

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of human communication through which we express our desires, feelings, wants, thoughts etc. Language has enabled man to establish great civilization on this earth. Man differs from all other species because s/he possesses unique faculty of speech. Mankind is the only species gifted with the power of speech. We perceive the whole picture of the universe in terms of language, we pray and think, read and write, mediate and dream in term of language. Language is the way of transmitting our history, thoughts, literature and the whole of our achievement from generation to generation.

There are many languages which people speak in the world, but English is acknowledged as the language of the world. As it is the only international language, it is one of the most prominent means of international communication. If we understand English we can look over the present world very closely and clearly. The world has certainly become smaller and anyone can immediately know the events happened in any corner of the globe. We can share our ideas as well as present our views about any matters being happened in the world. It is the library language as almost of all important books of higher studies and researches in the world are found in English. Good English users can have opportunities to grasp highly significant national and international jobs as well. A businessman cannot keep up his/her global trade and business without a sound knowledge

of the English language; so English has been the language of trade and business. Moreover, it has been a must for everyone to keep up with the rapid pace of development on science and technology. That is why, English is the window through which one can experience the real world today.

English can be described as a library language and taken as the richest language in the world. About one third of the world publication, as well as newspapers, periodicals and magazines are published in English. English has the richest vocabulary in comparison to other languages in almost all areas e.g. trade, mass media, international diplomacy, etc. English is the language of world politics, science and technology, economics, medicine, marketing and so on.

The gravity of the English language is more powerful. It has a significant influence in the education system of every country. English language teaching (ELT) entered Nepal with the foundation of Durbar high school in 1910 B.S. after Janga Bahadur Rana's short visit to Britain. He established this school as the first English school in the kingdom. That was basically meant for giving education to the children of the ruling families and their favourite people. The opening of Trichandra College in 1975 B.S. provided impetus for the formal beginning of English in the education of Nepal.

Realizing the value of the English language, the government of Nepal has introduced it as a compulsory subject from Grade 1 to Bachelor level. In this connection CDC (2005:49) states" There has been an increasing demand for English to start at the beginning of primary education. To meet this

demand, his majesty's government decided to introduce English as a subject from grade one, starting in the academic year 2060 B.S.

1.2 ELT in Nepal

Nepal is a multilingual country where different people of different languages, castes, cultures have settled down. Nepali is our national language but it is the second language for about fifty percent people. Then, English is the third language for them. Because of the mother tongue, nobody can entirely progress, so that certainly many barriers are there. These problems may be in pronunciation, vocabulary, grammar etc. Thus, in the context of Nepal, we have no good opportunities and environment as well. Firstly, language skills like other skills can be acquired only through practice. The child needs sufficient scope for his practice in his daily environment. He should use the language at home, in the play ground, at school and every where. So in teaching the foreign language we should consume more time as much as possible. This shows that one of the main causes of unsuccessful ELT in Nepal is lack of adequate exposure. Likewise most of the students of English in Nepal are guided by untrained teachers. It is just like a blind guide on a trip. It is needless to say that effective ELT requires well physical facilities including tape recorder and visual aids like T.V. and overhead projector etc. But most of the districts are deprived of such facilities.

Our experience tells us that ELT in Nepal should be more effective than what it is now in making our learners competent enough to use English for different purposes. As school of thoughts have come and gone so have been the language teaching methods and approaches. There has not been

much change in teaching and learning. The way we are teaching English neither follows the holistic view nor does it follow all four skills. We have been putting much emphasis on reading and writing skills from the very beginning. Listening and speaking skills are neglected. We know that with the application of new courses especially at school level certain percentage is allocated to listening and speaking skills as well. But different research works on textbook analysis, carried out in the Department of English Education revealed, that the books did not contain sufficient exercises to develop students' listening and speaking skills. The result was that in the classroom these skills were neglected. This aspect of language teaching is so neglected that till now, some schools do not have even a single cassette to use in the language classrooms and prefer to teach English in Nepali medium and the students (students in governmental schools) listen to cassette and speak English for the first time in the practical exam of SLC one would wonder how the students would learn listening and speaking in this context. But what is surprising is that they obtain good marks in these skills in the exam. After that when they enter into the college/campus level they seem usable even to introduce themselves. Then in college/ campus level as well their situation remains the same. Since no mark is allocated to listening and speaking these skills are neglected there too. In this level, of course, the books contain some exercises for listening and speaking practice but these exercises are really practiced in the classroom. But they seem lucky again because they can obtain good marks just by writing the answers of the given questions. So the ground reality is that even if they are able to read and write even the history of English literature they are unable to produce even a couple of sentences orally, they become like a dumb person if they have to talk in English. Due to this they are compelled to miss

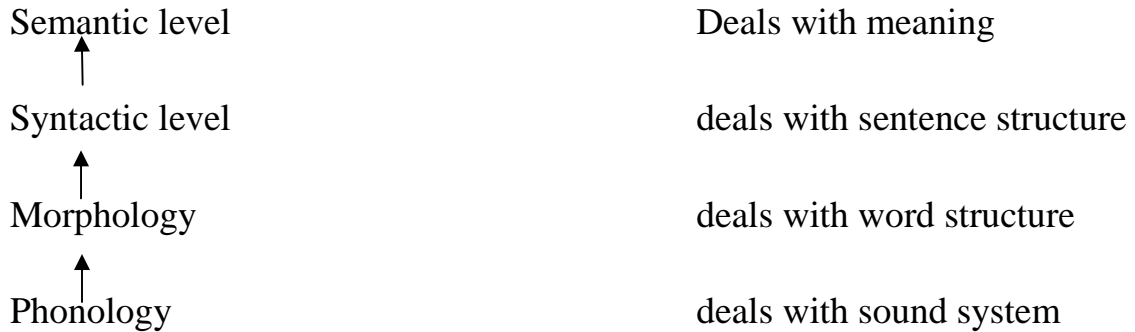
opportunity and start to visit the language centers to develop their listening and speaking capacities where they have to spend time, energy and money.

All this shows that these needs many changes in the field of language teaching and testing. Firstly, our English courses are about the English language rather than the use of language and we are teaching the students about the language instead of making them able to use the language. So at first, communicative textbooks should be introduced and we should teach the students to use the language instead of teaching them about the language. Secondly, I feel that in our context, teaching of English is not properly done. We are following the same tradition methods, i.e. lecture method and grammar translation method even if different sorts of new methods are introduced in this 21st century. So we have to change the teaching style as well. We have to apply new methods in the language classroom and helps them to develop their all four language skills. Thirdly, quality of language teaching largely depends on the quality of teachers. Quality of teachers also depend on the level of training and incentives they are given. Fourthly, effective language teaching requires adequate physical facilities including tape recorder, visual aids. Last but not the least, there needs a change in the field of testing as well since testing is an integral art of effective language teaching and learning.

1.3 Levels of Language

The most widely recognized levels of language are phonology, grammar and semantics, but often phonetics is distinguished from phonology, lexis from semantics and morphology and syntax are seen as separate levels within grammar. Pragmatics is also sometimes described as a

level of language. There are four levels of language (often called linguistic levels) they are shown in the following diagram:



(Katamba, 1993:4)

The levels are assumed or patterned to be ordered in hierarchy, with phonology at the bottom and semantics at the top. The short description of each level is given below.

a. Phonology

Phonology studies how speech sounds are structured or patterned in a particular language. Besides, it describes contrastive relationship of the phonemes of a language, their distribution and the articulator features of their allophones.

Each language has its own sound system which is itself complicated in terms of their functioning. Phonology deals with the sound systems of languages and the functions of sounds. Phonology has been defined as the study of sound system that is the study of how speech sounds structure and function in languages. As we shall see some speech sounds can be used in a language to distinguish words of different meaning whereas other sounds cannot.

b. Morphology

Katamba (1993:19) defines morphology as the "Study of word structure".

The above definition of morphology describes the entire structure of word. For example- The word 'build' has just one element while the word 'builder' is made up of two units- build (with the meaning of construct) and er (with the meaning of some one who does something). Such combination of elements in a word is called its word structure.

Crystal (1996:249) defines it as "The branch of grammar which studies the structure or forms of words". It deals with the internal structure of words- such things as inflection for number, gender, case, tense, aspect etc and derivation to form new words. It studies, for example, how the forms take, took, taken, taking and takes differ from one another and how the forms national, unlimited, lively etc are derived from the form nation, limit and live respectively.

c. Syntactic level

Language is organised at various levels: phonological, morphological, syntactic, semantic and discourse level. Of them the syntactic level is concerned with sentences. Sentences are made up of words but they are not random ordering of words. Instead they are strings of words organised by certain rules. Sentences have thus structure. It is the task of linguistics to account for the rules which operate in sentence structure. Thus, specific branch of linguistics which deals with the rules about sentence structure is called syntactic level.

It deals with the sentence structure. In syntactic levels, we study how words are combined to form larger units of language, viz. phrases, clauses and sentences.

d. Semantic Level

It is the study of meaning and deals with the meanings of linguistic forms. It tells us, for example, that the sense relationship between the words big and large under the heading *synonymy*. Similarly, it studies big and small under the heading *antonymy*.

