fat	10
2.	tall	10
3.	black	8
4.	old	8
5.	short	8

S.N.	Adjectives	Freq.
6.	thin	8
7.	big	7
8.	oral	5
9.	white	5
10.	clean	4

S.N.	Adjectives	Freq.
11.	correct	4
12.	fine	4
13.	small	4
14.	long	3
15.	narrow	3
16.	near	3
17.	beautiful	2
18.	light	2
19.	new	2
20.	ugly	2
21.	bright	1

S.N.	Adjectives	Freq.
22.	far	1
23.	full	1
24.	good	1
25.	opposite	1
26.	right	1
27.	similar	1
28.	wide	1
29.	wrong	1
30.	young	1

The table presents 30 adjectives introduced in the textbook. Among them ‘fat’ and ‘tall’ are repeated ten times each. There are ten adjectives which have the frequency 1.

**Table No. 5**

**Adverbs with their Frequency of Occurrence: Grade II**

S.N.	Adverbs	Freq.
1.	where	30
2.	there	28
3.	o'clock	10
4.	how	7
5.	then	6
6.	also	3
7.	Away	3

S.N.	Adverbs	Freq.
8.	here	3
9.	now	3
10.	together	2
11.	everywhere	1
12.	only	1
13.	swiftly	1

The table presents 13 vocabulary items under the part of speech ‘adverbs’. Among them the adverb ‘where’ has the highest number of frequency. It is repeated 30 times. The adverb ‘there’ is repeated 28 times throughout the textbook.

**Table No. 6****Pronouns with their Frequency of Occurrence: Grade II**

S.N.	Pronouns	Freq.	S.N.	Pronouns	Freq.
1.	she	88	11.	this	13
2.	he	67	12.	her	12
3.	what	56	13.	which	11
4.	you	43	14.	they	5
5.	I	35	15.	who	5
6.	your	25	16.	mine	3
7.	it	22	17.	me	1
8.	my	20	18.	someone	1
9.	his	15	19.	yourselves	1
10.	That	15			

The above table presents 19 pronouns. Among them the personal pronoun 'she' has the highest number of frequency. It is repeated 88 times. The personal pronoun 'I' is repeated 35 times.

**Table No. 7****Prepositions with their Frequency of Occurrence: Grade II**

S.N.	Preposition	Freq.	S.N.	Preposition	Freq.
1.	at	27	10.	about	2
2.	in	24	11.	for	2
3.	to	21	12.	outside	2
4.	on	17	13.	inside	2
5.	of	10	14.	from	2
6.	under	7	15.	over	1
7.	behind	5	16.	after	1
8.	with	5			
9.	up	3			



The table presents 16 vocabulary items representing preposition. Among them the item ‘at’ has the highest number of frequency. It occurs 27 times throughout the textbook. The items ‘over’ and ‘after’ occur only once.

**Table No. 8**

**Articles with their Frequency of Occurrence: Grade II**

S.N.	Articles	Freq.
1.	a	135
2.	the	107
3.	an	10

The table presents all the three articles introduced in the textbook. Among them ‘a’ is repeated 135 times. ‘the’ and ‘an’ are repeated 107 and 10 times respectively.

**Table No. 9**

**Conjunctions with their Frequency of Occurrence: Grade II**

S.N.	Conjunctions	Freq.
1.	and	71
2.	or	6
3.	but	5

The table presents three co-ordinating conjunctions. Among them ‘and’ has the highest number of occurrence. It occurs 71 times throughout the textbook.

**Table No. 10**

**Quantifiers with their Frequency of Occurrence: Grade II**

S.N.	Quantifiers	Freq.
1.	many	17
2.	little	11
3.	all	4
4.	some	2

The table above presents four quantifiers. Among them ‘many’ has occurred 17 times throughout the textbook whereas, ‘some’ occurs twice only.

**Table No. 11**

**Interjections with their Frequency of Occurrence: Grade II**

S.N.	Interjections	Freq.	S.N.	Interjections	Freq.
1.	no	12	8.	good morning	4
2.	good bye	7	9.	please	3
3.	yes	7	10.	good afternoon	2
4.	bye-bye	5	11.	good evening	2
5.	thank you	5	12.	hello	1
6.	bye	4	13.	well-done	1
7.	good night	4			

The table presents a number of interjections introduced in the textbook. The item ‘no’ has highest number of occurrence. It has occurred 12 times. ‘Good-bye’ and ‘yes’ occur 7 times each. The interjections ‘hello’ and ‘well-done’ have occurred only once.

**Table No. 12**

**Numerals with their Frequency of Occurrence: Grade II**

S.N.	Numerals	Freq.	S.N.	Numerals	Freq.
1.	one	14	14.	forty seven	1
2.	five	5	15.	eight	1
3.	ten	5	16.	twenty	1
4.	two	5	17.	twenty nine	1
5.	four	4	18.	seventy four	1
6.	seven	3	19.	fifty six	1
7.	three	2	20.	one hundred	1
8.	six	2	21.	fifty	1
9.	nine	2	22.	forty one	1

S.N.	Numerals	Freq.	S.N.	Numerals	Freq.
10.	eleven	2	23.	thirty five	1
11.	twenty four	1	24.	twenty five	1
12.	twelve	1	25.	thirty three	1
13.	thirty six	1	26.	first	1

The given table presents 26 numerals. Among them 25 are cardinal numbers, whereas, the term ‘first’ is ordinal number. All the items between ‘one’ to ‘twelve’ are given. There are 16 numerals which have the frequency ‘1’.

### 3.1.3 New Vocabulary Items

Here, new vocabulary items means the items which were not introduced in Grade I but which have been introduced in Grade II textbook. New vocabulary items are presented in the tables given below. This is done under each part of speech.

