

**A STUDY ON ENGLISH VOCABULARY
ACHIEVEMENT OF GRADE FOUR IV STUDENTS**

**A Thesis Submitted to the Department of English Education,
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Degree in Education
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DEDICATION

To:

My Parents

And

My Wife

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ABSTRACT

This study attempts to determine grade IV students' achievement of vocabulary included in grade IV textbook. The students under this study are altogether eighty (80) in numbers, twenty (20) from each of four schools of Lalitpur district.

The researcher prepared a list of content words (noun, verbs, adjectives and adverbs) used in the English textbook of grade four and counted their frequency. The vocabulary items having high frequency were taken. A set of written tests was used as the main tool or instrument for the data collection. The data were provided by the 80 students of two urban and two sub-urban schools of Lalitpur district. The sample population was selected by using a random sampling procedure. Twenty students were selected from each school.

The data obtained were analyzed and interpreted using descriptive approach and simple statistical tools i.e. mean and percentage. The findings of the study showed that the English vocabulary Achievement of the students of grade four in content words was found satisfactory in total but not in school-wise analysis. It was found that there was a great disparity in students' achievement of English vocabulary in different schools. Overall, in urban schools the achievement of students in content words was found better than those of sub-urban schools.

The present work is divided into four chapters. The first chapter includes general background, review of the related literature, objectives of the study and significance of the study. The second chapter deals with the methodology, which includes sources of data collection and limitations of the study. The third chapter is concerned with the analysis and interpretation of data. Findings and recommendations are given in the fourth chapter. The model of the test items, students' answers and references are given in the appendices.

Dinesh Kumar Das

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ABBREVIATIONS AND SYMBOLS

Adj	-	Adjective
B.S.	-	Bikram Sambat
e.g.	-	For Example, Exempli Gratia (in Latin)
et. al.	-	And Other People
C. R.	-	Correct Response
No.	-	Number
N S.S.	-	Navjeevan Secondary School
S.N.	-	Serial Number
Vol.	-	Volume
Vs	-	Versus
i.e.	-	That is
etc	-	Etcetera
F.M.	-	Full Mark
UNESCO	-	United Nation Educational Scientific Cultural Organization
Adv	-	Adverb
UNO	-	United Nation Organization
Sec	-	Secondary

CHAPTER ONE

1. INTRODUCTION

1.1 General Background

Language is the most powerful, convenient and permanent means and form of communication. Language is the best means of self-expression. It is a form of social behaviour that enables the individual to co-operate with others in a group. Language is a vehicle of human thoughts, ideas, and feelings. The chief function of language is to communicate. Language is purely human and structurally complex. It is unique and creative.

According to Sapir (1978:8) "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols."

There are many languages in the world. Among them, English is the most important language and widely used all over the world. The English language is also called international language. It can be used as lingua Franca. Most of the important books in the field of science and technology in the world are written in English medium. Therefore, English language is an inevitable Source of knowledge.

Durbar High School was the first school to teach English in Nepal. This school was established by prime Minister Jung Bahadur Rana in 1853 A.D. after he visited England. He visited England in 1850 to strengthen the ties of friendship with the powerful British Empire. He realized the importance of the English language to communicate and to strengthen his friendship with the English. People to make his position even stronger in Nepal. Consequently, he invited an Englishman to teach his sons the English language. In order to give English education to the children of

Rana families, he established Durbar High school in 1853. Later, during the reign of Chandra Shumsher, doors of Durbar High School were opened for common people.

Now English has been taught right from grade four in public schools as a compulsory subject and it has been taught from nursery in English medium Schools in Nepal. In some faculties, English has been made compulsory subject up to the Bachelor's level. In addition, it is used as an access language or a library language and as a means of instruction and evaluation at the higher levels of education.

1.1.1 Importance of English in Nepal

English has gained the most important status in Nepal. Its importance is being increased day by day. It has been taken as a compulsory subject from Nursery to Campus level. Every student has to pass this subject in S.L.C. and the higher level of formal education. Hence, it is inevitable for academic and communicative purposes.

The role of English in developing country like Nepal can never be underestimated. The teaching of English can be viewed from different purposes. However, it can be taught for international purpose that is for carrying as international relations world wide.

Nepal has got an active membership of international organizations like UNO, UNESCO, SAARC, etc. English is one of the official languages used in these organizations. It is one of the many modern languages which are being taught and learnt in many countries of the world. It plays a vital role in the development of international trade, transport and communication. So it is accepted as an international lingua franca and a medium of global communication.

Most of the books in the field of science and technology, economics, commerce and so on are written in the English language. So, we need the knowledge of the English language to grasp the knowledge from these great books. Being an international language, English has become very important language all over the world. English is also needed to those who work in tourism, foreign affairs and international trade and so on. Another factor for the need of English education is that many of the advanced countries have been helping Nepal in its development providing with financial assistance and technicians. We need to deal with such technicians through English.

According to Bhattra (1994: 226) "English has become indispensable vehicle to the transmission of modern civilization into the nation. It is a passport through which one can visit the entire world and one who knows English can enjoy the advantages of the world citizen."

Doctors, engineers, pilots and high technical personalities should have the knowledge of English. Most of the prescribed books of campus levels are written in English. Without the knowledge of English, it is very difficult to get success in higher levels of education.

A number of English schools have been established at private level under the supervision, guidance and control of the ministry of Education and Sports. A liberal attitude has been adopted in giving permission to open schools at private level. As a result, a large number of English medium schools have been established in all parts of the kingdom.

1.2 What is Vocabulary?

Vocabulary can be roughly defined as the words which are used in our day to day communication. The term 'vocabulary' is defined differently in different books. According to Oxford Advanced Learner's Dictionary of

Current English (1989:959) "vocabulary is a body of words known to a person or used in a particular book or subject etc." The meaning of vocabulary is also given as total number of words that make up of language.

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

According to Harmer (1991: 153) "If language structures makes up the skeleton of language then it is vocabulary that provides the vital organs and flesh."

According to Crystal (1995:111) Says, "Vocabulary is the Everest of a language. The height and importance of vocabulary can be realized from his statement."

1.2.1 Types of Vocabulary

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

Active vocabularies may become passive if they are not used and passive vocabularies may become active through constant use. In other words, the status of vocabulary item does not seem to be a permanent state of affairs.

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

Content words have lexical meaning and structural words have grammatical meaning.

1.2.2 Importance of Vocabulary

Sounds are the building block of language though the words are the most important unit of it. A sound in itself has no meaning but a word is always meaningful. With the proper choice of words, a speaker creates good impression in the hearer. If we do not know the words, we cannot speak the language. With words, we can send our message and ultimately communication take place.

Vocabulary and grammar are equally important components of language for effective communication. We can produce infinite number of structures on the basis of the knowledge of finite number of grammatical rules. But it is not applicable in case of vocabulary since a word may be used in different situations. Hence, a vital question arises, which is of the two is more important. The complicity or simplicity our thought, the formality and informality of our know-ledge and the degree of politeness are all reflected by the words used. Therefore, acquisition of words is a important as the grammar. In this regard, Wilkins (1972:111) Says" without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Thus, vocabulary teaching is very important.

Learning a foreign language is a matter of learning the vocabulary of that language. In this sense Wallace (1982:9) says "It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is a sense in which learning a foreign language is basically matter of learning the vocabulary of that language" vocabulary plays an important role in expressing complex thoughts and ideas. Words constitute the elements of

language structure and a proper knowledge of this is essential for one and all.

Teachings vocabulary in isolation is not found to be productive. If we want to understand the meaning of a particular word, we need to see the context and situation in which the words have been used. Thus, we should know the meaning apart from dictionary, as a word may convey other meaning as well. There are mainly five different kinds of meanings, which are discussed below.