1.4 Language aspect

Language aspects, here, refer to the pronunciation and spelling , vocabulary, grammar and communicative functions. Therefore, there are four language aspects. They can be described as specified as follows:

1.4.1 Pronunciation and Spelling

Pronunciation refers to the spoken shape of language and spelling refers to the written shape of language . Pronunciation generally refers to the pronunciation of words and spelling also refers to the spelling of words.

Pronunciation includes the pronunciation of segmental sounds and the suprasegmental sounds/features like stress, intonation, pitch and length.

1.4.2 Vocabulary

Vocabulary includes words, lexis or word power. They are vital organs to manipulate the structure and convey the message. Word meaning, word use, word formation and word grammar are the aspects of Vocabulary

in language teaching. There is a distinction between active and passive vocabulary in language learning. Active vocabularies are those words that we understood but do not use or produce.

1.4.3 Grammar

Grammar refers to the structure or pattern of language, rules of language and can be called as the frame or skeleton of language. Tense, voice, person, number etc. are the aspects of grammar. Grammar includes sentence grammar and word grammar.

1.4.3 Communication function

This language aspect includes the knowledge of how to make use of the vocabulary in the structures or how to manipulate the structures to makes use of words for the sake of communication. Communicative functions of language contrasts with grammatical functions.

1.5 What is Vocabulary?

Broadly speaking, vocabulary refers to the words that we use in our day to day life for expressing our thoughts and feelings. It is obvious that a word is the most important unit of language. The term vocabulary is defined differently in different books. According to Richards et.al. (1999:350) vocabulary refers to "a set of lexemes including, single words, compound words and idioms".

According to Hornby (1998:1374) 'All the words that a person knows or uses'.

From the above definitions we can conclude that 'vocabulary' can be a single word or a group of words that take a single meaning for example blackboard and fathers in-law which are made up two and three words respectively but express a single idea.

Vocabulary is such a vital aspect of language in the lack of which it is rather difficult to communicate even if some one has a good knowledge of the system of a language in question. In other words, one may have a good knowledge of the system of a language and yet he will not be able to communicate.

1.6 Importance of Vocabulary

The importance of vocabulary is like the backbone of human being without which the structure of language cannot express the meaning which is the vital function of language. People often get frustrated when they do not find the words they need to express themselves while speaking in the target language. This is true with the language learners as well. How much of the language students can comprehend and express depends largely on the vocabulary repertoire he has required. Therefore, it should be accepted that vocabulary plays an important role in expressing complete thoughts and ideas. However, they should be selected and taught according to students proficiency level. It is essential for a teacher to find out the existing knowledge of vocabulary of students and add new vocabulary items accordingly. Likewise, curriculum designers, textbook writers and the persons involved in teaching the English language should be equipped with this idea. So keeping all these things in mind, the researcher has tried to

analyze the vocabulary used in the English textbook of Grade five. The importance of vocabulary items is listed below:

1. Language structure makes up the skeleton of language and vocabulary provides vital organ and flesh to the skeleton.
2. Vocabulary items should be provided to the structure for expressing meanings. Structures without vocabulary items are meaningless.
3. The formality and informality of our language and the degree of politeness are all reflected by the words used. Therefore, learning of vocabulary is an important as learning grammar.

1.7 Text book

Text book is the body of knowledge. It is organized and simplified for the 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.

Sharma quotes Hilton (1969:1470) "The textbook is a special kind of book. It seldom expresses new knowledge for that is not its function. Its essential function is rather to make the knowledge which does exist available to the student in a selected ordered way".

The definition of textbook in the word of Rai (1996:42) is "Textbooks are said to be that kind of books that deal with a particular subject and used in formal education; books that give instructions in a branch of learning they are also seen as one of the teaching materials used in classroom teaching. We can also define a textbook as a document that reflects the objectives and teaching items set in the syllabus".

A textbook is a book presented on the basis of the curriculum (or syllabus). It is used by the students and teacher 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 source of study materials 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" similarly Tomlinson (1998) defines, "A textbook provides the core materials for a course. It aims to provide as much as possible in one book and is designed which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, function and the skills of reading, writing listening and speaking".

On the basis of foregoing discussion we can say that textbook is printed part of certain message on the basis of the designed curriculum. It is a guide for the teacher. Is a type of instructional material which acts as an aid to the process of teaching and learning. It contains different kinds of reading materials (e.g. reading; writing, listening etc).

1.7.1 Characteristics of Grade Five English Textbook

The present English textbook for grade 5 was written by Arun Kiran Pradhan, Lav Dev Awasthi and Naresh Prasad Gautam. It is also edited by Pramod Kumar Sharma. This book was published by His Majesty's Government Ministry of Education and Sports Curriculum Development Centre Sanothimi, Bhaktapur, Nepal.

Characteristics of Grade Five English Textbook

1. It has contained four units and each units contain 4-5 lesson.
2. It contained enough pictures and photos to describe the action words.
3. It has not contained enough speaking exercises.
4. It has contained less number of rhymes. But has contained a bit difficult words to introduce many ideas in the stories.
5. The size of the book is quite suitable but it's outer page is not attractive and durable.

1.7.3 Suitability and Relevancy

Suitability means appropriateness of the things/objects according to the environment and context. If the things or ideas are selected on the basis of age, interest, demand and necessity of the learner it is supposed to be suitable to that particular learners group. So the subject matter which is suitable to one group may not be suitable to another group.

Relevancy, is a condition when something is connected with the former context or things. So any item connected or linked with the beginning or former items is called relevant. The items which are totally new create difficulty to the learners in the field of teaching learning these two terms suitability and relevancy are over emphasized terms without which any designed material for teaching learning purpose go in vain. So, curriculum designers textbook writers write these materials keeping these terms in mind.

1.8 Literature Review

Upto now only one research has been carried out on vocabulary analysis. But different researches have been carried out in textbook analysis and vocabulary achievement which are some how related to the vocabulary analysis. Some of them are as follows:

Chudal (1997) has, in his M. Ed. Thesis Studied the Vocabulary achievement of the student of Grade Six. The objective of this study was to investigate the students achievement of English vocabulary used in the English textbook for grade six. He found the grade six students proficiency in the achievement of the English vocabulary was not satisfactory.

Lamichhane (1999) has, in his M. Ed. Thesis analyzed New English Textbook for grade eight. He has done this study to find out the extent to which the objectives setout in the curriculum related to two skills: Speaking and writing. He found the textbook has been published with contextual relevance to the needs of Nepali students. This book is appropriately designed from the point of view of gradation of vocabulary developing communicating skill and writing skill as mentioned in the curriculum.

Khatri (2000) has studied vocabulary achievement of the students of grade eight. The objective of the study was to investigate the achievement of English vocabulary of grade eight students. He found the percentage of the total achievement of the student in Noun and verb were 67.90% and 50% respectively. So, the achievement in Noun was found better than the achievement in verb.

Dawadi (2004) in her M. Ed. Thesis has Analyzed Grade Seven English Textbook. She has done this study to examine the qualities of grade seven English textbook in term of physical and academic aspect and to examine the relationship between the curriculum and the textbook. She found the textbook for grade seven satisfactory from physical point of view but it did not contain all contents completely expected by the curriculum.

Tiwari (2004) has, in his M.Ed. Thesis, analyzed the vocabulary used in the English textbook for Grade four. He found the whole corpus is made up of 4407 vocabulary items. Among them the highest number of vocabulary items are nouns in the textbook. Regarding the frequency of occurrence the auxiliary verb 'is' has the highest number of occurrence. Both mono-morphemic and polymorphemic words are found to be used in the textbook.

The review above shows that none of the researchers have been carried out on an analysis of vocabulary for grade five. So the researcher has selected this topic for the study.

1.9 Objectives of the Study

The objectives of this study were as follows:

- i. To analyze the vocabulary items used in the English textbook for Grade five in terms of the following items:
 - Parts of speech
 - structure (i.e. morphology, syllable and word)
 - Frequency

- ii. To analyze the vocabulary items in terms of suitability and relevancy of the level of students.
- iii. To enlist some pedagogical implications.

1.10 Significance of the Study

- i. This research will provide valuable insights to the people who are interested in analyzing vocabulary item.
- ii. This will be useful to the trainers and students.
- iii. It will be beneficial to syllable designers and textbook writers.

1.11 Definition of Specific Terms

Abbreviated forms: Abbreviated forms refer to a short form of words e.g. T.V.

Affix: A letter or sound, or group of letters or sounds, which is added to a word and which changes the meaning or function of the word.

Complex words: Polymorphemic vocabulary items with a root and one or more than one derivational affix.

Compound words: Polymorphemic words with at least two bases, which are both words, or at any rate, root morphemes.

Consonant cluster: It refers to the sequence of two or more consonant phonemes at the beginning or final of a syllable.

Constituent: A basic term, in grammatical analysis for a linguistic unit, which is a functional component of a larger construction.

Contracted forms: It refers to the items, which have become shorter deletion of some letters .

Conventionalized multiword form: Group of words that occur and serve specific functions.

Frequency: It refers to the reoccurrence of words.

Lexemes: Lexemes are the vocabulary items that are listed in the dictionary.

Moniomprhemic words: Words with only one morpheme (free morpheme)

Derivation: The formation of new words by adding affixes to other words or morphemes.

Monosyllabic words: A word containing a single syllable is called monosyllabic word.