**Table No. 13**

#### **Nouns which were not introduced in Grade I but which were in Grade II**

Time	city	chair	Comb
Friend	monkey	driver	garden
game	student	farm	gun
yesterday	butterfly	library	home
unit	child	park	hopscotch
gay	exercise	pool	hunter
chant	farmer	tea	jungle
conversation	kite	tomorrow	market
doctor	letter	top	morning
miss	newspaper	word	note
tiger	number	badminton	nurse
bicycle	padlock	bean	parrot

teacher	pair	birthday	people
zoo	spider	clock	picture
plate	computer	lane	teddy bear
playground	crayon	lesson	text
queen	cricket bat	line	thing
river	crown	load	toy
room	den	meal	uncle
shop	dialogue	milk	wolf
shopkeeper	duck	mouse	
stamp	duster	pencil	
sir	feat	pet	
teeth	fire	piece	
uniform	food	pilot	
woman	football	pine	
animal	grandfather	policeman	
aunt	grandmother	puppy	
bee	hat	rabbit	
bike	heart	road	
board	hive	sari	
bone	hole	seat	
bookshop	homework	sentence	
boot	hospital	sheep	
cage	hour	shop	
camel	housewife	soldier	
carp	knee	spade	
cart	knife	story	
cheek	knot	street	
coal	land	taxi	

This table shows that 140 nouns out of 197 were not introduced in Grade I but were introduced in Grade II (see Table 2). The new vocabulary items seem single syllabic to multi syllabic.

**Table No. 14****Verbs which were not introduced in Grade I but which were in Grade II**

say	help	complete
listen	born	drop
match	brush	exercise
play	choose	fall
wear	climb	move
answer	copy	bark
repeat	driver	be
ride	swim	clean
ask	talk	count
copy	work	drive
see	break	describe
fetch	size	go out
fight	sleep	hold up
flow	take	
guess	throw	
hear	use	
hide	weep	
hold	was	
keep	has	
love	were	
order	can	
phone	had	
point	get up	
pull	sit down	
punch	stand up	
sing	fell down	

This table shows that 65 verbs out of 89 were introduced just in Grade II. The verbs are both auxiliaries and main verbs. There are phrasal verbs which are presented in Grade II. (See table 3 for detail)

**Table No. 15**

**Adjectives which were not introduced in Grade I but were in Grade II**

fat	light
tall	new
short	ugly
thin	bright
oral	far
clean	full
correct	good
long	opposite
narrow	similar
near	wide
beautiful	young

Among 30 adjectives in Grade II, 22 adjective are new which were not introduced in Grade I. (See Table 4 for detail).

**Table No. 16**

**Adverbs which were not introduced in Grade I but which were in Grade II**

o'clock	together
then	only
also	swiftly
away	

Among 13 adverbs of Grade II seven were introduced just in Grade II. (see table 5 also).

**Table No. 17**

**Pronouns which were not introduced in Grade I but which were in Grade II**

which	someone
mine	yourselves

Among 19 pronouns introduced in Grade II, four of them were new which were introduced for the first time in Grade II. (See table 6 also)

**Table No. 18**

**Prepositions which were not introduced in Grade I but which were in Grade II**

at	outside
behind	inside
with	over
about	after
for	

Among 16 prepositions given in Grade II, nine were given as new vocabulary items for grade II. Most of these new prepositions are place prepositions. (see table 7 also)

**Table No. 19**

**Conjunctions which were not introduced in Grade I but which were in Grade II**

or
----

Among three conjunctions, the conjunction 'or' was only introduced in Grade II. (see table 9 also)

**Table No. 20**  
**Quantifiers which were not introduced in Grade I but which were in Grade II**

little
some

Among four quantifiers given in Grade II, two were not in Grade I. The quantifiers ‘little’ and ‘some’ are just in Grade II. (see table 10 also)

**Table No. 21**  
**Interjections which were not introduced in Grade I but were in Grade II**

good bye	good afternoon
bye-bye	good evening
good night	well done

Among thirteen interjections given in Grade II, six were not in Grade I but were only in Grade II. (see table 11 also)

**Table No. 22**  
**Numerals which were not introduced in Grade I but were in Grade II**

eleven	twenty nine	thirty five
twenty four	seventy four	twenty five
twelve	fifty six	thirty three
thirty six	one hundred	first
forty seven	fifty	
twenty	forty one	

Among 26 numerals introduced in Grade II, 16 were not introduced in Grade I. The new numerals are from the two digit. (see table 12 also)



## **3.2 Analysis of Vocabulary Achievement**

Under this heading the researcher has attempted to investigate the students' achievement of vocabulary on the basis of test items. This main heading has been divided into several sub-headings to make the analysis from different perspectives. The researcher has applied descriptive approach and simple statistical tools i.e. mean and percentage for the analysis and interpretation of data. The vocabulary achievement of the students above 50% was assumed as the satisfactory achievement and below 50% was assumed as not satisfactory.

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

**Table No. 23**

**Status of the Total Vocabulary Achievement of the Students in the Whole Test**

Total Population	Total Average	Above Average		Below Average	
		No. of Students	%	No. of Students	%
90	75.46	83	92.22	7	7.78

The table given above shows that the total score made by the students in the whole test was 75.46 out of the full marks 100. Among 90 students, 83 students were found above the total average. The percentage of the students above average was 92.22%. Only 7(7.78%) students were found below average. Since majority of the students scored above the total average, the total vocabulary achievement of the students on the whole test was found quite satisfactory. It was a fine achievement.

### 3.2.2 Schoolwise Analysis of the Total Vocabulary Achievement in the Whole Test

**Table No. 24**

**Status of Schoolwise Total Vocabulary Achievement in the Whole Test**

Schools	Total Population	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
Shree Gram Sewa H. Secondary School, Dharmasthali	30	70.6	26	86.8%	4	13.2%
Viswa Niketan Higher Secondary School, Tripureswor	30	78.06	28	93.3%	2	6.7%
Nepal Rastriya H.S. School, Nepaltar	30	77.73	29	96.7%	1	3.3%

The figure shows that the students' total vocabulary achievement was found satisfactory. However, the achievement of vocabulary items of the students from Viswa Niketan Higher Secondary School is comparatively more than others. The total average of it is 78.06 out of 100 marks. Nepal Rastriya H.S. School has 77.73 whereas, Shree Gram Sewa Secondary School has less average which is 70.6. Four students among 30 of Shree Gram Sewa H. Secondary School have below average marks.