1. Lexical meaning

Lexical meaning refers to the meanings of words as given in the dictionary. For example-in the sentence, the beautiful girl married the ugly boy. The dictionary tells us that the girl and the boy are human beings. The words 'beautiful and ugly stand for qualities and the word 'marry' shows specific actions. Dictionary gives us only this much of understanding but, does not tell us whether beautiful refers to the quality of a boy or a girl.

2. Syntactical meaning

Syntactical meaning refers to the word order in a sentence. The position of words help us to understand the sentence. For example- in the above sentence, we know that the girl is beautiful and the boy is ugly. The beautiful girl is preceded by the verb 'marry'. So, it makes clear that the beautiful girl performed the action not the ugly boy.

3. Morphological meaning

Morphological meaning indicates the form of the word. In the above sentence, the form of the word girl and the form of the word boy tells us that there was only one girl and one boy. Similarly, the word 'married'

shows that the action was preformed in the past, not in the present or the future.

4. Into national meaning

Sometimes the meaning of words or sentences depend upon the way they are spoken. For example - the word 'fire' can be spoken in the word 'fire' gives us a warning that there is a blaze, but if we use the rising intonation, its sounds like a question whether there is really fire.

5. Cultural or contextual meaning

Cultural meaning is derived from the knowledge of background experience of the life of the speaker. The people who live in a particular society have their notions about the word. Fro example- the meaning of the English word ' dinner' as used by the English people can not be fully appreciated unless we are familiar with their eating habits. The dictionary gives the meaning of these groups and interprets them according to their own notions. The meaning attached to a word by a culture group is called its cultural meaning.

Principles of Teaching and Learning Vocabulary

Learning vocabulary is not the same as memorizing the list of words. According to Wallace (1982) the teaching and learning of vocabulary should be based on the following principles:

1. Aims: At first, the teacher has to be clear about his/her aims how many of the things listed does the teacher expect the learner to be able to do? Unless the teacher is clear on this point, it will be difficult to assess how successful the vocabulary has been.
2. Quantity: After the teacher has decided on what is involved in vocabulary learning, he may have to decide on the quantity of

vocabulary to be learnt. Clearly the actual number will be varied from class to class and learner to learner.

3. **Need:** The vocabulary should be presented in response to the students' needs and interests, and they are perhaps more likely to remember it. So, the teacher should try to bring such situation in the classroom by which the students should feel that they need the target words.
4. **Frequent exposure and Repetition:** We cannot remember a new word simply by hearing it once. It has to be repeated frequently. The students should be given the opportunity to repeat the new word frequently.
5. **Meaningful Presentation:** The vocabulary must be used in an unambiguous way. A word may have different meaning in different situation. The word that is going to be learnt should be presented in such a way that its reference is perfectly clear and unambiguous.
6. **Situation Presentation:** The words should be learnt in an appropriate situation. The choice of any words can vary according to the situations in which we are speaking.

Criteria of vocabulary Selection:

Language is like a vast ocean. Even a native speaker does not know the whole vocabulary of his language. All learners start acquiring very small bits of it. For a foreign language learner, selection of vocabulary is very important. To quote Bhatrai (1994: 54)" selection is that inherent characteristics of a method which makes sorting of vocabulary items in accordance with the learners need level and various choice of criteria."

Vocabulary should be selected in accordance with the following criteria:

1. **Frequency:** It means the number of occurrences of the words. Those words that occur time and again as this, that, he etc have high

frequency and those words that do not occur frequently as encyclopaedia, para language have low frequency. The items that occur the most often should be selected according to this criterion.

2. Range: The number of samples or texts in which an item is found in its range" (Bhattraï 1994:58). Function words as a, an the, this etc have the widest range. Range should be very wide to obtain reliable frequency counts. A word that is found everywhere is more important than a word that is found only in a particular situation. The words that have wide range should be selected on the basis of this criterion.
3. Availability: The words which are readily available, should be selected. Though the words as chalk, homework etc. have low range they are readily available for the students and they should be selected.
4. Coverage: A word can be used to mean the various actions or things. For example-'shoe' is more or less the same as boot, sandal. So, the word 'shoe' has more covering capacity than the word 'sandal' on the basis of this criterion the word 'shoe' is selected.
5. Learnability: Some words are very difficult to learn and some are very easy. Similarity to the mother tongue, clarity, brevity, regularity and learning load determine the degree of difficulty. The words that are easy to learn should be selected in this criterion.
6. Productivity: There are some words out of which more words can be produced by means of prefixes and suffixes. Such words have more productivity than others and so they should be selected. For example the word 'man' has more productivity as we can have words like manly, unmanly, manliness and manhood by adding prefixes and suffixes.

Some Techniques of Teaching Vocabulary

To increase the vocabulary power of the students' different activities can be done. Different kinds of vocabulary games can be played. Vocabulary is an important aspect of language. It should be taught by applying different techniques. According to Harmer (1997), the following techniques should be applied in teaching the meaning of vocabulary.

1. Actual objects/ Real objects: concrete words can be taught by showing the actual objects or their models. The object itself leaves an unforgettable impression in the students' brain.
2. Pictures: If the objects to be shown can not be brought into the classroom, their pictures can be shown. The teacher can draw things on the board or bring in pictures.
3. Synonyms: To teach the meaning of new words, the acceptable synonymous terms which are already known to the students can be used. For example 'sita is a pretty (beautiful) girl.
4. Antonyms: Many words can be taught by using antonymous terms. For example- Passang is a brave woman. She is not coward. Here, coward is the antonymous term of brave.
5. Actions: It is impossible to explain the meaning of all words and grammar either through the use of relia or in pictures. Actions are probably better explained by mime. Concepts like 'running' or 'smoking' are easy to present in this way.
6. Dramatization: Abstract notions such as smile, sad, love etc can be illustrated by dramatizing them. The teacher himself/herself dramatizes to clarify the meaning of such words. By showing his smiling face, he can clarify the meaning of the word 'smile'.

7. Definition: Several words can be taught by giving the definition of them. Eg. Sickle: a short handled tool with curved blade for cutting grass etc.
8. Word Analysis: The teacher can clarify the meaning of some complex words by breaking up them into their constituent morphemes. Eg. unhappiness: un+happy+ness.
9. Translation: This is the least satisfactory means of teaching vocabulary. Translation in pupils 'mother tongue should be applied only when the other means of teaching have been found inadequate
- 10.A combined Technique: No single technique would be found sufficient in actual practice. The teacher can use the several techniques to teach the same item. The combined technique can be applied to teach difficult words or vocabulary.

Some Techniques of Testing Vocabulary

The teacher who teaches vocabulary should have the knowledge of testing techniques of vocabulary. There are different types of vocabulary testing techniques. The following are some techniques of vocabulary testing.

- A) The students are asked to choose the correct meaning of the words from the given alternatives.

For example An 'Author' means

- a) a merchant b) a writer c) a teacher d) a player

- B) The students are asked to give opposite of the given words.

For example — brave → cowardly

Cheap →

Male →

Fail →

Rich →

C) By using 'Matching' item of objective test.

For example — match the following prefixes in column 'A' with the words in column 'B':

Column A	Column 'B'
over	form
trans	flow
super	human

D) By asking the students to complete the paragraph using the words from the list:

For example —

In the seventeenth — Spanish ships

Sailed — to central and — American to fetch gold for the Spanish — (regularly, century, government, south)

E) The students are asked to fill in the gaps:

F) The students are asked to complete the half finished sentences: for example- it was a great relief when.....

G) The teacher can ask the students to make sentences using the words those have already been taught. For example-

Use the following words in your own sentences: book, cow, cat, bus, car etc.

H) The student are given sentences in their mother tongue to translate into the target language;

Or vice versa: for example-

Translate the following sentences into Nepali:

- a) They play football.
- b) Ram can speak English.
- c) Shyam reads poem.
- I) The teacher dictates the sentences from appropriate materials and the students write them down:
- J) The students can be asked to give the meaning of the words. For example-

Write the meaning of the following words:

Pigeon, Duck, Bird, orange, Mountain etc.