Morpheme: A minimal unit of grammatical description in the sense that it cannot be segmented any further at the grammatical level of analysis

Part of speech : A term used to describe the different types of word that are used to form sentences, such as noun, verb, adjective, adverb, preposition, conjunction, interjection etc.

Polymorphemic words: Words with more than one morpheme.

Polysyllabic word: A word containing more than one syllble is called polysyllabic word.

Quantifier: A word or phrase which is used with a noun and which shows quantities e.g. little, many.

Root: It is the base form of a word, which cannot be further analyzed without total loss of identity.

Suffix: An affix attached after a root or stem or base such as ly as in quietly.

Syllable: It refers to a unit of pronunciation typically larger than a single sound and smaller than a word.

Syllabic contoid: It is the sound [m], [n] and [l] when they form the nucleus of a syllable as in the word rhythm, listen and cattle respectively.

Word forms: Physical realization or representation of lexemes

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology to accomplish the present study.

2.1 Source of Data

2.1.1 Secondary Sources

To accomplish the present study, the researcher used and consulted only the secondary sources of data.

Vocabulary items included in the English textbook for grade five were the sources of data. The researcher also consulted other relevant materials such as primary level English curriculum, related research works, journals, articles and different textbooks.

2.2 Tools for Data Collection

The researcher used observation table to note down all the vocabulary items in the textbook of grade five.

2.3 Process of Data Collection

In the process of data collection the researcher adopted the following procedure.

Firstly, the researcher listed all the vocabulary items used in the English textbook for grade five except the vocabulary items used in tips to

the teacher. He divided all the vocabulary items into four different groups (i) word forms (e.g. play, do, you, eat) (ii) Abbreviated forms (e.g. P.M. Mr. etc) (iii) conventionalized multiword forms (e.g. turn right, excuse me) and (iv) contracted forms (eg. isn't, they're etc)

Secondly, the word forms were classified into eleven different groups namely nouns, verbs, adjectives, adverb, pronouns, prepositions, articles, conjunctions, numerals, quantifiers and interjections in terms of parts of speech (ie. word class). While determining the parts of speech the researcher used the English textbook for grade five, Oxford Advanced Learner's Dictionary (Hornby, 1995) and English Syntactic Structure (Arts and Arts, 1986).

Thirdly, the researcher counted the frequency of occurrence of each and every vocabulary items. While counting the frequency of occurrence of vocabulary items, following procedure was adopted.

- a. While counting the frequency of occurrence of nouns, the noun which is used in the textbook for the first time was written as it was. When the same word or variant forms of the same word (i.e. lexeme) were found +1 mark was assigned after the written noun and total number of frequency of occurrence was counted. Applying the same procedure, frequency of occurrence of each and every vocabulary item was counted. For instance boy and boys were counted as a lexeme boy. Similarly, compound nouns were counted as a word. Proper nouns which are used in the textbook were not included in the data.

- b. While counting the frequency of occurrence of verb, the verb which is found for the first time in the textbook was written as it was in the copy. When the same verb or various forms of the same verb were found + 1 mark was assigned and total number of frequency of occurrence was counted. Various forms of same lexeme were counted as one lexeme. For instance, give, given, giving and gives were counted as a lexeme "give" The verbs used in contracted form were not included while counting the number of frequency of verbs. They were studied in contracted forms.
- c. While counting the frequency of occurrence of adjectives and adverbs, the above mentioned procedure was applied.
- d. While counting the frequency of pronouns, frequency of personal pronouns, possessive pronouns, demonstrative pronouns, reflexive pronouns, interrogative pronouns and indefinite pronouns were separately counted.
- e. Frequency of occurrence of prepositions, articles conjunctions, numerals, quantifier, interjection, abbreviated forms and contracted forms were counted applying the procedure mentioned above.

Fourthly, the researcher classified all the vocabulary items into four groups: one syllabic, two syllabic, three syllabic and four syllabic in terms of syllable. Similarly, the syllable structure and consonant cluster were also observed.

Fifthly, morphological structures of the vocabulary items were observed in terms of derivational suffixes.

Lastly, the collected items were tabulated, analyzed and interpreted descriptively using simple statistical tools like percentage.

2.4 Limitations of the Study

The study was limited in the following ways:

- i. The study was limited to the vocabularies of English textbook for grade five in Nepal.
- ii. The analysis of the vocabulary was limited to the evaluation criteria as developed by the researcher.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The researcher has attempted to study the vocabulary items used in the English textbook for grade five prescribed for the governmental schools of Nepal. So, under this heading the researcher has attempted to analyze the collected data (ie. all the vocabulary items). For this, all the vocabulary items were analyzed into four different groups, namely word forms, contracted forms, abbreviated forms and conventionalized multiword form in term of total number and frequency of occurrence whereas word forms were divided into eleven different groups (in term of parts of speech or word class) namely nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, articles, interjection , quantifiers and numerals and studied in terms of the following variables.

- i. Total number
- ii. part of speech
- iii. Frequency of occurrence
- iv. Syllable structure, Morphological structure and word structure

Note: The terms word forms and conventionalized multiword forms are adopted from Katamba (1993:22) and Celce- Murcia and Larsen-Freeman (1993:23) respectively.

3.1 Vocabulary Items in Terms of the Parts of Speech

Altogether 909 different words were found to be used belonging to different parts of speech. The number of vocabulary items belonging to different parts of speech are presented in the following table.

Table No 1

Vocabulary items in terms of the parts of speech

S.N.	Parts of speech	No. of words	Percentage
1	Nouns	471	51.8%
2	Verbs	164	18%
3	Adjectives	115	12.6%
4	Adverbs	38	4%
5	Pronouns	31	3.4%
6	Prepositions	34	3.7%
7	Conjunctions	6	0.6%
8	Interjection	16	1.7%
9	Articles	3	0.32%
10	Quantifiers	12	1.3%
11	Numerals	19	2%
Total		909	100%

Note: 1 Abbreviated form, contracted form and conventionalize multiword forms are not included in this table.

2. Nos 1-4 and Nos5-11 represent major and minor word class respectively

3.2 Vocabulary Items in Terms of the Frequency of Occurrence

The data was analyzed in terms of frequency of occurrence under the following sub-headings:

3.2.1 Frequency of the Word Forms

While counting the frequency of occurrence of word form, all words were categorized into eleven different groups in terms of parts of speech and analyzed under the following sub-headings:

a. Frequency of Occurrence of the Nouns

Altogether 471 vocabulary items belonging to noun were found to be used in the textbook. (See in Appendix-1) In the study, the researcher found that the noun 'zoo' has the highest number of frequency of occurrence it has occurred 20 times in the textbook. All times, it has been used as a singular form. Out of 471 nouns, 260 (55.2%) different nouns have occurred only 1 time in the textbook some of the words such as five, turn, miss, stick scale, seal, play, tear, cross, plan, light, number, copy, part work, answer, book and colour have been used both as noun and verb in the textbook as a noun. The frequency of turn, miss, stick, scale, seal play, tear, cross, plan, light, number, copy, part, work, answer, book and colour is 3, 1, 1, 1, 3, 3, 5, 6, 2, 2, 1, 7, 7, 4, 19, 2, 4 and 2 respectively.

It seems that the different nouns have been emphasized for grade 5. Most of the nouns used in the textbooks are concrete. So selection of nouns is found good.

b. Frequency of Occurrence of the Verbs

Altogether 164 vocabulary items related to verbs were found to be used in the textbook. (See in Appendix-2) In the study of verb, the researcher found that there were 153 lexical verbs. Among lexical verbs, the

verb 'go' has the highest number of frequency. It has occurred 58 times in the textbook. Out of 58 times, it has been used 35 times as an infinitive form, 10 times in the past form and 13 times in the present form (ie. V^{s/es}). Similarly there are 9 auxiliary verbs used in the textbook. Among them the auxiliary verb 'do' has the highest number of frequency. It has occurred 148 times in the textbook. Similarly there are 2 phrasal verbs used in the textbook. Between these phrasal verbs, the verb 'find out' has occurred 21 times in the textbook. So the verb 'find out' has the highest number of frequency of occurrence. It is also noticed that the auxiliary verb 'do' has the highest number of frequency among all the verbs found in the textbook. Both principal and modal auxiliary verbs were found to be used in the textbook.

c. Frequency of Occurrence of the Adjectives

Altogether 115 vocabulary items belonging to adjectives were found to be used in the textbook. Adjectives found in the textbook are presented with their frequency of occurrence (See in Appendix-3) It is found out that the adjective 'big' has the highest number of frequency. It has occurred 25 times in the textbook. Out of 115 adjectives, 45 different adjectives have occurred only 1 time in the textbook. Among three degrees of comparison of adjectives (i.e. positive, comparative and superlative degree) only positive degree of adjective was found to be used in the textbook. Both regular and irregular adjectives such as 'old' and 'faithful' were used in the textbook respectively.