The figure also shows that the students total above average percentage of vocabulary achievement in Nepal Rastriya H.S. School was found the highest (96.7%) and the percentage in Shree Gram Sewa H. Secondary School was found the lowest (86.8%).

### 3.2.3 Schoolwise Analysis of Vocabulary Achievement in each test item

#### 3.2.3.1 Analysis of Vocabulary Achievement in Item No. 1. ‘Matching items in terms of word and picture.’

**Table No. 25**

**Status of Vocabulary Achievement in Item No. 1 ‘Matching item in terms of word and picture**

Schools	Total Population	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
Shree Gram Sewa H. Secondary School	30	9.6	30	100%	0	0%
Viswa Niketan Higher Secondary School	30	9.8	30	100%	0	0%
Nepal Rastriya H.S. School	30	9.9	30	100%	0	0%

The table given shows that in the item ‘Matching item in terms of word and picture’, the students of all four schools displayed very good results. All of the students of all three schools secured Above Average marks. The total average of Nepal Rastriya H.S. School was the highest (9.9) out of 10 full marks.

### 3.2.3.2 Analysis of Vocabulary Achievement in Item No. 2 ‘Filling Gap in Order’

**Table No. 26**

**Status of Vocabulary Achievement in Item No. 2 ‘Filling gap in order’**

Schools	Total Population	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
Shree Gram Sewa H. Secondary School	30	6.1	19	63.3%	11	36.7%
Viswa Niketan Higher Secondary School	30	6.6	23	76.7%	7	23.3%
Nepal Rastriya H.S. School	30	7.8	26	86.7%	4	13.3%

The table given shows that majority of the students in all three schools secured above average marks in Item no. 2 ‘Filling gap in order.’ The achievement of this item was found satisfactory. The achievement of the students of Nepal Rastriya H.S. School was at the top since 86.7% students got Above Average marks.

### 3.2.3.3 Analysis of Vocabulary Achievement in Item No. 3 ‘Filling missing letters in the spaces’

**Table No. 27**

**Status of Vocabulary Achievement in Item No. 3 ‘Filling missing letters in the spaces’**

Schools	Total Population	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
Shree Gram Sewa H. Secondary School	30	7.2	26	86.7%	4	13.3%
Viswa Niketan Higher Secondary School	30	8.2	28	93.3%	2	6.7%
Nepal Rastriya H.S. School	30	9.06	30	100%	0	0%

The table given shows that the achievement of the students in Item No. 3 ‘Filling missing letters in the spaces’ was quite satisfactory since majority of the students in these schools secured above average marks. All the students of Nepal Rastriya H.S. School were found above the Average line. Only few students of other two schools were found in the below Average line.

### **3.2.3.4 Analysis of Vocabulary Achievement in Item No. 4 ‘Filling verbs from the given list’**

**Table No. 28**  
**Status of Vocabulary Achievement in Item No. 4 ‘Filling verbs from the given list’**

Schools	Total Population	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
Shree Gram Sewa H. Secondary School	30	6.3	19	63.3%	11	36.7%
Viswa Niketan Higher Secondary School	30	6.6	21	70%	9	30%
Nepal Rastriya H.S. School	30	4.8	18	60%	12	40%

The table given shows that the total mean of Nepal Rastriya H.S. School in Item no. 4 ‘Filling verbs from the given list’ was 4.8 but majority of the students scored Above Average marks. 70% of the students of Viswa Niketan H.S. School secured Above Average marks while 63.3% students of Shree Gram Sewa H.S. School secured Above Average marks. It shows that the achievement of students in this item was satisfactory.

### **3.2.3.5 Analysis of Vocabulary Achievement in Item No. 5 ‘Using action verbs with the help of Pictures’**

**Table No. 29**

#### **Status of Vocabulary Achievement in Item No. 5 ‘Using action verbs with the help of Pictures’**

Schools	Total Population	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
Shree Gram Sewa H. Secondary School	30	6.9	22	73.3%	8	26.7%
Viswa Niketan Higher Secondary School	30	8.03	25	83.3%	5	16.7%
Nepal Rastriya H.S. School	30	6.4	22	73.3%	8	26.7%

The table given shows that in the item ‘Matching item in terms of word and picture’, the students of all three schools have secured Above Average marks, 26.7% students of Shree Gram Sewa H.S. School and Nepal Rastriya H.S. School have Below Average marks. It shows the satisfactory achievement of the students.

### **3.2.3.6 Analysis of Vocabulary Achievement in Item No. 6 ‘Choosing Correct Preposition looking at the Picture’**

**Table No. 30**

#### **Status of Vocabulary Achievement in Item No. 6 ‘Choosing Correct Preposition looking at the Picture’**

Schools	Total Population	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
Shree Gram Sewa H. Secondary School	30	6.4	19	63.3%	11	36.7%
Viswa Niketan Higher Secondary School	30	7.06	22	73.3%	8	26.7%
Nepal Rastriya H.S. School	30	6.9	22	73.3%	8	26.7%

The given table shows that 63.3% students of Shree Gram Sewa H.S. School have secured Above Average marks in Item No. 6 ‘Choosing Correct Preposition looking at the Picture’. 73.3% students of Viswa Niketan H.S. School and Nepal Rastriya H.S. School have secured Above Average marks. The achievement in this item is satisfactory.