- k) The students are asked to rearrange the jumbled words in the correct spelling: For example-

- Boko - book
- Mpa -
- Pne -
- Hne -
- Wacht -

So, the vocabulary achievement can be tested by applying above techniques.

Aspects of Learning Words:

There are many things about words that we need to know. In this regard, Harmer (1997:158) says knowing a word means far more than just understanding its meaning. Knowing a word implies knowing four

different aspects of vocabulary. Based on Harmer (1997) we can summarize that knowing a word comprises:

- Word meaning (meaning in context and sense relation)
- Word use (metaphor and idiom, collocation, style and register)
- Word formation (parts of speech, prefixes and suffixes, spelling and pronunciation)
- Word grammar (nouns: countable and uncountable etc verb completion, phrasal verbs etc. Adjectives and Adverbs: preposition etc.

Word meaning:

Most of the words have more than one meaning. So, we can not decipher the meaning of a word in isolation. It needs the context in which it is used. For example- the word 'bank' has two meanings: a financial institution and slopy side of a river. The meaning of the word 'bank' can not be deciphered in isolation but it needs context in which it is used. There is another way to understand the meaning is sense relation. Some words have meaning in relation to other words. We also understand the meaning of a word like 'good' in relation to a word like 'bad' (antonyms) and so on.

Word use:

Word meaning is stretched through the use of metaphor and idiom. Similarly, word meaning is also governed by collocation, style and register. So we need to recognize metaphorical language use. For example- the word 'hiss' is used to describe noise that snakes make. But we can stretch its meaning to describe the way people can talk to each other.

Word Formation:

Word formation means knowing how words are written and spoken and how they can change their form. We need to know how suffixes and prefixes change the shape and meanings of the word. For example- if we add 'im' to the word perfect and 'ly' to the word slow, both word form and meaning will be entirely changed. So we need to know the word formation process as well.

Word grammar:

The use of certain words can trigger the use of certain grammatical patterns. For example- a countable noun can be both singular and plural (one chair, two chairs) but an uncountable noun only be singular (furniture). This difference is reflected in grammatical rules; the word chair can collocate with plural verbs whereas the word 'furniture' never can. So, we need to know many more grammatical behaviors of words.

Review of Related Literature:

Several studies were carried out in the field of English vocabulary achievement so far as the statistical interpretation of vocabulary achievement is concerned a few works have been conducted in this area.

Chaudal (1977) has carried out a research on " A study of English vocabulary Achievement of the students of grade six in Jhapa District". The purpose of this study was to investigate the students' achievement of English vocabulary used in the English textbook of Grade six. Another purpose of this study was to make a comparative study in the achievement on the basis of sex and locality. The study concluded that the students' English vocabulary achievement was found poor in total. The boys proficiency in the achievement of English vocabulary was found better than that of girls' proficiency. Similarly, urban school

students' English vocabulary was found satisfactory than that of the rural schools' students. The study was based on the primary data. The data were elicited from the population by administering a test among them.

K. C. (1996) has carried out research on "Teaching of English vocabulary A comparative study of the public secondary schools of Kathmandu and Baglung Districts". The main objective of this study was to find out vocabulary achievement of urban and rural schools' students. He has also tried to find out the extent of variations in the teaching and learning of English vocabulary of the urban and rural areas. It was found that urban school achievement was better than rural school students. A set of test item was administered as a tool.

Tiwari (2001) has carried out research on "A study on English vocabulary Achievement by the students of grade Ten". The purpose of the study was to find out students' proficiency in the achievement of English vocabulary used in the new English textbook of Grade Ten. It has also made an attempt to analyze the difficulty level of the vocabulary on the basis of the students intellectual maturity. The findings of this study reveal that the achievement of English vocabulary by the students of grade ten was not found satisfactory in total. The methodology he adopted was questionnaire.

Upadhyaya (2002) has carried out a research on "A study on Achievement of phrasal verbs of the students of higher secondary Level". The main objective of this study was to find out the achievement of phrasal verb of the students of higher level. The study found out that phrasal verbs achievement of the students of higher secondary level was satisfactory. The data were elicited from the population by administering a test item.

The present study is different from the previous ones in the sense that the researcher is interested to find out the students' achievement of English vocabulary items used in the English textbook of Grade four. It has also made an attempt to compare the vocabulary achievement of the students of grade four on the basis of sex as well as locality.

Objectives of the Study:

The objectives of the study were as follows:

- To investigate the students' achievement of English vocabulary used in the English textbook of Grade four.
- To compare the vocabulary achievement of Grade four students in terms of the following variables.
 - Urban vs Rural school students
 - Boy vs girls
- To suggest some pedagogical implications.

Definition of the Terms:

Vocabulary: The term 'vocabulary' refers to the body of words known to a person or used to a particular book, subject, etc. (Oxford Advanced learner's Dictionary of Current English: 4th edition 1989)

Achievement: The term achievement refers to a thing done or gained successfully, especially with effort and skill. It is the act of achieving accomplishing or attaining as by valor, skill, exertion etc, accomplish meant, completion, attainment, as the achievement of the purpose. Here, the term refers to words gained successfully by the students of grade four.

1.11 Significance of the Study:

English has been taught and learnt as a foreign language in Nepal. It is a compulsory subject from grade four to the Bachelor level. Vocabulary teaching is emphasized in lower grades. The main significance of this study are as follows:

- This study will provide valuable insights to the people involved in teaching and learning the English language in Nepal.
- This study will be helpful to investigate the students proficiency in the acquisition of the vocabulary used in the English textbook of class four.
- It provides an insight on the nature of vocabulary to be selected while designing the English textbook of class four.
- This study will be helpful for further vocabulary studies.
- This study will be also helpful to compare the vocabulary achievement with in different variables.
- This study will be helpful to determine whether the difficulty level of vocabulary used in the English textbook of grade 4 are appropriate to the intellectual maturity of the students or not.
- This study will be helpful for the curriculum designers, researchers, textbook writers in general and teachers and students in particular.

CHAPTER - TWO

2. METHODOLOGY

Research is a scientific discipline. It deserves much more attention on the part of the researcher so that the process carried out through out the entire work needs to be systematic for the achievement of objectives. A systematic study needs to follow a proper methodology to achieve the pre-determined objectives. To quote Kothari (1993:19) " Research methodology is a sequential procedure and methods to be adopted in a systematic study".

2.1 Sources of Data

2.1.1 Primary Sources of Data

This research work was mainly based on, field study. The researcher selected two urban schools and two rural or sub-urban schools of Lalitpur district for the shake of data collection. The schools and sex were selected using stratified random sampling procedure. Twenty students from each group were selected on the basis of lottery. Hence, the primary sources of data were 80 students of fourth grade studying in urban and suburban or rural schools of Lalitpur district.

2.1.2. Secondary Sources

The researcher studied various books, journals and articles as well as research works available on vocabulary teaching. English textbook of grade four and five for the purpose of data collection.

2.2 Tools for Data Collection:

The researcher prepared a list of different content words consisting of nouns, verbs, adjectives and adverbs from the English textbook of grade four. The frequency of each word included in the list was counted. The

researcher counted the frequency of them in the textbook of grade four. The words having greater frequency were chosen. Then a set of test items was constructed for collecting the data.

Different types of test items such as multiple choice, fill in the blanks, word matching, rearranging jumbled letters, using words in sentences, writing word meanings, writing single words, etc were used for the study. The whole test consisted of 80 individual vocabulary- items including nouns, verbs, adjectives and adverbs.

2.3 Process of Data Collection:

First of all, the researcher prepared a set of written test. He visited all the selected schools. The researcher requested the headmasters and the class teachers for providing the class to administer the test. The students were selected on the basis of their roll number (i.e.) (Starting from roll number 1 to above serially). The questionnaire were distributed to the selected students. The researcher described the instructions verbally, which were also in written form in the question papers. They were required to write their answers on their question papers. The test was administered in the classroom for one and half an hours. Finally, the researcher used same procedure for the collection of data in all the schools selected for this purpose.