This shows that the different adjectives have been emphasized in grade 5.

d. Frequency of Occurrence of the Adverbs

Altogether 38 vocabulary items belonging to adverb were found to be used in the textbook. Adverbs found in the textbook with their frequency of occurrence are listed below. (See in Appendix-3)

In the analysis of the adverbs the researcher found out that the adverb '*very*' has the highest number of frequency. It has occurred 15 times in the textbook. Out of 38 adverbs, 12 have occurred only one time in the textbook. Some words such as '*yesterday*', '*today*' and '*now*' have been used both as a noun and an adverb in the textbook. As an adverb the frequency of '*yesterday*', '*today*' and '*now*' is 13, 1 and 2.

e. Frequency of Occurrence of the Pronouns

Altogether 31 vocabulary items belonging to pronoun were found to be used in the textbook. Pronouns found in the textbook are presented with their frequency of occurrence. (See in Appendix-4)

It is found that, among 31 pronouns, the personal pronoun '*he*' has the highest number of frequency. It has occurred 117 times in the text book. Out of 31 pronouns, 11 personal pronouns (eg. I, he, they etc), 10 possessive pronouns (e.g. her, his, mine etc), 4 demonstrative pronouns (eg. this, that etc) and 6 interrogative Pronouns(eg. when, what, where etc) have been used. It seems that different pronouns have been emphasized in grade 5.

f. Frequency of Occurrence of the Prepositions

Altogether 34 vocabulary items belonging to prepositions were found to be used in the textbook. They are presented with their frequency of occurrence. (See in Appendix-4)

It is found out that the preposition '*in*' has the highest number of frequency that has occurred 181 times in the textbook. Out of 34 prepositions, 6 different prepositions have occurred only 1 time in the textbook. It indicates that the different prepositions have occurred in grade 5 textbook.

g. Frequency of Occurrence of the Conjunction

Altogether 6 vocabulary items belonging to conjunctions were found to be used in textbook. They are displayed with their frequency of occurrence. (See in Appendix-5)

The researcher found out that the conjunction '*and*' has the highest number of frequency that has occurred 180 times in the textbook. Both coordinating and subordinating conjunctions were used in the textbook. According to division of conjunction, the conjunction '*and*', '*or*' and '*but*' are coordinating conjunction and '*so*', '*for*' and '*that*' are subordinating conjunctions.

h. Frequency of Occurrence of the Interjections

Altogether 16 different vocabulary items belonging to interjections were found to be used in the textbook. They are presented with their frequency of occurrence. (See in Appendix-5)

The researcher found out that the interjection '*No*' has the highest number of frequency that has occurred 11 times in the textbook. Out of 16 interjections, 2 interjections have occurred only 1 time in the textbook. This shows that the different interjections have been emphasized.

i. Frequency of Occurrence of the Articles

Both definite (i.e. the) and indefinite (i.e. and an) articles were found to be used in the textbook. They are tabulated with their frequency of occurrence (See in Appendix 5).

In this study of article, the researcher found out that the definite article '*the*' has the highest number of frequency than that of others. It has occurred 465 times in the textbook. Similarly, indefinite article '*a*' and '*an*' have occurred 387 and 20 times respectively.

j. Frequency of Occurrence of the Quantifier

Twelve different vocabulary items belonging to quantifier were found to be used in the textbook. They are presented with their frequency of occurrence (see in Appendix 5).

The researcher found that the quantifier '*some*' has the highest number of frequency of occurrence. It has occurred 22 times in the textbook. Among 12 quantifiers 3 quantifiers (i.e. several, everyone, all) have occurred only one time in the textbook.

k. Frequency of Occurrence of the Numbers

Nineteen different numerals were found to be used in the textbook. They are presented with their frequency of occurrence. (See Appendix-6)

It is found out that both cardinal and ordinal numbers were found to be used in the textbook. Among 19 numerals 13 cardinal numbers and 6 ordinal numbers have used in the textbook. The cardinal number '*one*' has

the highest number of frequency among all the numerals. The ordinal number '*First*' has the highest number of frequency. It has occurred 8 times in the textbook.

3.2.2 Frequency of Occurrence of the Abbreviated Forms

Altogether 5 different abbreviated vocabulary items were found to be used in the textbook. They are presented with their frequency of occurrence in the following table:

Table No. 2
Abbreviated Forms with their Frequency of Occurrence

1.	Mr.	64
2.	P.M.	1
3.	O.M.	1
4.	T.V.	1
5.	P.E.	1

The above table shows that the abbreviated word Mr. has the highest number of frequency. The frequency of this word is 64 times in the textbook. Similarly, T.V. and P.E. have occurred only 1 time in the textbook.

3.2.3 Frequency of Occurrence of the Conventionalized Forms

Different conventionalized multiword forms were found to be used in the textbook. They are presented with their frequency of occurrence in the following table.

Table No. 3

Frequency of Occurrence of the Conventionalized Forms

S.N.	Conventionalized Multiword Form	Frequency			
			6.	Turn right	2
			7.	Turn round	1
1.	Bus station	2	8.	All right	1
2.	Quarter past	1	9.	Excuse me	1
3.	Half past	1	10.	Be careful	1
4.	Ten past	1	11.	Of course	1
5.	Turn left	2			

The above table indicates that out of 11 different conventionalized multiword forms, 3 conventionalized multiword forms (i.e. Bus station, Turn left and Turn right) have the highest number of frequency. The frequency of these words is two times in the textbook.

3.2.4 Frequency of Occurrence of the Contracted Forms

46 different contracted forms were found to be used in the textbook. They are presented with their frequency of occurrence in the following table.

Table No. 4
Contracted Forms with their Frequency of Occurrence

S.N.	Contracted Form	Frequency
1.	I'm	23
2.	Here's	11
3.	It's	41
4.	There's	18
5.	What's	15
6.	He's	19
7.	Grandmother's	1
8.	Teachers'	1
9.	Grandfather's	1
10.	Don't	17
11.	Isn't	18
12.	She's	8
13.	Children's	5
14.	Stationer's	1
15.	Can't	4
16.	Family's	1
17.	I'd	1
18.	Let's	5
19.	Wolf's	1
20.	Grade four's	1
21.	You're	7
22.	Goats'	1
23.	Journey's	2
24.	Thats'	13
25.	Doesn't	6
26.	There've	6
27.	Pilot's	2
28.	I've	1
29.	Wasn't	1
30.	They've	4
31.	Where's	9
32.	Prince's	3
33.	Couldn't	2
34.	who's	2
35.	Didn't	20
36.	King's	3
37.	Sky's	1
38.	We've	12
39.	I'll	1
40.	He's	5
41.	She's	1
42.	Who'll	4
43.	We'll	1
44.	Won't	2
45.	He'll	1
46.	Father	1

Note: 1 Different types of contractions like is contraction, are contraction, am contraction, will contraction, have contraction, us contraction and negative contraction are found to be used in the textbook.

2. Contracted forms which were contracted with proper noun are not included in the frequency (e.g. Dolm's)

The above table displays that the contracted form '*it's*' (*it is*) has the highest number of frequency. It has occurred forty-one times in the textbook. Similarly, among negative contracted forms, the contracted word '*didn't*' has the highest number of frequency of occurrence. It has occurred twenty items in the textbook.

3.3 Vocabulary Items in Terms of Structure

In terms of structure, the data was analyzed under the following sub-headings:

3.3.1 Vocabulary Items in Terms of Syllable Structure

On the basis of syllable structure vocabulary items are described on the following subheadings:

a. On the Basis of the Number of Syllable

On the basis of the number of the syllable, words are classified into four groups; One syllabic (i.e. monosyllabic), two syllabic, three syllabic, four syllabic. Number and percentage of words according to their number of syllable are presented in the following table:

Table No. 5

Number and Percentages of Words According to Their Number of Syllables

S.N.	No. of syllable	No. of words	Percentage
1	One syllables	562	57.9
2	Two syllables	253	27.8%
3	Three syllables	84	9.2%
4	Four Syllables	9	0.9
	Total	908	

Note: The some word belonging to different parts of speech is supposed to be a single word in this table (See appendix 11).

The above table mirrors that, out of 908 words 562 (57.9%) are monosyllabic, 253 (27.8%) are two syllabic, 84 (9.2%) are three syllabic and 9 (9%) words are four syllabic.

Among 479 nouns 262 are one syllabic, 149 are two syllabic, 84 are three syllabic and 9 are four syllabic. Similarly, among 37 adverbs 13 are monosyllabic, 15 are two syllabic 8 are three syllabic and 1 is four syllabic. Out of 33 preposition 16 are one syllabic, again 16 are two syllabic and only one is three syllabic. Similarly, out of 6 conjunctions all are monosyllabic. In the same way out of 16 interjections 11 are one syllabic, 4 are two syllabic and is three syllabic. Likewise out of 3 articles all the articles are monosyllabic. Out, of 12 quantifiers, 5 are one syllabic, 5 are two syllabic and 2 are three syllabic, and out of 19 numerals 15 are monosyllabic and 4 are two syllabic (see appendix II).