### **3.2.3.7 Analysis of Vocabulary Achievement in Item No. 7 ‘Use of Capital or Small Letter’**

**Table No. 31**

#### **Status of Vocabulary Achievement in Item No. 7 ‘Use of Capital or Small Letter’**

Schools	Total Population	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
Shree Gram Sewa H. Secondary School	30	7.4	25	83.3%	5	16.7%
Viswa Niketan Higher Secondary School	30	8.9	29	96.7%	1	3.3%
Nepal Rastriya H.S. School	30	8.4	27	90%	3	10%

The table given shows that the students’ achievement in the item “Use of Capital or Small Letter’ is very good. Only one student of Viswa Niketan H.S. School is Below Average line, whereas 16.7% and 10% students of Shree Gram Sewa H.S. School and Nepal Rastriya H.S. School are Below Average line respectively.

### 3.2.3.8 Analysis of Vocabulary Achievement in Item No. 8 ‘Writing words of the Corresponding Pictures’

**Table No. 32**

#### **Status of Vocabulary Achievement in Item No. 8 ‘Writing words of the Corresponding Pictures’**

Schools	Total Population	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
Shree Gram Sewa H. Secondary School	30	6.5	23	76.7%	7	23.3%
Viswa Niketan Higher Secondary School	30	8.8	30	100%	0	0%
Nepal Rastriya H.S. School	30	7.7	29	96.7%	1	3.3%

The above table presents very good achievement of students of Viswa Niketan H.S. School in the Item ‘Writing Words of the corresponding pictures’ because all 30 students of this school have secured ‘Above Average’ marks. 76.7% students of Shree Gram Sewa H.S. School have secured Above average marks, whereas, 96.7% students are Above Average line in Nepal Rastriya H.S. School. It shows a good result but fluctuation while comparing to the schools.

### 3.2.3.9 Analysis of Vocabulary Achievement in Item No. 9 ‘Unscrambling the letters to form words’

**Table No. 33**

#### **Status of Vocabulary Achievement in Item No. 9 ‘Unscrambling the letters to form words’**

Schools	Total Population	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
Shree Gram Sewa H. Secondary School	30	7.4	25	83.3%	5	16.7%
Viswa Niketan Higher Secondary School	30	7.0	22	73.3%	8	26.7%
Nepal Rastriya H.S. School	30	7.8	27	90%	3	10%



The above table shows that in the item ‘Unscrambling the letters to form words’, the achievement of students in all three schools is Above Average. Only 10% students of Nepal Rastriya H.S. School are Below Average. It shows a fine achievement in this item.

### **3.2.3.10 Analysis of Vocabulary Achievement in Item No. 10 ‘Matching the Opposite Words’**

**Table No. 34**  
**Status of Vocabulary Achievement in Item No. 10 ‘Matching the Opposite Words’**

Schools	Total Population	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
Shree Gram Sewa H. Secondary School	30	7.06	22	73.3%	8	26.7%
Viswa Niketan Higher Secondary School	30	6.9	21	70%	9	30%
Nepal Rastriya H.S. School	30	8.4	25	83.3%	5	16.7%

The above table shows that 83.3% students of Nepal Rastriya H.S. School have secured Above Average marks. 73.3% students of Shree Gram Sewa H.S. School are Above Average line, whereas 70% students of Viswa Niketan H.S. School are Above Average line. It shows satisfactory achievement of students in this item.

### 3.2.4 Itemwise analysis of the Status of Total Vocabulary Achievement

**Table No. 35**  
**Status of the Total Vocabulary Achievement in Each Test Item**

Test Item	Total Sample	Total Average	Above Average		Below Average		Full Marks
			No. of Student	%	No. of Student	%	
1	90	9.8	90	100	0	0	10
2	90	6.9	68	75.6	22	24.4	10
3	90	8.1	84	93.3	6	6.7	10
4	90	5.9	58	64.4	32	35.6	10
5	90	7.1	69	76.7	21	23.3	10
6	90	6.7	63	70.0	27	30.0	10
7	90	8.2	81	90.0	9	10.0	10
8	90	7.6	82	91.1	8	8.9	10
9	90	7.4	74	82.2	16	17.8	10
10	90	7.4	68	75.6	22	24.4	10

The table above shows that in test item 1 ‘Matching Item in terms of Word and Picture’ the total score made by students out of 10 was 9.8. All the total 90 students were found Above Average. Hence, the total Vocabulary achievement of the students in this item was found very good.

In item no. 2 ‘Filling gap in order’, the total score made by students was 6.9 out of 10. Out of total 90 students, 68 were found Above Average. Therefore, their total Vocabulary Achievement was found satisfactory.

In item no. 3 ‘Filling missing letters in the spaces’, the average score made by students was 8.1 out of 10. Since grand majority of the students (84 out of 90) scored Above Average, the achievement in this item was very good.

In item no. 4 'Filling verbs from the given list', the average score made by students was 5.9 out of 100. 58 students out of 90 scored Above Average. Hence, their total vocabulary achievement was found satisfactory in this item.

In item no. 5 'Using action verbs with the help of pictures', the average score made by students was 7.1. 69 students out of 90 scored above average, so the achievement in this item was found satisfactory.

Similarly, in item no. 6 'Choosing correct preposition looking at the picture', the average score of students was 6.7 out of 10. Since majority of the students (63 out of 90) scored Above Average, the total achievement in this item was found quite satisfactory.

In item no. 7 'Use of Capital or Small Letter', the students' average score was 8.2. Since majority of the students (81 out of 90) score Above Average marks, the total vocabulary achievement in this item was found very good.

In item no. 8 'Writing Words of the Corresponding Pictures', the average score of the students was 7.6. 82 students out of 90 scored Above Average, so the Vocabulary achievement in this item was found quite satisfactory.

In item no. 9 'Unscrambling the letters to form words', the average score made by students was 7.4. 74 students out of 90 scored Above Average, so vocabulary achievement in this item was found satisfactory.

Similarly, in item no. 10 'Matching the Opposite words', the total average made by students was 7.4. 68 students out of 90 scored Above Average, so the vocabulary achievement in this item was found satisfactory.