The answer papers were marked as accurately and systematically as possible and the scores obtained by the students were analyzed by comparing the percentage and the number of the students with correct response with the total score made by them. The tabulated data were analyzed and interpreted by using the descriptive approach and the simple statistical tools such as mean, percentage etc.

2.4. Limitations of the Study:

The basic limitations of the study were as follows:

- The study was limited to the achievement of content words (nouns, verbs, adjectives and adverbs) by the fourth graders based on the "My primary English Book".
- The area of the study was confined to two urban and two rural or sub-urban schools of Lalitpur district.
- The study was also limited to the meaning aspect of vocabulary.
- The medium of language was limited to written English.
- The study was limited to compare the boys' and girls' performance between the students of urban and rural schools.
- The population of this study was limited to 20 students from each school of students of grade IV.
- Schools were selected randomly.
- The students Studying in class four in public schools in Lalitpur district were taken for the data collection.

CHAPTER THREE

3. ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. The researcher has attempted to investigate the student's achievement of vocabulary on the basis of test items administered to them. The responses of the students have been marked systematically and the correct responses have been tabulated. The researcher has applied descriptive approach and simple tools such as mean and percentage. The vocabulary achievement of the students above 50% was assumed to be satisfactory achievement and below 50% was assumed as unsatisfactory. The minimum marks assumed to be the lowest and the maximum marks to be the highest. The analysis and interpretation of data has been carried out under the following headings:

1. School wise analysis of vocabulary Achievement
2. Total vocabulary Achievement
3. Analysis of vocabulary Achievement on the basis of word classes (Nouns, verbs, Adjectives and Adverbs)
4. Comparison of vocabulary Achievement in terms of sex
5. Comparison of vocabulary Achievement between boys and Girls in Urban Schools
6. Comparison of vocabulary Achievement between Boys and Girls in Sub-urban schools.
7. Comparison of vocabulary Achievement in terms of Locality.

3.1. School- wise Analysis of vocabulary Achievement

3.1.1 Analysis of vocabulary Achievement of Navjeevan Secondary School

Table No. 1

Vocabulary Achievement of Navjeevan Secondary School in Nouns

Nouns

S.N	Vocabulary Items	No. of Students with C.R.	%	Rank
1	Game	20	100	I
2	Teacher	20	100	I
3	Comb	11	55	III
4	Sports	19	95	I
5	December	20	100	I
6	People	19	95	I
7	Mouse	20	100	I
8	Picture	17	85	I
9	Elephant	18	90	I
10	Answer	20	100	I
11	Tiger	20	100	I
12	Snake	19	95	I
13	Classroom	20	100	I
14	Monkey	20	100	I
15	Carrot	19	95	I
16	Farmer	17	85	I
17	Butcher	18	90	I
18	Dentist	15	75	II

19	Picnic	15	75	II
20	Party	16	80	II
Total		363		

Total Response: 400

Total correct Response: 363

Percentage of the correct Response: 90.75%

The above table shows the vocabulary achievement of the students of Navjeevan Secondary School. Twenty Students were selected to administer the test. Twenty nouns were included in the test. In the table, the nouns were ranked on the basis of the percentage of the number of students with correct responses. The nouns were grounded in five ranks.

Table No. 2

Vocabulary Achievement of Navjeevan Secondary school in Verbs

Verbs

S.N	Vocabulary items	No. of students with C.R.	%	Rank
1.	Make	20	100	I
2.	Stop	20	100	I
3.	Look	20	100	I
4.	Speak	20	100	I
5.	Leap	4	20	V
6.	Study	20	100	I
7.	Realize	15	75	II
8.	Eat	20	100	I
9.	Catch	19	95	I

10.	Drive	19	95	I
11.	Buy	5	25	Iv
12.	Held	7	35	Iv
13.	Practise	8	40	Iv
14.	Revise	11	55	III
15.	Dance	19	95	I
16.	Wash	19	95	I
17.	Leave	13	65	II
18.	Jump	16	80	II
19.	Chase	1	5	V
20.	Know	20	100	I
Total		296		

Total Response: 400

Total correct Response: 296

Percentage of the correct Response: 74%

Table No. 2 shows the vocabulary achievement of Navjeevan secondary school in verbs. Twenty students were selected to administer the test. Twenty verbs were including in the test. In the table, the verbs were ranked on the basis of the percentage of the number of the students with correct response. The verbs were grouped into five ranks.

Table No. 3**Vocabulary Achievement of Navjeevan secondary school in
Adjectives:**

S.N.	Vocabulary Items	No. of Students with C.R.	%	Rank
1.	Naughty	9	45	Iv
2.	Clever	16	80	II
3.	Beautiful	20	100	I
4.	Intelligent	13	65	II
5. t	Short	16	80	II
6.	Long	20	100	I
7.	Yellow	20	100	I
8.	Bad	20	100	I
9.	Good	20	100	I
10.	Dangerous	19	95	I
11.	Dirty	18	90	I
12.	Brave	13	65	II
13.	Smart	19	95	I
14.	Wise	15	75	II
15.	Large	18	90	I
16.	Weak	15	75	II
17.	Cruel	11	55	III
18.	Sad	20	100	I
19.	Hard	19	95	I
20.	Happy	20	100	I
Total		341		

Total Response: 400

Total Correct Response: 341

Percentage of the correct Responses: 85.25%

Table No. 3 Shows the vocabulary achievements of Navjeevan secondary school in adjectives. Twenty students were selected to administer the test. In the table, adjectives were ranked on the basis of the percentage of the number of the students with correct response. Adjectives were grouped into five ranks.

Table No. 4

Vocabulary Achievement of Navjeevan secondary school in Adverbs:

S.N.	Vocabulary Items	No. of students with C.R	%	Rank
1.	Sometimes	20	100	I
2.	Loudly	18	90	I
3.	Never	19	95	I
4.	Fast	20	100	I
5.	Quickly	18	90	I
6.	Brightly	18	90	I
7.	Partly	18	90	I
8.	Really	6	30	IV
9.	Softly	18	90	I
10.	Lovely	16	80	II
11.	Slowly	16	80	II
12.	Generally	15	75	II
13.	Clearly	15	75	II
14.	Highly	14	70	II

15.	Steadily	19	95	I
16.	Curly	13	65	II
17.	Tightly	6	30	IV
18.	Luckily	19	95	I
19.	Bravely	12	60	III
20.	Carefully	17	85	I
Total		327		

Total Response: 400

Total correct response: 327

Percentage of the correct Response: 81.75%

Table No. 4 shows the vocabulary achievement of Navjeevan Secondary School in adverbs. Twenty students were selected to administer the test. Twenty adverbs were included in the test. In the table, adverbs were ranked on the basis of the percentage of the number of the students with correct response. Adverbs were grouped into five ranks.

Navjeevan Secondary School

Vocabulary Achievement in %

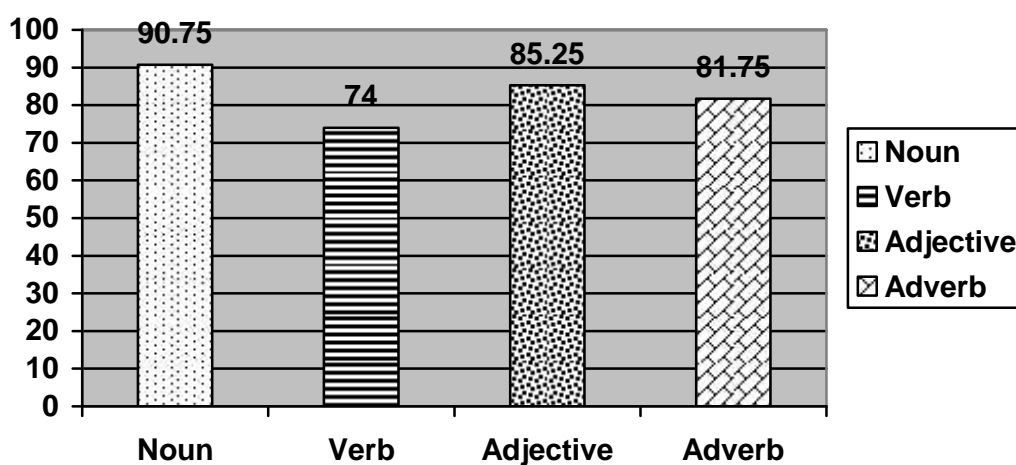


Figure 1: Noun -Verb- Adjective-Adverb comparison in Total

The above diagram presents the achievement of the students of Navjeevan secondary school in content words. There were 400 items to be responded in nouns, 400 in verbs, 400 in adjectives and 400 in adverbs. Out of them 363 (i.e. 90.75%) marks in nouns, 296 (i.e. 74%) in verbs, 341 (i.e. 85.25%) in adjectives and 327 (i.e. 81.75%) in adverbs were achieved by the students respectively.