This fact shows that the more emphasis is given to monosyllabic word because it occupies 57.9% of the total words in the textbook. It is also noted that the less priority is given to four syllabic words. Presenting four syllabic words to the beginners of foreign language learners may be impractical because they cannot pronounce these words easily.

b. On the Basis of the Syllable Structure of the Words

The structure of the syllable can be presented by the syllabic pattern in terms of consonant and vowel sound segment. Syllable structure of the words found in the textbook are presented with example as follows:

Syllable structure	Example	Syllable structure	Example
CV	Boy	CVCVCV	Pharmacy
CVC	Home	CVCVCVC	Magazine
CVCC	Salt	CVCVV	Radio
CVCC	People	CVVC	Tire
CVCCC	Temple	CCCVC	Stripe
CVCCCC	Pencils	CCV	Show
CVCCC	Wednesday	CCVC	Spot
CVCCCVC	Complete	CCVCC	Crest
CVCCV	Battery	CCVCCV	Thursday
CVCCVC	Biscuit	V	A
CVCCVCC	Different	VC	Is
CVCCVCVCC	Continent	VCC	And
CVCV	Journey	VCCC	Asks
CVCC (C)	Ladder	VCCVC	April
CVCVCC	Bicycle	VCCCVC	Upstair
CVCVCCVCV	Binocular	VCCVCC	Insect
		VCCVCVC	Envelope

Note (i) \underline{c} is a syllabic contoid that functions as a nucleus of a syllable.

(ii) (c) denotes the optional consonant in syllable structure

(iii) Syllable structure of the compound words and phrasal verbs are not included here.

3.3.2 Vocabulary Items in Terms of Morphological Structure

In term of morphological structure, the data was analyzed under the following subheadings.

a. Monomorphemic Words

Most of the words used in the textbook are monomorphemic. Out 908 total words, 760 (83.7%) words are monomorphemic. Out of 479 nouns, 406 are (84.77) monomorphemic. Likewise out of 160 verbs, 157 (98.1%) are monomorphemic. Similarly, out of 112 adjectives, 80 (71.4%) are monomorphemic. Out of 37 adverbs, 20 (540%) are monomorphemic. Out of 31 pronouns, 28 (90%) are monomorphemic. In the same way, out of 33 prepositions, 22 (66%) are monomorphemic. Out of 16 interjections, 13 (75.0%) are monomorphemic. Similarly, out of 12 quantifiers, 8 (66%) are monomorphemic. Out of 19 numerals, 17 (89.4%) are monomorphemic. All the articles and conjunctions used in the textbook are monomorphemic.

b. Polymorphemic words

Among 908 words, 148 (16.2%) are polymorphemic. out of 479 nouns, 73 (15.2%) are polymorphemic. Out of 160 verbs, 3 (1.8%) are polymorphemic. Among 3 polymorphemic verbs, one is lexical and two are phrasal verbs. Similarly, out of 112 adjectives, 32 (28.5%) are polymorphemic. Out of 37 adverbs, 17 (45.9%) are polymorphemic. In the same way, out of 31 pronouns, 3 (9.6%) are polymorphemic. Out of 33 prepositions, 11 (33.3%) are polymorphemic. Out of 16 interjections, 4 (25.3%) are polymorphemic. Similarly, out of 12 quantifiers, 4 (33.3%) are

polymorphemic. Out of 19 numerals, 2 (10.5%) are polymorphemic. Polymorphemic articles and conjunction are not found in the textbook.

Note: 1 The same lexeme having different morphological structure has been countered as different words in 3.4.1 and 3.4.2.

2. Words belonging to more than one word class has been counted as single lexeme in 3.4.1 and 3.4.2.

3.3.3 Vocabulary Items in terms of Word Structure

On the basis of structure of word, the vocabulary items used in the textbook of grade five are described under the following sub-headings:

a. Complex Words

Complex words are formed by using single affixation and multi-affixation. The structure of the complex words formed through the process of single- affixation are as follows:

i) Single Affixation

A root with only one derivational suffix is found in some of the complex words. The structure of the complex words formed through the process of single affixation are as follows:

<u>Root</u>		<u>Suffix</u>
Love (verb)	+	ly = lovely (adjective)
Faith (Noun)	+	full = faithful (adjective)
Soft (adjective)	+	ly = Softly (Adverb)
Near (adjective)	+	ly = nearly (Adverb)

Quick (Adjective)	+	ly = quickly (adverbs)
Win (verb)	+	er = winner (noun)
Compete (verb)	+	ion = competition (Noun)
Visit (verb)	+	or = visitor (Noun)
Interest (verb)	+	ing = Interesting (Adjective)
Beauty (Noun)	+	full = Beautiful (Adjective)
Danger (Noun)	+	ous = dangerous (Adjective)
Horry (Noun)	+	ed = horried (Adjective)
Sense (Noun)	+	able = sensible (Adjective)
Farm (Noun)	+	er = farmer (Noun)
Part (verb)	+	er = partner (Noun)
Televise (verbs)	+	ion = television (Noun)
Hunger (Noun)	+	y = hungry (Adjective)
Correct (verb)	+	ly = correctly (Adverb)
Slow (verb)	+	ly = slowly (Adverb)
Quite (Adjective)	+	ly = quietly (adverb)

In this way altogether 20 complex words formed through the process of single affixation are found to be used in the textbook.

ii) Multi affixation

A root with more than one derivational suffix is found in some of the complex words. The structure of the complex words formed through the process of multi affixation are as follows:

Root + affix + suffix = Complex Words

Care (verb) + full + ly = carefully

b. Compound words

According to Katamba, (1993: 323) the general structure of the compound noun is as follows:

$$N \rightarrow \left\{ \begin{array}{c} N \\ A \\ V \\ \text{Pr ep} \end{array} \right\} N$$

Among them, the following ones are found to occur in the text book:

A. N \longrightarrow NN

Chessboard	Newspaper	Hair dresser
Kilometer	Motor cycle	Motorbike
Shopkeeper	Hand writing	Homework
Policeman	Classroom	Football
Postcard	Water pot	Question mark
Teashop	Classmate	Fruit salad
Grass land	Snow Leopard	Carrom-board
Cassette Player	Ostrich egg	Rain gauge.

B. N \longrightarrow AN

Social studies	Cooking pot
Hardware	Grand parent
Mid-night	Ice-cream,
Blackboard	Aero plane,
Grandfather	Grandmother,
Minibus,	

C. N → VN
Break fast

D. N → PN
Upstair

On the basis of the head word (i.e. dominant constituent of the entire compound word) only 40 compound nouns were found in the textbook. Out of 40 compound nouns, 25 were found containing a noun followed by another noun, 13 are found containing adjectives followed by noun, 1 is found containing a verb followed by a noun and 1 is found containing a preposition followed by a noun.

For the beginners of foreign language learners, compound words containing a verb followed by a noun and adjective followed by a noun should not be presented because they may have difficulty to grasp the meaning of such words. Thus, for the beginners of foreign language learners compound words containing a noun followed by another noun should be presented.

Besides these, on the basis of word formation process, there is only one word (i.e. plane) which is formed through the process of shortening.

3.4 Vocabulary in Term of Suitability and Relevancy to the Level of Students

After analyzing the vocabulary items used in the textbook of grade V the following list of vocabularies were found to be less suitable and less relevant to the students of grade five.

Table No. 6

Words with less Suitability and relevancy to the level of student

Carefully	Counter
Faithful	Introduce
strong	Continent
Square	Upstair
Lovely	Stripe
May be	Fierce
Fun	Just
Sledge	Delicious
Plan	Enormous

The above table shows that the words mentioned in the table are difficult from the point of consonant cluster and morphological structure. They are also difficult because some nouns are abstract and some adjectives are a bit complicated to the beginners. The researcher also asked with most of the teachers who are teaching English in grade five. All the teachers responded the above mentioned words have found difficult. In this connection Bhattarai (2004:3) says, "From pedagogical point of view clap, draw, play, start, real and write pose great difficulty to the beginners in that these have /kl/, /dr/, /pl/ and /st/ clusters are not be found in Nepal: Similarly, /r/ also becomes difficult to pronounce for the small children. These sounds shouldn't have been introduced in the primary grades".

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The main purpose of this research was to study the vocabulary items used in the English textbook for grade 5 in terms of parts of speech, frequency, syllable structure, morphological structure and relevancy and suitability of the vocabulary.

To carry out the research, the English textbook of grade 5 was intensively studied. Then all the vocabulary items were counted and tabulated to find out their word class, number of frequency, phonological structure and morphological structure.

On the basis of the study and interpretation, the findings of the present study are summarized below:

1. Among 909 vocabulary items, nouns occupy the highest number and articles occupy the lowest number. The other findings are as given below:
 - i) In term of parts of speech (i.e. word class) the following things were found out:
 - a) Altogether 909 different vocabulary items were found to be used in the grade five English textbook.
 - b) Among different parts of speech, nouns occupy the highest number of vocabulary. Out of 909 different vocabulary items, 471 nouns were found to be used. Some of the words as copy, circle, miss, cross, fear,

drop, reply, name, map and book were used both as a noun and a verb in the textbook.

- c) Out of 909 words included in parts of speech, 164 were verbs. (153 lexical, 9 auxiliary verbs and 2 were phrasal verbs), 115 adjectives, 38 adverbs, 31 pronouns, 33 prepositions, 6 conjunctions, 16 interjections, 3 articles, 12 quantifiers and 19 numerals. Beyond word classes 5 abbreviated forms, 11 conventionalized multiword forms and 46 contracted forms were used in the textbook.
- ii) In terms of structure (syllable, morphology and word) the following things were found out:
- a. Out of 909 word forms, 563(57.9%) were monosyllabic. 253(27.8%) were bi-syllabic, 84(9.2%) were three syllabic and 9(0.9%) were four syllabic.
 - b. Syllabic patterns having syllabic contoid (i.e. ɟ) were also found in the textbook. e.g. bottle CVCCɟ.
 - c. Both single and multi-affixations to form complex words were found. For instance quick +ly and care +full +ly =carefully.