The table makes it clear that the achievement of students in all items was found satisfactory since majority of students scored Above Average marks. However, the fluctuation in score is seen. In item 1 and 3, the students'

responses are almost best than other items. The average score was comparatively less in item no. 4 'Filling verbs from the given list'. 58 students out of 90 were found Above Average in this item.

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

**Table No. 36**

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

Total Sample	Full Marks	Secondary Norm	Above Norm		Below Norm	
			No. of Student	%	No. of Student	%
90	100	32%	89	98.9%	1	1.1%

Table no. 34 shows the total sample was 90 and the full mark was 100. The existing nationally recognized primary level's norm is 32% out of 100. While comparing to this norm, 98.9% of the students were found above the norm. Only one student (1.1%) was found below the norm. Hence, all students except one were above the secondary norm, so, the vocabulary achievement of the students on the basis of secondary norm was found quite excellent.

### **3.3 Analysis of Difficulty Level of Vocabulary Items**

To findout the difficulty level of vocabulary items, the researcher has assumed that students Below Average (less than 50% marks) were supposed to have felt difficulty in responding correctly. First the researcher has analysed schoolwise difficulty and then to itemwise difficulty.

#### **3.3.1 Schoolwise Analysis of Difficulty Level of Vocabulary in Total**

Table no. 24 (Appendix II) shows that the students of the given schools have responded very well. However, 13.2 percent students of Shree Gram Sewa

H.S. School have secured Below Average marks. It is difficulty for such group to respond the items correctly. 6.7% students of Viswa Niketan H.S. School have secured Below Average marks. The table clearly shows that the test items as a whole seemed a bit difficult to students of Gram Sewa H.S. School than the other two schools.

If we observe the difficulty level as a whole, 7.78 percent students have felt difficulty in responding correctly. (See table 23)

### **3.3.2 Itemwise Analysis of Difficulty Level of Vocabulary in Total**

90 students, 30 from each school were selected and the test was administered. Table no. 35 shows the itemwise difficulty in total. Item no. 1 was 'Matching item in terms of word picture'. Not a single student among 90 was found Below Average category. There were five words (snake, clock, kite, umbrella and ear) to be matched with pictures. This item was not found difficult for the students to respond.

Item no. 2 was 'Filling gap in order' in which students had to fill the days of week in correct order. 24.4 percent students (see table no. 35) found it difficult to fill in the spaces.

Items no. 3 was 'Filling missing letters in the spaces'. Students had to fill some missing letters and make the words nineteen, fish, book tiger letters and make the words nineteen, fish, book, tiger and friend. Only 6.7 percent students in total (seen table no. 35) found this item difficult to respond.

Item no. 4 was 'Filling verbs from the given list'. The verbs were flew, was, wrote, read and said. They were context bound 35.6 percent students in total (see table no. 35) found this item difficult to respond.

Item no. 5 was 'Using action verbs with the help of pictures'. The verbs were playing, weeping, running, swimming and riding. 23.3 percent students in total (see table no. 35) found this item difficult to respond.

Item no. 6 was 'Choosing correct preposition looking at the picture'. The prepositions to be filled were on, in, under, in front of and behind. 30 percent students in total (see table no. 35) couldn't respond correctly for this item.

Item no. 7 was 'Use of Capital or Small letter' some of them were to be filled at the beginning or some in the middle. Only 10 percent students in total (see table no. 35) couldn't respond correctly.

Item no. 8 was 'Writing words of the corresponding pictures'. The words were house, glasses, table, fish and sun. Only 89 percent students in total (see table no. 35) found this item difficult to respond.

Item no. 9 was 'Unscrambling the letters to form words'. The words to be formed were pen, boot, eye, hill and girl. 17.8 percent students (see table no. 35) found this item difficult to respond correctly.

Item no. 10 was 'Matching the Opposite Words'. There were adjectives on each side opposite to each other but placed randomly. In left side there were near, small, black, tall, wide and beautiful. In right side there were white, short, far, big, ugly and narrow. 24.4 percent students in total (see table no. 35) couldn't respond this item correctly.

From this it is clear that item no. 1 of was least difficult or no difficult at all. Item no. 4 was most difficult for the students.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

The study focused on the study of English vocabulary used in the new Government English Textbook of Grade II. The researcher studied the total vocabulary items and the items which were not introduced in Grade I but were in Grade II. Another main purpose of the study was to investigate students' achievement of English vocabulary used in the textbook. Similarly the study was to analyze the difficulty level of the vocabulary items used in the textbook.

#### **4.1 Findings**

On the basis of the analysis and interpretation, the researcher has drawn the following findings.

Findings about vocabulary:

1. 413 different words were found to be used in the textbook. They belonged to different parts of speech.
2. Among different parts of speech nouns occupied almost a half (47.7%) of the total vocabulary used in Grade II.
3. Vocabulary items from all parts of speech were represented in the textbook.
4. There were 272 vocabulary items which were introduced in Grade II only.

Finding about vocabulary achievement:

1. The English vocabulary achievement of the students of grade II was found quite satisfactory since majority (92.22%) of the students were found above the average level (Students scoring 50 or above out of 100 were supposed to be of above average level and below 50 were supposed to be of below average level).
2. The students' total vocabulary achievement was found satisfactory in all three schools. The finest achievement of students was from Nepal Rastriya

Higher Secondary School, Nepaltar since 96.7% students were found above the average level.

3. The achievement of students in item no.1 'Matching item in terms of word and picture' was found extra ordinarily satisfactory. The achievement of students in item no. 4 'Filling verbs from the List' was a bit difficult for the students. However, the below average percentage is 35.6% only.
4. The study showed that nouns were the easiest for the students in comparison to other vocabulary items.

## **4.2 Recommendations**

On the basis of the findings from the analysis and interpretation of data, the following recommendations have been made.