The diagram reveals that the percentage of the correct responses in nouns displays that the achievement of nouns was better than those of verbs, adverbs and adjectives. Similarly, the achievement of the adjectives and adverbs was found in the second and third position respectively. The percentage of the correct answer in content words (nouns, verbs, adjectives and adverbs) was found satisfactory because the percentage of the achievement of them was above 50%.

3.1.2. Analysis of vocabulary Achievement of Purnachandi Secondary School

Table No. 5

Vocabulary Achievement of Purnachandi secondary school in Nouns

S.N.	Vocabulary Items	No. of Students with C.R.	%	Rank
1.	Game	19	95	I
2.	Teacher	18	80	I
3.	Comb	14	70	II
4.	Sports	16	80	II
5.	December	13	65	II
6.	People	17	85	I
7.	Mouse	18	90	I

8.	Picture	18	100	I
9.	Elephant	20	100	I
10.	Answer	20	100	I
11.	Tiger	20	100	I
12.	Snake	20	100	I
13.	Classroom	20	100	I
14.	Monkey	20	100	I
15.	Carrot	19	95	I
16.	Farmer	18	90	I
17.	Butcher	9	45	IV
18.	Dentist	12	60	II
19.	Picnic	13	65	II
20.	Party	17	85	I
Total		341		

Total Response: 400

Total correct Response: 341

Percentage of the correct Response: 85.25%

Table No. 5 shows the vocabulary achievement of Purnachandi secondary school in nouns. Twenty students were selected to administer the test. Twenty nouns were included in the test. The nouns were grouped into five ranks.

Table no.6

Vocabulary Achievement of Purnachandi Secondary School in

Verbs:

S.N	Vocabulary Items	No. of Students with C.R.	%	Rank
1	Make	20	100	I
2	Stop	20	100	I
3	Look	19	95	I
4	Speak	13	65	II
5	Leap	17	85	I
6	Study	14	70	II
7	Realize	16	80	II
8	Eat	20	100	I
9	Catch	15	75	II
10	Drive	18	90	I
11	Buy	16	80	II
12	Held	8	40	IV
13	Practise	8	40	IV
14	Revise	11	55	III
15	Dance	18	90	I
16	Wash	19	95	I
17	Leave	15	75	II
18	Jump	19	95	I
19	Chase	16	80	II
20	Know	8	40	IV
Total		310		

Total Responses: 400

Total correct Response: 310

Percentage of the correct Response: 77.5%

Table No. 6 shows the status of vocabulary achievement of Purnachandi secondary school in verbs. Twenty students were selected to administer the test. Twenty verbs were included in the test, the verbs were grouped into 5 ranks.

Table no. 7

**Vocabulary Achievement of Purnachandi Secondary School in
Adjectives:**

S.N.	Vocabulary Items	No. of student with C.R	%	Rank
1	Naughty	13	65	II
2	Clear	17	85	I
3	Beautiful	20	100	I
4	Intelligent	11	55	III
5	Short	18	90	I
6	Long	20	100	I
7	Yellow	18	90	I
8	Bad	19	95	I
9	Good	15	75	II
10	Dangerous	16	80	II
11	Dirty	15	75	II
12	Brave	15	75	II
13	Smart	17	85	I
14	Wise	16	80	II
15	Large	14	70	II

16	Weak	15	75	II
17	Cruel	11	55	III
18	Sad	20	100	I
19	Hard	19	95	I
20	Happy	19	95	I
Total		328		

Total Responses: 400

Total correct Responses: 328

Percentage of total correct Responses: 82.00%

Table No. 7 shows the status of vocabulary achievement of Purnachandi secondary school in adjectives. Twenty students were selected to administer the test. Twenty adjectives were include in the test. Adjectives were grouped into 5 ranks.

Table no.8

**Vocabulary Achievement of Purnachandi Secondary School in
Adverbs:**

S.N	Vocabulary Items	No. of students with C.R.	%	Rank
1	Sometimes	17	85	I
2	Loudly	14	70	II
3	Never	18	90	I
4	Fast	19	95	I
5	Quickly	16	80	II

6	Brightly	17	85	I
7	Partly	12	60	II
8	Really	16	80	II
9	Softly	16	80	II
10	Lovely	15	75	II
11	Slowly	10	50	III
12	Generally	14	70	II
13	Clearly	13	65	II
14	Highly	13	65	II
15	Steadily	7	35	II
16	Curly	12	60	III
17	Tightly	11	55	IV
18	Luckily	5	25	II
19	Bravely	12	60	II
20	Carefully	13	65	II
	Total		270	

Total Responses: 400

Total correct Responses: 270

Percentage of the correct Responses: 67.5%

The above table presents the vocabulary achievement of Purnachandi Secondary School in adverbs. Twenty students were selected to administer the test. Twenty adverbs were included in the test. Adverbs were grouped into fine ranks.

Purnachandi Secondary School

Vocabulary Achievement in %

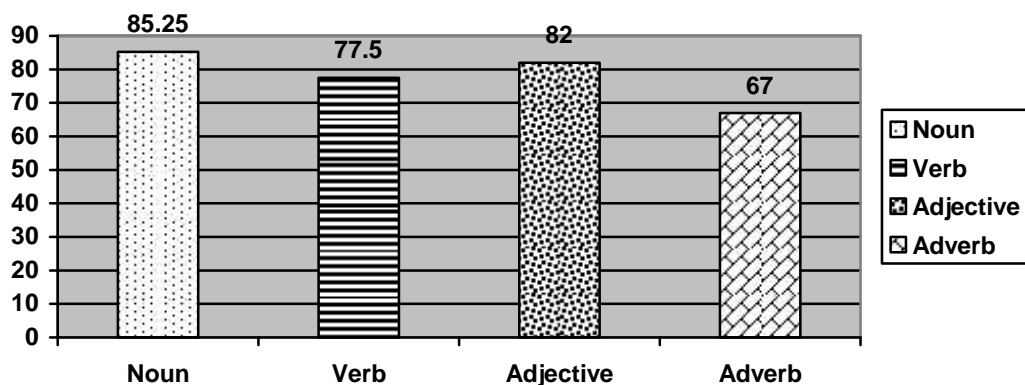


Figure2: Noun - verb - Adjective- Adverb comparison in Total:

The above diagram presents the vocabulary achievements by the students of Purnachandi secondary school. There were 400 items to be responded in nouns, 400 in verbs, 400 in adjectives and 400 in adverbs. Out of them, 341 (i.e. 85.25) in nouns, 310 (i.e. 77.5%) in verb, 328 (i.e. 82.00%) in adjectives and 270 (i.e. 67.5%) in adverbs were correctly answered by them respectively.

The diagram also makes clear that the higher percentage of the correct responses was found in nouns and the lower percentage in adverbs. Therefore ,the greater percentage of the correct responses in nouns displays that the achievement of nouns was better than those of adverbs, adjectives and verbs. The lower percentage of the correct responses in adverbs indicates that the achievement of adverbs was not better than those nouns, adjectives and verbs in Purnachandi Secondary School.