Compound nouns were formed through the process of adj + noun, noun+noun, verb+noun. For instance full +stop= fullstop, home+work= homework, cross+word=crossword.

iii) Frequency

Among 471 different nouns 'zoo' has occurred 20 times. Lexical verb "go" has the highest number of frequency within verbs. It has occurred 88

times in the textbook. Similarly, 'he' has the highest number of frequency among pronouns. It has occurred 117 times in the textbook. Out of 909 different word forms definite article 'the' has the highest number frequency. It has occurred 465 times in the textbook.

2. Few of the words used in this textbook were found difficult for example strong, introduction, play etc. were found difficult to the beginners because /st/, /tr/ and /pl/ clusters are not found in the Nepali language. Similarly /r/ also becomes difficult to pronounce for the small children. Some abstract nouns were found in the textbook which posed difficulty to grasp the meaning.

4.2 Recommendations

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

1. On the basis of part of speech (i.e. word class)
 - i. a. All together 909 vocabulary items were found to be used in the English textbook for grade five. This number of vocabulary items is less to the grade five students because the research carried out on the vocabulary used in grade four by Tiwari (2004) shows that 900 words were used in grade four English textbook. So the textbook should include more vocabulary items than these and it would be better if the vocabulary items in the textbook were present in word list.
 - b. Out the of 100% 51%, 51% vocabulary items were nouns rest of the word classes occupied 49%. This shows that there is not a balance in selecting vocabulary items according the word classes .

c. The ratio of occurrence of vocabulary items should be balanced. The greater disparity is seen in the frequency of occurrence among the vocabulary items. It is difficult here to decide whether the vocabulary items that occurred in the textbook are scientifically selected or not so, vocabulary items should be selected on the basis of the scientific principle.

ii. On the basis of syllable structure:

a. Out of 909 word form 253 bi syllabic, 84 three syllabic word found. But much emphasis is given to one syllabic word. Two and three syllabic should also give equal emphasis.

b. More syllabic patterns having syllabic contoid should be introduced.

c. Multi affixation words were found difficult. So these words should not given emphasis.

iii. Out of 909 words , words likes '*he*' , '*do*' and '*the*' have occurred 117, 148 and 465 times respectively but some words like sugar , fur etc have occurred only one time. So the ratio of the frequency of the vocabulary items should be balanced.

2. Words having four syllables, abstract nouns, /st/ cluster and /r/ sound in the beginning create difficulty to the primary level students. So words having these qualities shouldn't be introduced in this level.

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Appendix-1

Nouns with Their Frequency of Occurrence

S. N.	Nouns	Singular	Plural	Freq.
1.	Home	15		15
2.	Family	4		4
3.	Grade	10		10
4.	House	5	1	6
5.	Shop	5	4	9
6.	Father	8		8
7.	Mother	11		11
8.	Name	10	2	12
9.	Wool	3		3
10.	Map	5		5
11.	Dot	2		2
12.	Grocer	2		2
13.	Grocery	1		1
14.	Rice	12		12
15.	Lentile	2		2
16.	Sugar	1		1
17.	Flur	1		1
18.	Oil	2		2
19.	Salt	1		1
20.	Egg	5	2	7
21.	People	10		10
22.	Hair dresser	1		1
23.	Farmer	1		1
24.	Chemist	1		1
25.	Baker	1		1
26.	Crops		1	1
27.	Medicine	1		1
28.	Bread	1		1
29.	Cake	1		1
30.	Hair	10	3	13
31.	Grand Mother	3		3
32.	Dog	6	2	8
33.	Story	15		15
34.	Grand father	3		3
35.	Sound	1		1
36.	Drum	1		1
37.	Word	15	4	19
38.	Box	10	2	12

39.	r	1		1
40.	Job	1		1
41.	Book	10	4	14
42.	Badminton	3		3
43.	Policeman	1		1
44.	Chant	6		6
45.	Puppy	5		5
46.	Snake	5	3	8
47.	Passage	2		2
48.	Country	6		6
49.	Meter	2	1	3
50.	Baby	4		4
51.	Goat	1		1
52.	Week	1		1
53.	Years		1	1
54.	Noodle		4	4
55.	Tea	7		7
56.	Onion	1		1
57.	Comma	1		1
58.	Holiday	1		1
59.	Time	5		5
60.	Weather	3		3
61.	Bird	10	6	16
62.	Kilometer	4		4
63.	Swallow	3		3
64.	Seat	2	1	8
65.	Desert	6		6
66.	Jungle	1		1
67.	Food	1		1
68.	Taxi	4		4
69.	Rickshaw	2		2
70.	Uncle	4		4
71.	Aunt	6		6
72.	Day	2		2
73.	Zoo	20		20
74.	Answer	2		2
75.	River	9		9
76.	Village	4	1	4
77.	Bus	15	5	19
78.	Foot	1		1

79.	Train	1		1
80.	Boat	5	2	7
81.	Breakfast	1		1
82.	Cow	2		2
83.	Grass	6		6
84.	Shirt	3		3
85.	Sweater	1		1
86.	cat	3	1	4
87.	Volleyball	7		7
88.	work	1		1
89.	Activity		1	1
90.	Life	1		1
91.	Airport	1		1
92.	Motorcycle	1		1
93.	Morning	8		8
94.	Aeroplane	7		7
95.	Cockpit	2		2
96.	Compass	1		1
97.	Dials		1	1
98.	Cloud	1		1
99.	Place	5	2	7
100.	Motorbike	3		3
101.	Pilot sit	1		1
102.	Room	1		1
103.	Window	1		1
104.	Pilot	1		1
105.	Part	2	2	4
106.	Homework	4		4
107.	Uniform	1		1
108.	Snack	1		1
109.	Blackboard	1		1
110.	Month	2		2
111.	Money	2		2
112.	Night	9		9
113.	Ticket	2		2
114.	Pocket	3		3
115.	plane	2		2
116.	Service	1		1
117.	Copy	7		7
118.	Cart	1		1
119.	Ox	1		1
120.	Air	1		1
121.	Straightvt	1		1
122.	Fare	2		2
123.	Rupee	9	4	13

124.	Cost	3	1	4
125.	Puzzle	2		2
126.	Colour	2	1	3
127.	Truck	1		1
128.	Minibus	1		1
129.	Car	2		2
130.	Hen	8	2	10
131.	Wall	7	1	8
132.	Ice-cream	5		5
133.	Shed	1		1
134.	Girl	3	1	4
135.	Witch	10	2	12
136.	Tower	3		3
137.	Prince	17		17
138.	Silk	1		1
139.	Laddera	4		4
140.	Rope	2		2
141.	Eye	3		3
142.	Tear	1		1
143.	Palace	7		7
144.	Doctor	1		1
145.	Purse	1		1
146.	Ground	2		2
147.	Football	1		1
148.	Television	1		1
149.	Partner	1		1
150.	Field	3		3
151.	Classroom	8		8
152.	Reply	1		1
153.	Clock	1		1
154.	Number	4	3	7
155.	Bracket	1		1
156.	Example	1		1
157.	Desk	1		1
158.	Horse	1		1
159.	Table	3		3
160.	Brick	1		1
161.	Wheel	1		1
162.	Bicycle	2		2
163.	Sand	2		2
164.	Ice			1
165.	Kitten	1		1
166.	Calf	1		1
167.	Drop	2		2
168.	Pencil	8		8

169.	Mango	3		3
170.	Tooth	4		4
171.	Journey	4		4
172.	Postcard	3		3
173.	Dear	2		2
174.	Sail	1		1
175.	snow			1
176.	Sledge	1		1
177.	Ship	1		1
178.	Cart	1		1
179.	Helicopter	1		1
180.	Yacht	1		1
181.	Light	1		1
182.	Passenger	1		1
183.	Driver	1		1
184.	Steering	1		1
185.	Evening	5		5
186.	Mid-day	1		1
187.	Mid-night	1		1
188.	Bag	1		1
189.	Friend	5		5
190.	Voice	1		1
191.	Banana	5		5
192.	Chapatti	1		1
193.	Mo: Mo	7		7
194.	Grandparent	1		1
195.	Ward	1		1
196.	Fun	5		5
197.	Way	1		1
198.	Label	1		1
199.	Teashop	1		1
200.	Pharmacy	1		1
201.	Hardware store	2		2
202.	Nail	1		1
203.	Carrot	1		1
204.	Middle	1		1
205.	Tail	2		2
206.	Tap	1		1
207.	Water pot	1		1
208.	Wrong	1		1
209.	Wolf	10		10
210.	Forest	9		9
211.	Gate	3		3
212.	Pond	1		1
213.	Duck	4	3	7