1. There is no broader list of vocabulary items used in the textbook. Similarly there is no separation of parts of speech in the given list. So, the list of all vocabulary items from different parts of speech should be given in the textbook.
2. The ratio of the frequency of occurrence of vocabulary items should be balanced, the great disparity is seen in the frequency of occurrence among the vocabulary items.
3. The cardinal numbers are randomly selected. It doesn't clarify how far the cardinals go. For example there is fifty, fifty six and directly to seventy four and one hundred.
4. Students' performance of nouns is better than other vocabulary items. Other items should also be emphasized in the textbook.
5. The students were found a bit weaker in verbs, prepositions and adjectives though in all items above average percentage is high. So, more emphasis should be laid on the presentation and practicing of these items following the communicative methods and techniques of teaching vocabulary.



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# APPENDIX I

## LIST OF VOCABULARY ITEMS OF GRADE II

### Nouns:

S.N.	Nouns	Freq.
1.	boy	23
2.	book	22
3.	table	14
4.	time	14
5.	cat	13
6.	dog	13
7.	friend	12
8.	game	12
9.	tree	12
10.	yesterday	12
11.	bird	11
12.	name	11
13.	unit	10
14.	bag	9
15.	gay	9
16.	girl	9
17.	sister	9
18.	chant	8
19.	school	8
20.	conversation	7
21.	doctor	7
22.	miss	7
23.	tiger	7
24.	bicycle	6
25.	brother	6
26.	flower	6
27.	ruler	6

S.N.	Nouns	Freq.
28.	shirt	6
29.	teacher	6
30.	zoo	6
31.	box	5
32.	city	5
33.	father	5
34.	house	5
35.	monkey	5
36.	pen	5
37.	student	5
38.	bed	4
39.	butterfly	4
40.	child	4
41.	doll	4
42.	exercise	4
43.	farmer	4
44.	Friday	4
45.	Kite	4
46.	letter	4
47.	Monday	4
48.	mother	4
49.	newspaper	4
50.	number	4
51.	padlock	4
52.	pair	4
53.	spider	4
54.	Sunday	4
55.	Thursday	4

S.N.	Nouns	Freq.
56.	today	4
57.	umbrella	4
58.	year	4
59.	apple	3
60.	chair	3
61.	driver	3
62.	farm	3
63.	hair	3
64.	library	3
65.	park	3
66.	pool	3
67.	Saturday	3
68.	tea	3
69.	tomorrow	3
70.	top	3
71.	word	3
72.	badminton	2
73.	bean	2
74.	birthday	2
75.	bus	2
76.	clock	2
77.	comb	2
78.	fish	2
79.	garden	2
80.	goat	2
81.	gun	2
82.	hand	2
83.	home	2
84.	hopscotch	2
85.	hunter	2
86.	jungle	2

S.N.	Nouns	Freq.
87.	mango	2
88.	market	2
89.	morning	2
90.	note	2
91.	nurse	2
92.	parrot	2
93.	people	2
94.	picture	2
95.	plate	2
96.	playground	2
97.	queen	2
98.	radio	2
99.	river	2
100.	room	2
101.	shoes	2
102.	shop	2
103.	shopkeeper	2
104.	stamp	2
105.	sir	2
106.	teeth	2
107.	Tuesday	2
108.	uniform	2
109.	water	2
110.	Wednesday	2
111.	window	2
112.	woman	2
113.	animal	1
114.	aunt	1
115.	ball	1
116.	bee	1
117.	bike	1

S.N.	Nouns	Freq.
118.	board	1
119.	bone	1
120.	bookshop	1
121.	book	1
122.	cage	1
123.	camel	1
124.	carp	1
125.	cart	1
126.	chalk	1
127.	cheek	1
128.	clap	1
129.	coal	1
130.	colour	1
131.	computer	1
132.	crayon	1
133.	cricket bat	1
134.	crown	1
135.	den	1
136.	dialogue	1
137.	door	1
138.	duck	1
139.	duster	1
140.	elephant	1
141.	feat	1
142.	fire	1
143.	food	1
144.	foot	1
145.	football	1
146.	gate	1
147.	glass	1
148.	grandfather	1

S.N.	Nouns	Freq.
149.	grandmother	1
150.	hat	1
151.	head	1
152.	heart	1
153.	hill	1
154.	hive	1
155.	hole	1
156.	homework	1
157.	hospital	1
158.	hour	1
159.	housewife	1
160.	knee	1
161.	knife	1
162.	knot	1
163.	land	1
164.	lane	1
165.	lesson	1
166.	line	1
167.	load	1
168.	man	1
169.	meal	1
170.	milk	1
171.	mouse	1
172.	nose	1
173.	pencil	1
174.	pet	1
175.	piece	1
176.	pilot	1
177.	pine	1
178.	policeman	1
179.	puppy	1

S.N.	Nouns	Freq.
180.	rabbit	1
181.	road	1
182.	sari	1
183.	seat	1
184.	sentence	1
185.	sheep	1
186.	shop	1
187.	soldier	1
188.	spade	1
189.	story	1
190.	street	1

#### Verbs:

S.N.	Verbs	Freq.
1.	get	29
2.	say	28
3.	listen	27
4.	write	24
5.	go	21
6.	look	18
7.	match	11
8.	play	8
9.	wear	8
10.	answer	7
11.	drink	6
12.	put	6
13.	repeat	6
14.	ride	6
15.	ask	5
16.	copy	5
17.	eat	5

S.N.	Nouns	Freq.
191.	taxi	1
192.	teddy bear	1
193.	text	1
194.	thing	1
195.	toy	1
196.	uncle	1
197.	wolf	1

S.N.	Verbs	Freq.
18.	see	5
19.	help	4
20.	run	4
21.	born	3
22.	brush	3
23.	carry	3
24.	choose	3
25.	climb	3
26.	come	3
27.	copy	3
28.	driver	3
29.	swim	3
30.	talk	3
31.	touch	3
32.	work	3
33.	break	2
34.	complete	2
35.	dance	2
36.	draw	2