3.1.3 Analysis of Vocabulary Achievement of Kalyan Secondary School

Table No. 9

Vocabulary Achievement of Kalyan Secondary School in Nouns

S.N.	Vocabulary Items	No. of Students with C.R.	%	Rank
1.	Game	20	100	I
2.	Teacher	20	100	I
3.	Comb	13	65	II
4.	Sports	20	100	I
5.	December	18	90	I
6.	People	20	100	I
7.	Mouse	20	100	I

8.	Picture	20	100	I
9.	Elephant	17	85	I
10.	Answer	20	100	I
11.	Tiger	20	100	I
12.	Snake	20	100	I
13.	Classroom	19	95	I
14.	Monkey	20	100	I
15.	Carrot	20	100	I
16.	Farmer	20	100	I
17.	Butcher	18	90	I
18.	Dentist	12	60	III
19.	Picnic	5	25	IV
20.	Party	19	95	I
	Total	361		

Total Responses: 400

Total correct Responses: 361

Percentage of the correct Responses: 90.25%

Table No. 9 shows the status of vocabulary achievement of Kalyan Secondary School in nouns. Twenty students were selected to administer the test Twenty nouns were included in the test. The nouns were grouped into five ranks.

Table No. 10

Vocabulary Achievement of Kalyan Secondary School in Verbs:

S.N.	Vocabulary Items	No. of students with C.R.	%	Rank
1.	Make	20	100	I

2.	Stop	20	100	I
3.	Look	20	100	I
4.	Speak	19	95	I
5.	Leap	4	20	V
6.	Study	11	55	III
7.	Ralize	6	30	IV
8.	Eat	19	95	I
9.	Catch	15	75	II
10.	Drive	20	100	I
11.	Buy	11	55	III
12.	Held	5	25	IV
13.	Practise	3	15	V
14.	Revise	5	25	IV
15.	Dance	17	85	I
16.	Wash	19	95	I
17.	Leave	6	30	IV
18.	Jump	18	90	I
19.	Chase	2	10	V
20.	Know	9	45	IV
	Total	249		

Total Response: 400

Total correct Responses: 249

Percentage of the correct Responses: 62.25%

Table No. 10 shows the status of vocabulary achievement of Kalyan Secondary School in verbs. Twenty students were selected to administer the test. Twenty verbs were included in the test. The verbs were grouped into five ranks.

Table No. 11

Vocabulary Achievement of Kalyan Secondary School in Adjectives:

S.N.	Vocabulary Items	No. of Students with C.R.	%	Rank
1.	Naughty	4	20	V
2.	Clever	12	60	III
3.	Beautiful	17	85	I
4.	Intelligent	2	10	V
5.	Short	17	85	I
6.	Long	20	100	I
7.	Yellow	18	90	I
8.	Bad	18	90	I
9.	Good	20	100	I
10.	Dangerous	10	50	III
11.	Dirty	17	85	I
12.	Brave	17	85	I
13.	Smart	19	95	I
14.	Wise	9	49	IV
15.	Large	20	100	I
16.	Weak	9	45	IV
17.	Cruel	3	15	V
18.	Sad	19	95	I
19.	Hard	19	95	I
20.	Happy	20	100	I
Total		290		

Total Responses: 400

Total correct Response: 290

Percentage of the correct responses: 72.5%

Table No. 11 shows the status of vocabulary achievement of Kalyan Secondary school in adjectives. Twenty students were selected to administer the test. Twenty adjectives were included in the test. The adjectives were grouped into five ranks.

Table No. 12

Vocabulary Achievement of Kalyan Secondary School in Adverbs:

S.N.	Vocabulary Items	No. of Students with C.R.	%	Rank
1.	Sometimes	20	100	I
2.	Loudly	19	95	I
3.	Never	20	100	I
4.	Fast	20	100	I
5.	Quickly	18	90	I
6.	Brightly	15	75	II
7.	Partly	17	85	I
8.	Really	5	25	I V
9.	Softly	19	95	I
10.	Lovely	19	95	I
11.	Slowly	15	75	II
12.	Gernerally	8	40	IV
13.	Clearly	17	85	I
14.	Highly	13	65	II
15.	Steadily	7	35	IV
16.	Curly	12	60	III
17.	Tightly	7	35	IV

18.	Luckily	3	15	V
19.	Bravely	16	80	II
20.	Carefully	16	80	II
Total		286		

Total responses: 400

Total correct Response: 286

Percentage of the correct Responses: 71.5%

The above table percentage the vocabulary achievement of Kalyan secondary school in adverbs. Twenty students were selected to administer the detest. Twenty adverbs were included in the test. Adverbs were grouped into five ranks.

Kalyan Secondary School

Vocabulary Achievement in %

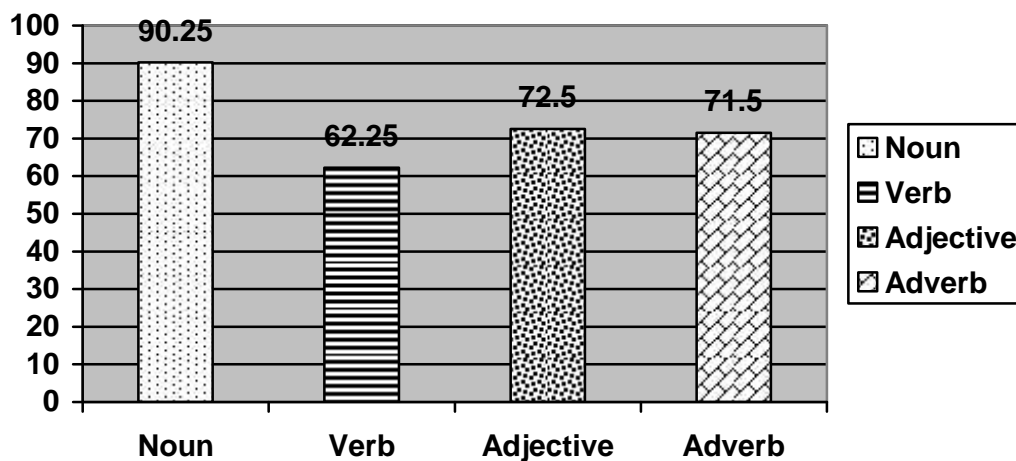


Figure 3: Noun -Verb- Adjective -Adverb Comparison in Total

The above diagram presents the vocabulary achievements of the students of Kalyan secondary school in content words (i.e. nouns, verbs, adjectives and adverbs). There were 400 items to be responded in nouns, 400 in verbs, 400 in adjectives and 400 in adverbs. Out of them, 361 (i.e. 90.25%) marks in nouns, 249 (i.e. 62.25%) in verbs, 290 (i.e. 72.5%) in adjectives and 286 (i.e. 71.5%) in adverbs were achieved by them respectively.

The above diagram also presents the percentage of the correct responses in nouns displays that the achievement of nouns was better than those of verbs, adjectives and adverbs. Similarly, the achievement of adjectives was found in second position and the achievement of adverbs was found in third position. The lower percentage of the correct responses in verbs points out that the achievement of verbs was not better than those of nouns, adjectives and adverbs. The students of Kalyan Secondary School produced satisfactory achievement in content words (i.e nouns, verbs, adjectives and adverbs).

3.1.4 Analysis of Vocabulary Achievements of Ganga Jamuna Secondary School

Table No. 13

Vocabulary Achievement of Ganga Jamuna Secondary School in Nouns

S.N.	Vocabulary Items	No. of Students with C.R.	%	Rank
1.	Game	20	100	I
2.	Teaheer	19	95	I

3.	Comb	12	60	III
4.	Sport	20	100	I
5.	December	14	70	II
6.	People	14	70	II
7.	Mouse	20	100	I
8.	Picture	18	90	I
9.	Elephant	20	100	I
10.	Answer	19	95	I
11.	Tiger	20	100	I
12.	Snake	19	95	I
13.	Classroom	20	100	I
14.	Monkey	20	100	I
15.	Carrot	19	95	I
16.	Farmer	17	85	I
17.	Butcher	3	15	V
18.	Dentist	4	20	V
19.	Picnic	4	20	V
20.	Party	18	90	I
Total		320		

Total Responses: 400

Total correct Responses: 320

Percentage of the correct Responses: 80.00%

Table No. 13 shows the status of vocabulary achievement of Ganga Jamuna Secondary School in nouns. Twenty students were selected to administer the test. Twenty nouns were included in the test. Nouns were grouped into five ranks.