214.	plane	2		2
215.	Rope	3		3
216.	Bed	4		4
217.	Honey			1
218.	Waiter	4		4
219.	Menu	2		2
220.	Omlet	4		4
221.	Soup			3
222.	Fruit salad			1
223.	Coke			4
224.	Order	4		4
225.	Meal			3
226.	Waitress	1		1
227.	cup	3		3
228.	Coffee			2
229.	Bottle	1		1
230.	Buffalo	1		1
231.	Mountain	5		5
232.	Hospital	1		1
233.	Hunter	2		2
234.	Garden	3		3
235.	Loop	1		1
236.	Eagle	4		4
237.	Paw	1		1
238.	Pen	3		3
239.	Comb	1		1
240.	Visitor	3		3
241.	Room	2		2
242.	Upstairs			1
243.	Handwriting	3		3
244.	Parent	1		1
245.	Giant	10		10
246.	Giant land	2		2
247.	Crocodile	4		4
248.	Giant cucumber	1		1
249.	Ostrich egg	1		1
250.	Stone	1		1
251.	List	1		1
252.	Giant house	1		1
253.	Hand	1		1
254.	Grassland	1		1
255.	Zebra	3		3
256.	Giraffe	3		3
257.	Lion	2		2
258.	Rhino	3		3

259.	Hill	3		3
260.	Leopard	6		6
261.	Jackal	1		1
262.	Snow leopard	1		1
263.	Tiger	5		5
264.	Continent	1		1
265.	Fact	1		1
266.	Polar bear	1		1
267.	Elephant	12		12
268.	Trunk	1		1
269.	Horn	5		5
270.	Stripe	2		2
271.	Street	1		1
272.	Arm	2		2
273.	Binocular	1		1
274.	Insect	1		1
275.	Noise			1
276.	Sparrow	1		1
277.	Dove	1		1
278.	Pigeon	4		4
279.	Grain	1		1
280.	Seed	3		3
281.	Root	3		3
282.	Feather	1		1
283.	Crest	1		1
284.	Head	1		1
285.	Group	1		1
286.	Cross	6		6
287.	Bear	6		6
288.	Wing	1		1
289.	Spot	1		1
290.	Fur	1		1
291.	Neck	1		1
292.	Parrot	1		1
293.	Peacock	1		1
294.	Apple	2	1	3
295.	Chicken	1		1
296.	King	4		4
297.	Sky	4		4
298.	Henny	1		1
299.	Penny	1		1
300.	Ducky	1		1
301.	Goosey	1		1
302.	Cock	1		1
303.	Tourist	1		3

304.	Form	1		2
305.	Cap	1		1
306.	Radio	1		1
307.	Ball	1		1
308.	Capital	1		1
309.	Question mark	1		1
310.	Piece	7	2	9
311.	Paper	7	2	9
312.	way	2		2
313.	Class	4		4
314.	Race	1		1
315.	Road	3		3
316.	Page	5	7	12
317.	Bakery	5		5
318.	Loaf	2		2
319.	Money	3		3
320.	Cinema	3		3
321.	Library	3		3
322.	Temple	3		3
323.	Arrow	1		1
324.	Street	2		2
325.	Gate	2		2
326.	Building	1		1
327.	Tear	5		5
328.	Face	3		3
329.	Mouth	1		1
330.	Copy	4		4
331.	Man	8	2	10
332.	People	2		2
333.	Magazine	1		1
334.	Soma	1		1
335.	T-shirt	1		1
336.	English	4		4
337.	Classmate	1		1
338.	Card	1		1
339.	Corner	5	3	8
340.	Shopping	1		1
341.	Shop	3	2	5
342.	Soap	5		5
343.	Bar	2		2
344.	Sweet	5	2	7
345.	Packet	1		1
346.	Biscuit	2		2
347.	Play	3	1	4
348.	Title	2		2

349.	Narrator	1		1
350.	Shopkeeper	1		1
351.	Thing	4	1	5
352.	Battery	5		5
353.	Needle	1		1
354.	Sock	1		1
355.	Mouse	2		2
356.	Bread	1		1
357.	Envelope	1		1
358.	Hammer	1		1
359.	Cauliflower	1		1
360.	Window	2	1	3
361.	safe	1		1
362.	Milk			2
363.	cucumber	1		1
364.	Present	1		1
365.	letter	1		1
366.	Yak	2	2	4
367.	Ear	1		1
368.	Nose	1		1
369.	Post	1		1
370.	Flower	2		2
371.	Ping	1		1
372.	Storm			2
373.	Animal	4	1	5
374.	Fruit	2	1	3
375.	Leaf	3		3
376.	Seal	3		3
377.	Fish	2		2
378.	Camel	3	1	4
379.	Water			1
380.	Rock	2		2
381.	Sun	1		1
382.	Window	3	1	4
383.	Photo	1		1
384.	Conversation	4		4
385.	Island	1		1
386.	Lake	7	2	9
387.	Bottom	3		3
388.	Middle	2		3
389.	Square	1		1
390.	Scarf	1		1
391.	Thunder	1		1
392.	Jar	2		2
393.	Funnel	2		2

394.	Scale	1		1
395.	Scientist	1		1
396.	Rain gauge	1		1
397.	Centimeter	2		2
398.	letter	1		1
399.	Whole	1		1
400.	Field	1		1
401.	Jacket	1		1
402.	Captain	1		1
403.	Clap	1		1
404.	Future	2		2
405.	Floor	1		1
406.	Miss	1		1
407.	Bird	1		1
408.	Marble	1		1
409.	Sweet	1		1
410.	Cub	1		1
411.	Calf	1		1
412.	Winner	1		1
413.	Competition	3	1	4
414.	Goat	5	1	6
415.	Hoof	1		1
416.	Mask	1		1
417.	Kite	2	1	3
418.	Carronboard	1		1
419.	Cassette player	1		1
420.	Fire			1
421.	Shuttlecock	1		1
422.	Net	1		1
423.	Bush	1		1
424.	Cooking pot	1		1
425.	Chess board	1		1
426.	Turn	3		3
427.	Music	1		1
428.	Ladder	1		1
429.	Dice	3		3
430.	stick	1		1
431.	counter	1		1
432.	Fishing	1		1
433.	Guitar	1		1
434.	Exam	1		1
435.	Video	1		1
436.	Calendar	4		4
437.	Tomorrow	1		1
438.	Circle	1		1

439.	Date	1		1
440.	Week	1		1
441.	Lesson	1		1
442.	Break	2		2
443.	Cook	1		1
444.	Trekker	1		1
445.	Supper	1		1
446.	Saturday	1		1
447.	Monday	1		1
448.	Tuesday	1		1
449.	December	1		1
450.	January	1		1
451.	April	1		1
452.	October	1		1
453.	Assembly	1		1
454.	Health	1		1
455.	Nepali	1		1

456.	Science	1		1
457.	Math	1		1
458.	Social studies	1		1
459.	Race	3		3
460.	Minute	4	2	6
461.	Tap	1		1
462.	Drawing	1		1
463.	Master	1		1
464.	Sword	1		1
465.	Umbrella	1		1
466.	Mistake	1		1
467.	Mate	1		1
468.	City	1		1
469.	Mat	1		1
470.	Wave	1		1
471.	Game	1		1

Appendix-2

Verbs with Their Frequency of Occurrence

S.N.	Verbs	infinitive	V ₂	V ₃	V ₄	V ₅	Freq.
1.	Meet	1					1
2.	Start	2				2	4
3.	Live	10	2			4	16
4.	Get	3	1				4
5.	Look	20	1			1	22
6.	Copy	5	2			3	10
7.	Put	6	2			2	10
8.	Indicate	1					1
9.	Write	2			2	3	7
10.	Match	1				2	3
11.	Grow	1					1
12.	Make	7	3			2	12
13.	Cut	4					4
14.	Answer	10				1	11
15.	Sit	10	2			3	15
16.	Play	15	5			5	25
17.	Wash	15			2	5	22
18.	Catch	10	6		4	3	23
19.	Go	40	2			8	50
20.	Introduce	1					1
21.	Say	20	4			4	28
22.	Read	35			5	5	45
23.	Pretend	2			1	1	4
24.	know	2				2	4
25.	Guess	2					2
26.	Wind	1					1
27.	Act	3					9
28.	Write	30			5	5	40
29.	See	15	3			1	19
30.	Ask	3				1	4
31.	Choose	5			1	2	8
32.	Run	15				2	17
33.	Rain	2					4
34.	Open	2					2
35.	Close	1					1
36.	Come	15	2		1	4	22
37.	Clap	1				1	2
38.	Bang	1					1
39.	Learn	2				2	4

40.	Become	1					1
41.	Eat	30	5			5	40
42.	Remember	2	1			1	4
43.	Talk	15	1			4	20
44.	Harvest	1					1
45.	Fly	10			1	3	14
46.	Find	15	5			5	25
47.	Stay	2				1	3
48.	Enjoy	1				1	2
49.	Give	3	1			1	5
50.	Think	20	4			4	2
51.	Walk	20				3	28
52.	Work	4	1				5
53.	Wear	4	1			1	6
54.	Begin	4				1	5
55.	Ride	5					5
56.	Arrive	4					6
57.	Hold	1					2
58.	Cook	1					1
59.	Check	1					1
60.	Watch	4					6
61.	Complete	2					2
62.	Help	3					3
63.	Draw	25			1	4	30
64.	Finish	1					1
65.	Drop	1					1
66.	Pick	4				1	5
67.	Use	2				2	4
68.	Miss	4	1			3	8
69.	Swim	7				2	9
70.	Climb	7	2				9
71.	Tire	1					1
72.	Clean	1					1
73.	Buy	8				1	9
74.	Forget	2					2
75.	Send	2					2
76.	Drink	2					2
77.	Keep	1					1
78.	Call	2					2
79.	Wait	5				2	7
80.	Marry	2				1	3
81.	Bring	4	1				5
82.	Hurt	2				1	3
83.	Shout	7				2	9
84.	Take	1					1