S.N.	Verbs	Freq.
37.	drop	2
38.	exercise	2
39.	fall	2
40.	jump	2
41.	move	2
42.	sit	2
43.	stand	2
44.	bark	1
45.	be	1
46.	clean	1
47.	count	1
48.	drive	1
49.	describe	1
50.	fetch	1
51.	fight	1
52.	flow	1
53.	guess	1
54.	hear	1
55.	hide	1
56.	hold	1
57.	keep	1
58.	laugh	1
59.	love	1
60.	open	1
61.	order	1
62.	phone	1
63.	point	1

S.N.	Verbs	Freq.
64.	pull	1
65.	punch	1
66.	sing	1
67.	size	1
68.	sleep	1
69.	take	1
70.	throw	1
71.	use	1
72.	walk	1
73.	watch	1
74.	weep	1
75.	is	206
76.	are	38
77.	do	33
78.	was	31
79.	have	24
80.	has	22
81.	were	8
82.	can	1
83.	had	1
84.	get up	9
85.	sit down	6
86.	stand up	3
87.	fell down	2
88.	go out	2
89.	hold up	2

**Adjectives:**

S.N.	Adjectives	Freq.
1.	fat	10
2.	tall	10
3.	black	8
4.	old	8
5.	short	8
6.	thin	8
7.	big	7
8.	oral	5
9.	white	5
10.	clean	4
11.	correct	4
12.	fine	4
13.	small	4
14.	long	3
15.	narrow	3

**Adverbs:**

S.N.	Adverbs	Freq.
1.	where	30
2.	there	28
3.	o'clock	10
4.	how	7
5.	then	6
6.	also	3

S.N.	Adjectives	Freq.
16.	near	3
17.	beautiful	2
18.	light	2
19.	new	2
20.	ugly	2
21.	bright	1
22.	far	1
23.	full	1
24.	good	1
25.	opposite	1
26.	right	1
27.	similar	1
28.	wide	1
29.	wrong	1
30.	young	1

S.N.	Adverbs	Freq.
7.	away	3
8.	here	3
9.	now	3
10.	together	2
11.	everywhere	1
12.	only	1
13.	swiftly	1



**Pronouns:**

S.N.	Pronouns	Freq.
1.	she	88
2.	he	67
3.	what	56
4.	you	43
5.	I	35
6.	your	25
7.	it	22
8.	may	20
9.	his	15
10.	that	15

**Preposition:**

S.N.	Preposition	Freq.
1.	at	27
2.	in	24
3.	to	21
4.	on	17
5.	of	10
6.	under	7
7.	behind	5
8.	with	5

**Articles:**

S.N.	Articles	Freq.
1.	a	135
2.	the	107
3.	an	10

S.N.	Pronouns	Freq.
11.	this	13
12.	her	12
13.	which	11
14.	they	5
15.	who	5
16.	mine	3
17.	me	1
18.	someone	1
19.	yourselves	1

S.N.	Preposition	Freq.
9.	up	3
10.	about	2
11.	for	2
12.	outside	2
13.	inside	2
14.	from	2
15.	over	1
16.	after	1

**Quantifiers:**

S.N.	Quantifiers	Freq.
1.	many	17
2.	little	11
3.	all	4
4.	some	2

**Interjections:**

S.N.	Interjections	Freq.
1.	no	11
2.	good bye	7
3.	yes	7
4.	bye-bye	5
5.	thank you	5
6.	bye	4
7.	good night	4

**Numerals:**

S.N.	Numerals	Freq.
1.	one	14
2.	five	5
3.	ten	5
4.	two	5
5.	four	4
6.	seven	3
7.	three	2
8.	six	2
9.	nine	2
10.	eleven	2
11.	twenty four	1
12.	twelve	1
13.	thirty six	1
14.	forty seven	1
15.	eight	1
16.	twenty	1

S.N.	Interjections	Freq.
8.	good morning	4
9.	please	3
10.	good afternoon	2
11.	good evening	2
12.	hello	1
13.	well-done	1

S.N.	Numerals	Freq.
17.	twenty nine	1
18.	seventy four	1
19.	fifty six	1
20.	one hundred	1
21.	fifty	1
22.	forty one	1
23.	thirty five	1
24.	twenty five	1
25.	thirty three	1
26.	first	1

**Conjunctions:**

S.N.	Conjunctions	Freq.
1.	and	71
2.	or	6
3.	but	5

## APPENDIX II

### SCORES OBTAINED BY STUDENTS OF

#### A. Shree Gram Sewa H.S. School, Dharmasthali

Name of Students	Item										Grand Total
	I	II	III	IV	V	VI	VII	VIII	IX	X	
Neemu Sherpa	10	4	2	2	6	0	2	6	10	2	40
Ladohre Shrepa	10	3	6	10	10	6	6	6	10	4	71
Pasang Nima Sherpa	10	8	6	10	10	10	10	8	8	6	86
Santa Maya Maharjan	10	10	10	2	6	0	8	5	10	10	71
Sapand Shrestha	10	2	10	10	6	7	9	4	6	6	70
Madan Maharjan	10	7	0	2	4	4	9	6	8	10	60
Ramita Kapali	10	3	6	8	3	8	3	4	6	6	57
Bibek Maharjan	10	4	6	10	10	6	6	8	8	10	78
Salava Maharjan	10	6	2	2	4	4	8	8	10	10	64
Bijaya Laxmi Maharjan	10	7	10	10	10	10	4	6	4	6	77
Niroj Bahandari	10	8	10	10	10	6	8	7	8	10	87
Sajana Shrestha	10	4	6	8	6	10	3	7	6	6	66
Suresh Mijar	10	4	6	2	10	0	2	2	6	2	44
Sangita Maharjan	6	7	10	8	10	10	8	6	4	10	79
Soni Maharjan	8	5	8	6	10	8	8	10	10	0	73
Sujan Maharjan	10	6	8	7	10	10	10	8	10	10	89
Arjun Rai	10	10	10	6	4	4	9	4	8	4	69
Seser Lama	10	6	10	10	6	2	6	9	6	6	71
Pratima Maharjan	10	10	10	10	10	10	10	10	8	10	98
Laxmi Paudel	10	8	6	6	6	10	10	10	10	10	86
Sanjaya Maharjan	10	10	6	0	2	2	7	3	2	2	44
Sandip Khanal	10	10	10	4	6	4	8	6	6	8	72
Buddha Maharjan	10	10	10	4	4	6	5	5	4	2	60
Mahendra K.C.	10	4	6	2	4	4	10	3	10	8	61
Sanu Raja Maharjan	10	4	8	4	6	10	10	7	6	10	75
Lami Thing	6	0	4	0	4	2	7	0	2	4	29
Anajana Maharjan	10	6	6	8	6	10	8	8	6	10	78
Anisha Khadka	10	7	8	9	10	10	10	10	10	10	94
Sarita Shahi	8	4	9	10	8	10	10	10	10	10	89
Bir Maya Lama	10	6	8	10	6	10	10	10	10	10	90