Table no.14

**Vocabulary Achievement of Ganga Jamuna Secondary school in
verb:**

S.N.	Vocabulary Items	No. of Students with C.R.	%	Rank
1.	Make	19	95	I
2.	Stop	18	90	I
3.	Look	18	90	I
4.	Speak	17	85	I
5.	Leap	15	75	II
6.	Study	17	85	I
7.	Realize	7	35	IV
8.	Eat	19	95	I
9.	Catch	12	60	III
10.	Drive	13	65	II
11.	Buy	2	10	V
12.	Held	18	90	I
13.	Practice	9	45	IV
14.	Revise	19	95	I
15.	Dance	18	90	I
16.	Wash	5	25	IV
17.	Leave	17	85	I
18.	Jump	8	40	IV
19.	Chase	13	65	II
20.	Know	19	95	I
Total		273		

Total Responses: 400

Total correct Responses: 273

Percentage of the correct Responses: 68.25%

Table No. 14 shows the status of vocabulary achievement of Ganga Jamuna Secondary school in verbs. Twenty students were selected to administer the test. Twenty verbs were included in the test. The verbs were grouped into five ranks.

Table no.15

Vocabulary Achievement of Ganga Jumuna Secondary School in Adjectives:

S.N.	Vocabulary Items	No. of Students with C.R.	%	Rank
1.	Naughty	9	45	IV
2.	Clear	16	80	II
3.	Beautiful	20	100	I
4.	Intelligent	2	10	V
5.	Short	10	50	III
6.	Long	20	100	I
7.	Yellow	20	100	I
8.	Bad	19	95	I
9.	Good	20	100	I
10.	Dangerous	10	50	III
11.	Dirty	17	85	I
12.	Brave	13	65	II
13.	Smart	20	100	I
14.	Wise	12	60	III

15.	Large	11	55	III
16.	Weak	12	60	III
17.	Cruel	2	10	V
18.	Sad	18	90	I
19.	Hard	14	70	II
20.	Happy	19	95	I
Total		284		

Total Responses: 400

Total correct Responses: 284

Percentage of the correct Responses: 71.00%

Table No. 15 shows the status of vocabulary achievement of Ganga Jamuna Secondary School in adjectives. Twenty students were selected to administer the test. Twenty adjectives were included in the test. The adjectives were grouped into five ranks.

Table No. 16

Vocabulary Achievement of Ganga Jamuna Secondary School in Adverbs:

S.N.	Vocabulary Items	No. of Students with C.R.	%	Rank
1.	Sometimes	18	90	I
2.	Loudly	14	70	II
3.	Never	8	40	IV
4.	Fast	18	90	I

5.	Quickly	12	60	III
6.	Brightly	15	75	II
7.	Partly	11	55	III
8.	Really	3	15	V
9.	Softly	14	70	II
10.	Lovely	14	70	II
11.	Slowly	7	35	IV
12.	Generally	2	10	V
13.	Clearly	7	35	IV
14.	Highly	8	40	IV
15.	Steadily	2	10	V
16.	Curly	3	15	V
17.	Tightly	2	10	V
18.	Luckily	6	30	IV
19.	Bravely	11	55	III
20.	Carefully	13	65	II
Total		188		

Total responses: 400

Total correct responses: 188

Percentage of the correct responses: 47.00%

The above table presents the vocabulary achievement of Ganga Jamuna Secondary School in adverbs. Twenty students were selected to administer the test. Twenty adverbs were included in the test. The adverbs were grouped into five ranks.

Ganga Jamuna Secondary School

Vocabulary Achievement in %

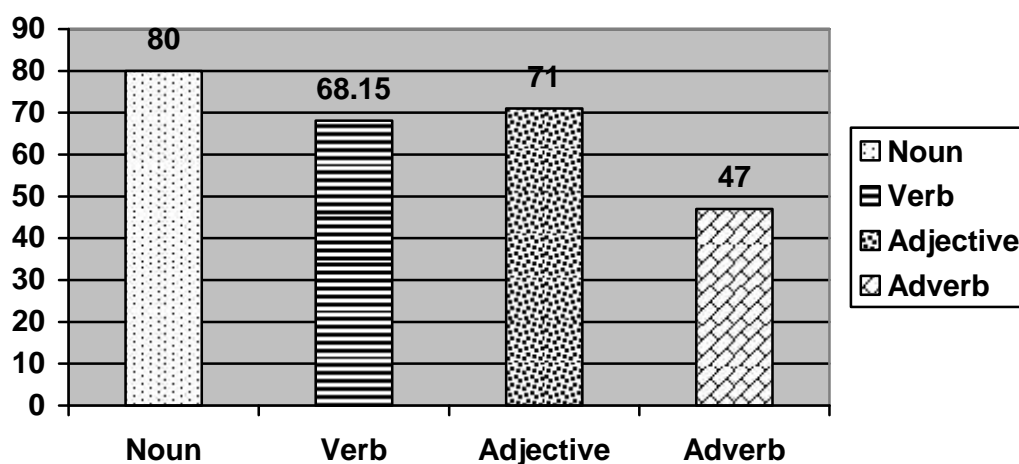


Figure 4: Noun-Verb-Adjective -Adverb Comparison in Total

The above diagram presents the vocabulary achievement of the students of Ganga Jamuna Secondary School in content words (i.e. nouns, verbs, adjectives and adverbs). There were 400 items to be responded in nouns, 400 in verbs, 400 in adjectives and 400 in adverbs. Out of them, 320 (i.e. 80%) marks in nouns, 273 (i.e. 68.25%) in verbs, 284 (i.e. 71%) in adjectives and 188 (i.e. 47%) in adverbs were achieved by them respectively

The above diagrams also present the percentage of the correct responses in nouns displays that the achievement of nouns was better than those verbs, adjectives and adverbs. Similarly, the achievement of adjectives was found in second position and the achievement of verbs was found in third position. The lower percentage of the correct response in adverbs points out that the achievement of adverbs was not better than those of nouns, adjectives and verbs. The vocabulary achievement of Ganga Jamuna Secondary school in adverbs was found unsatisfactory because they obtained below 50 percentage.

3.2 Total Vocabulary Achievement:

The analysis and interpretation of individual vocabulary items were discussed above. This step discusses the students' vocabulary achievement in total, which is presented below.

3.2.1 Status of the Total Vocabulary Achievement of the Students in The Whole Test

On the whole the status of different schools in content words is shown in the table. This table below presents the total vocabulary achievement of the students in the whole test.

Table no. 17:

Status of Total Vocabulary Achievement in all School.

S.N.	Vocabulary Items	Navjeevan Secondary school	Purnachandi secondary school	Kalyan secondary school	Ganga Jamuna secondary school	Total no. of students with C. Responses	%
Number of Students with correct Responses							
1	Nouns	363	341	361	320	1385	86.56
2	Verbs	296	310	249	273	1128	70.5
3	Adjectives	341	328	290	284	1243	77.68
4	Adverbs	327	270	286	188	1071	66.93

The above table presents the total vocabulary achievement in content words. It was seen that out of 1600 responses, 1385 (i.e. 86.56%) were correct in nouns, 1128 (i.e. 70.5%) in verbs, 1243(i.e. 77.68) in adjectives and 1071(i.e. 66.93%) in adverbs were correct.