85.	Hear	5				1	6
86.	CRY	6				2	9
87.	Fall	5				2	8
88.	Tell	7				2	11
89.	Lock	1					1
90.	Love	2					2
91.	Sleep	8			1		9
92.	Fold	2					2
93.	Turn	3					3
94.	Surprise	1					1
95.	Travel	1					1
96.	Fill	3				1	4
97.	Leave	1					1
98.	Tear	1					1
99.	Follow	6					6
100.	Want	3				1	4
101.	Drive	1					1
102.	Help	3					3
103.	Show	2					2
104.	Describe	1					1
105.	Pass	1					1
106.	Reach	1					1
107.	Smile	4			1		5
108.	Sing	3			2		5
109.	Dance	4					4
110.	Laugh	4			4		8
111.	Spend	1					1
112.	Count	1					1
113.	Look	1					1
114.	Take	3			1		4
115.	Quack	1					1
116.	Visit	2					2
117.	Change	5			1		6
118.	Like	10				4	14
119.	Knit	2					2
120.	Throw	1					1
121.	Fight	1					1
122.	Carry	3					3
123.	Lock	1					1
124.	Lift	1					1
125.	Dig	2					2
126.	Practise	3					3
127.	Mark	1					1
128.	Agree	1					1
129.	Trace	2					2

130.	Try	1					1
131.	Touch	2					2
132.	Bark	1					1
133.	Steal	1					1
134.	Chase	1					1
135.	Cluck	1					1
136.	Hiss	1					1
137.	Sail	2					2
138.	Point	2			1		3
139.	Pull	1					1
140.	Tick	1					1
141.	Hide	1					1
142.	Shine	2					2
143.	Pour	1					1
144.	Shore	1					1
145.	Bump	1					1
146.	Sweep	1					1
147.	Decide	11					1
148.	Happen	1					1
149.	Push	1					1
150.	Shut	1					1
151.	Fetch	2					2
152.	Celebrate	1					1
153.	Win	1					1
154.	Will	14					14
155.	Is	103					103
156.	Are	46					46
157.	Can	30	2				32
158.	Do	120	8		10	10	148
159.	Am	21					21
160.	Was	8					8
161.	Have	20					20
162.	Has	21					21
163.	Find out	2					2
164.	Fall Down	1					1

Note: Nos 1-153, Nos 154-162 and Nos 163-164 represent lexical verbs, auxiliary verbs and phrasal verbs respectively.

Appendix-3

Adjectives with Their Frequency of Occurrence

S.N.	Adjectives	Frequency
1.	True	9
2.	False	2
3.	Big	25
4.	Round	6
5.	Good	7
6.	Angry	4
7.	Naughty	9
8.	Loud	2
9.	Whole	11
10.	cold	2
11.	Hot	9
12.	Warm	9
13.	Sensible	4
14.	Correct	4
15.	Correct	1
16.	Hard	3
17.	Special	1
18.	Small	2
19.	Back	10
20.	Ready	6
21.	Clean	1
22.	Early	4
23.	Safe	3
24.	High	5
25.	Beautiful	4
26.	Happy	8
27.	Underlined	9
28.	Dark	1
29.	Bright	5
30.	Folded	1
31.	Nice	1
32.	Great	1
33.	Surprised	1
34.	Tall	1
35.	Heavy	4
36.	Dirty	1
37.	Straight	3
38.	Blue	1
39.	Left	4

40.	Right	6
41.	Cleaver	11
42.	Opposite	2
43.	Dangerous	8
44.	Fat	11
45.	Black	7
46.	Wide	1
47.	Light	1
48.	old	1
49.	late	1
50.	white	7
51.	thin	1
52.	Short	3
53.	Noisy	1
54.	Narrow	1
55.	Wrong	1
56.	Sad	2
57.	Horried	3
58.	Funny	3
59.	Funny stories	3
60.	Cheerful	2
61.	Fierce	1
62.	Hungry	3
63.	Torn	1
64.	Little	7
65.	Easy	3
66.	Tidy	1
67.	Interesting	2
68.	Kind	4
69.	Cruel	3
70.	Different	4
71.	creamy	1
72.	Frightened	6
73.	Important	3
74.	Tired	1
75.	Sure	1
76.	Grey	4
77.	Dry	1
78.	Brown	2

79.	Green	5
80.	Yellow	5
81.	Bad	2
82.	Enormous	3
83.	Soft	3
84.	Flat	1
85.	Kind	2
86.	Fast	2
87.	Spotted	1
88.	Shiny	1
89.	Red	1
90.	Strong	1
91.	Delicious	1
92.	Untidy	1
93.	Deep	1
94.	Muddy	2
95.	Cloudy	2
96.	Foggy	2
97.	Wet	1

98.	Windy	1
99.	New	2
100.	Gruff	7
101.	Sweet	5
102.	Thin	1
103.	Middle-sized	5
104.	Foolish	3
105.	Terrified	1
106.	Silly	1
107.	Stupid	3
108.	Well	1
109.	proud	1
110.	Slow	2
111.	Brave	2
112.	Dead	2
113.	Faithful	3
114.	Late	1
115.	Lovely	1

Adverbs with Their Frequency of Occurrence

S.N.	Adverbs	Frequency		20.	Never	3
1.	Away	3		21.	Often	3
2.	Just	2		22.	Now	2
3.	Nearly	2		23.	Certainly	1
4.	Carefully	4		24.	Correctly	1
5.	Softly	1		25.	Too	3
6.	Quickly	7		26.	All	2
7.	Quietly	5		27.	Nearly	2
8.	Usually	3		28.	Again	1
9.	Sometime	7		29.	very	15
10.	Everywhere	4		30.	When	5
11.	Yesterday	13		31.	Where	6
12.	Today	1		32.	How	3
13.	Slowly	4		33.	Really	1
14.	Completely	1		34.	Well	1
15.	Where	1		35.	Only	1
16.	Soon	1		36.	There	9
17.	Then	9		37.	Here	5
18.	Silently	2		38.	Early	4
19.	Always	1				

Appendix 4

Pronouns with Their Frequency of Occurrence

S.N.	Pronouns	Frequency
1.	My	20
2.	Out	2
3.	We	38
4.	Their	10
5.	Your	55
6.	These	34
7.	Her	11
8.	This	29
9.	They	49
10.	You	100
11.	He	117
12.	Them	11
13.	What	43
14.	it	73
15.	His	29

16.	who	20
17.	She	26
18.	Where	24
19.	I	78
20.	Me	9
21.	Which	5
22.	Him	9
23.	Those	2
24.	Mine	2
25.	Whose	1
26.	Hers	1
27.	Us	1
28.	Why	1
29.	That	3
30.	when	17
31.	Its	5

Prepositions with Their Frequency of Occurrence

S.N.	Preposition	Frequency
1.	In	181
2.	At	57
3.	On	86
4.	Under	9
5.	With	26
6.	For	38
7.	Up	39
8.	To	144
9.	About	48
10.	Of	83
11.	From	25
12.	Across	4
13.	By	16
14.	Round	6
15.	Down	24
16.	Off	3
17.	Inside	2

18.	Back	5
19.	Ahead	1
20.	Over	6
21.	Around	1
22.	Between	2
23.	Underneath	2
24.	Through	1
25.	Near	9
26.	Into	10
27.	Past	2
28.	Next to	7
29.	Infront	1
30.	Outside	2
31.	After	5
32.	upon	1
33.	onto	4
34.	behind	1

Appendix 5

Conjunctions with Their Frequency of Occurrence

S.N.	Conjunction	Frequency
1.	And	180
2.	Or	33
3.	But	22
4.	So	8
5.	For	4
6.	That	4

Interjections with Their Frequency of Occurrence

S.N.	Interjection	Frequency
1	Oh!	4
2	Help!	4
3	Wof!	4
4	Dear	1
5	Hello	3
6	Goodbye	5
7	Sh!	3
8	Look!	4

9	Bang!	5
10	Please	9
11	Of course	2
12	Wow!	1
13	Yes	8
14	Thank You	3
15	Welcome	1
16	No	11

Articles with Their Frequency of Occurrence

S.N.	Articles	Frequency
1	The	465
1.	A	387
2.	An	20

Quantifiers with Their Frequency of Occurrence

S.N.	Quantifier	Frequency
1.	Some	22
2.	Every year	6
3.	Many	15
4.	Every	11
5.	Several	1
6.	Something	7
7.	Little	5
8.	Move	3
9.	Much	21
10.	Each	5
11.	Everyone	1
12.	All	1

Appendix 6

Numerals with Their Frequency of Occurrence

S.N.	Numerals	Frequency
1.	One	35
2.	Five	19
3.	Four	10
4.	Twelve	2
5.	Two	30
6.	seven	5
7.	fifteen	1
8.	Thirty	1
9.	Three	16
10.	Ten	4
11.	Six	6
12.	Eight	2
13.	Nine	2
14.	First	8
15.	Second	4
16.	Third	3
17.	Fourth	3
18.	Fifth	1
19.	Sixth	1

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