## B. Viswa Niketan H.S. School, Tripureshwor

Name of Students	Item										Grand Total
	I	II	III	IV	V	VI	VII	VIII	IX	X	
Brijmohan Raut	10	10	8	6	10	8	0	8	10	10	10
Manish Moktan	10	3	6	6	10	4	10	8	6	2	65
Rita Shrestha	10	8	10	6	4	10	10	9	6	2	75
Monika Magar	10	3	8	4	10	8	10	9	10	4	76
Asha rai	10	10	10	10	6	10	9	8	8	10	91
Man Kaji Lama	10	7	10	10	8	10	6	6	8	10	85
Sujan Shrestha	10	8	8	10	4	10	10	10	8	10	88
Dipen Lama	10	2	10	0	6	0	10	8	4	2	52
Barsha Lama	6	2	2	4	4	4	5	8	2	0	37
Ranisha Chaudhan	10	5	10	4	9	4	10	7	4	8	71
Rajesh Grurung	10	9	10	4	10	10	10	10	8	6	87
Sita Itani	10	10	10	6	10	10	8	8	8	10	90
Uma Kumari Basnet	10	10	10	10	10	4	10	6	8	10	88
Praneep Shrestha	10	4	6	0	10	6	10	10	4	0	60
Sanju pariya	10	5	2	2	2	0	6	6	4	4	41
Bishal Gurung	10	8	6	10	10	10	10	10	8	6	88
Manika Tamang	10	2	8	10	8	0	8	10	8	9	73
Sajan Tamang	10	8	8	10	10	10	8	9	6	6	85
Prajeet Rokaha	10	8	10	10	10	10	10	10	10	10	98
Ramesh Bista	10	8	9	6	10	8	9	8	8	2	78
Bishal Thapa Magar	10	9	9	6	9.5	8	10	8	8	2	79.5
Divya Shrestha	10	9	8	4	7	8	10	9	8	10	83
Disant Thapa	10	8	10	6	9.5	8	10	10	10	10	91.5
Somraj Tamang	10	6	10	10	10	10	10	10	10	10	96
Nisha Dhamala	10	9	10	10	6	10	10	10	8	10	93
Rabita Kumari Raut	6	6	8	10	10	6	10	10	8	10	84
Binod Dhital	10	5	8	8	4	10	10	10	4	10	79
Sristi Phyuul	10	5	6	2	10	6	10	10	4	10	73
Rebika Thapa	8	2	8	10	6	4	8	10	4	6	66
Hira Kaji Shrestha	10	9	8	6	8	6	10	10	8	10	85

### C. Nepal Rastriya H.S. School, Nepaltar

Name of Students	Item										Grand Total
	I	II	III	IV	V	VI	VII	VIII	IX	X	
Sangeeta Tiwari	10	10	10	0	5	6	9	8	8	10	76
Uma Dhital	10	8	10	2	6	6	9	8	8	10	77
Pratima Shahi	10	6	10	6	4	6	10	8	10	10	80
Sujit Upadhya	10	6	10	10	10	6	10	8	6	10	86
Sundar Maharjan	10	10	6	0	4	4	8	7	8	6	63
Nima Sherpa	10	8	6	4	2	4	7	8	4	10	63
Renuka Khulal	10	6	10	6	4	6	10	10	6	4	72
Binod Sangraula	10	6	8	2	5	10	10	7	8	10	76
Sudip Tamang	10	8	10	6	10	10	8	8	8	8	86
Babita Adhikari	8	10	10	8	6	10	10	10	10	10	92
Rani Maya Tamang	10	10	10	10	10	10	10	10	10	10	100
Sabina Adhikari	10	9	10	10	10	10	10	10	10	10	99
Padma Shrestha	10	10	10	10	6	10	10	10	10	10	96
Ghabin Gurung	10	9	10	0	6	6	9	9	8	4	71
Sagar Tamang	10	10	10	6	10	10	10	8	8	10	92
Subas Panta	10	10	10	6	10	10	8	8	8	8	88
Karna Gurung	10	8	10	6	10	10	8	8	8	10	88
Amar sing Tamang	10	8	10	5	6	10	10	8	8	8	83
Sima Gurung	10	7	10	6	4	4	10	8	8	8	75
Anita Lama	10	10	8	0	6	2	6	8	6	10	66
Harka Bahadur Tamang	10	9	8	2	6	10	10	8	8	10	81
Karma Nesha	10	4	10	6	4	4	10	8	10	10	76
Shova B.K.	10	4	10	6	4	4	10	8	4	10	70
Buddha Lama	10	4	6	2	6	0	6	7	6	4	51
Laxmi Rai	10	7	10	6	4	6	10	8	6	4	71
Santosh Thapa	10	10	6	2	6	10	4	8	10	6	72
Bibay Shrestha	10	2	6	6	6	2	3	3	4	4	46
Dipen Shahi	10	8	10	4	10	6	8	8	10	8	82
Sushila Rijal	10	8	8	2	6	6	3	8	8	10	69
Aswim Khatiwada	10	9	10	6	6	10	8	8	8	10	85