The above table also makes it clear that the greater percentage of the correct responses in nouns indicates that the achievement of nouns was better than those of verbs, adjectives and adverbs. Similarly, the achievement of adjectives and verbs was found second and third position respectively. The percentage of the correct responses in adverbs indicates that the achievement of adverb was not better than those of nouns, verbs and adjectives. However, the total vocabulary achievement of the students in content words was not found unsatisfactory.

Analysis of Vocabulary Achievement in Terms of Word Classes:

This step discusses the students' achievement on the basis of word classes (nouns, verbs, adjectives and adverbs).

3.3.1 Analysis of Vocabulary Achievement in Terms of Nouns:

The students' achievement of vocabulary items on the basis of nouns is presented below:

Table No. 18: Status of Different Schools in the Achievement of Nouns

School	Total Sample	F.M.	Marks Secured in Total	%
Navjeevan Secondary School	20	400	363	90.75
Purnachandi Secondary School	20	400	341	85.25
Kalyan Secondary School	20	400	361	90.25

Ganga Jamuna Secondary School	20	400	320	80.00
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The above table shows the status of different schools in the achievement of nouns. There were 400 items to be responded. Out of them, the students of Navjeevan Secondary School secured the higher score in nouns followed by the students of Purnachandi Secondary School, Kalyan Secondary School and Ganga Jamuna Secondary School. It was found that out of four schools, the total percentage of the students of Navjeevan Secondary School in nouns was the highest (i.e. 90.75%) and the percentage of the students of Ganga Jamuna Secondary school was the lowest (i.e. 80.00%). Therefore, the Student of Navjeevan Secondary School was found better than the other Schools in nouns.

3.3.2 Analysis of vocabulary Achievement in Terms of Verbs

Table No. 19: Statues of Different School in the Achievement of Verbs

Schools	Total Sample	F.M.	Marks Secured in Total	%
Navjeevan Sec. School	20	400	296	74.00
Purnachandi Sec. School	20	400	310	77.5
Kalyan Sec. School	20	400	249	62.25
Ganga Jamuna Sec. School	20	400	273	68.25

The above table shows the analysis of vocabulary achievement in terms of verbs. The students of Purnachandi Secondary School achieved 310

(77.5%) marks in verbs but 296 (i.e. 74.00%) marks are achieved by the students of Navjeevan Secondary School. Similarly the students of Kalyan Secondary School achieved 249 (i.e. 62.25%) marks and the Students of Ganga Jamuna Secondary School achieved 273 (i.e. 68.25%) marks.

The table also makes clear that, the percentage of the students of Purnachandi Secondary School was found the highest and the percentage of the students of Kalyan Secondary School was the lowest. Therefore, the student of Purnachandi Secondary School was found better than the other Schools in verbs.

3.3.3 Analysis of Vocabulary Achievement in Terms of Adjectives:

Table No. 20: Status of Different Schools in the Achievement of Adjectives

Schools	Total sample	F.M.	Marks Secured in Total	%
Navjeevan Sec. School	20	400	341	85.25
Purnachandi Sec. School	20	400	328	82.00
Kalyan Sec. School	20	400	290	72.5
Ganga Jamuna Sec. School	20	400	284	71.00

The table mentioned above shows the analysis of the vocabulary achievement of different schools in terms of adjectives. The score of the students of Navjeevan Secondary School in adjectives was 341 (i.e. 85.00%) and the score of Purnachandi Secondary School was 328 (i.e. 82.00%). Similarly, the score of the students of Kalyan Secondary School was 290 (i.e. 72.5%) and the score of Ganga Jamuna Secondary school was 284. (i.e. 71.00%)

It was found that the students of Navjeevan secondary school was found to be top and the status of students in Ganga Jamuna Secondary school was found at the bottom in the achievement of adjectives. However, the status of the students in the achievement of adjectives was found satisfactory in all of the four schools.

3.3.4 Analysis of Vocabulary Achievement in Terms of Adverbs:

The analysis of vocabulary achievement on the basis of adverbs is given below:

Table No. 21: Status of Different Schools in the Achievement of Adverbs

Schools	Total sample	F.M.	Marks Secured in Total	%
Navjeevan Sec. School	20	400	327	81.75
Purnachandi Sec. School	20	400	270	67.5
Kalyan Sec. School	20	400	286	71.5
Ganga Jamuna Sec. School	20	400	188	47.00

The above table displays the analysis of the vocabulary achievement in terms of adverbs. The students of Navjeevan secondary school Secured 327 (i.e. 81.75%) marks and the students of Kalyan Secondary school secured 286 (i.e. 71.5%). Similarly, 270 (i.e. 67.5%) marks were obtained by the students of Kalyan Secondary School and the score of Ganga Jamuna Secondary School was 188 (i.e. 47.00%). Therefore, the total percentage of adverbs by the students of Navjeevan Secondary School was found the highest and the lowest by the students of Ganga Jamuna Secondary School. The status of the students of Ganga Jamuna secondary school was found not satisfactory in the achievement of adverbs.

3.4. Comparison of vocabulary Achievement in Terms of Sex

The topic presents the comparative study of vocabulary achievement between boys and girls. It makes clear the gender wise comparison between them.

3.4.1 Status of Vocabulary Achievement in Total by the Girls

The status of vocabulary achievement in total by the girls is presented below.

Table No. 22: Status of Girls in Total Vocabulary Achievement

S.N.	Vocabulary Items	Navjeevan Sec. School	Kalyan Sec. School	Purnachandi Sec. School	Ganga Jamuna Sec. School	Total No. of Student with C.R
		Number of students with correct Response				
1.	Nouns	304	218	220	336	1078
2.	Verbs	212	162	154	234	762
3.	Adjectives	124	106	99	148	477
4.	Adverbs	152	108	109	166	535

3.4.2 Status of Vocabulary Achievement in Total by the Boys

The status of vocabulary achievement in total by the boy is presented below:

Table 23: Achievement Ratio of Vocabulary by the Boys

S.N.	Vocabulary Items	Navjeevan Sec. School	Kalyan Sec. School	Purnachandi Sec. School	Ganga jamuna Sec. School	Total No. of Student with C.R
1.		Number of students with C.R.				
1.	Nouns	204	264	320	171	959
2.	Verbs	146	170	228	114	658
3.	Adjectives	77	132	136	76	421
4.	Adverbs	95	126	164	77	462

Table No. 23 shows the comparison of vocabulary achievement between the boys and girls. There were 1260 items to be responded in total nouns. Out of them, 1078 (i.e. 85.55%) nouns were correctly responded by the girls. There were 1140 items to be responded in total nouns for the boys. Out of them, 959 (i.e. 84.12%) nouns were correctly responded by the boys. The greater percentage of the vocabulary achievement of the girls in nouns indicates that they performed better than the boys.

Similarly, there were 840 items to be responded in total verbs for the girls. Out of them, 762 (i.e. 90.71%) verbs were correctly answered by the girls. There were 760 items to be responded in total verbs for boys. Out of them, 658 (i.e. 86.57%) verbs were correctly answered by the boys. So the greater percentage of the correct responses of girls in verbs

indicates of the achievement of girls was better than those of the boys in verbs.

Likewise, there were 630 response or items to be responded in adjectives for the girls. Out of them, 477 (i.e. 75.71%) adjectives were correctly answered by the girls. There were 570 items to be responded in adjectives for the boys. Out of them, 421 (i.e. 73.85%) adjectives were correctly responded by the boys. So, the greater percentage of the correct response of girls in adjectives indicates that the achievement of girls was better than the boys.

In the same way, there were 630 items to be responded in adverbs for the girls. Out of them, 535 (i.e. 84.92%) adverbs were correctly responded by the girls. There were 570 items to be responded in adverb for the boys. Out of them, 462 (i.e. 81.85%) adverbs were correctly answered by the boys. Therefore, the greater percentage of the girls in adverbs indicates that the achievement of girls was better than the boys.

The girls achieved more in nouns, verbs adjectives and adverbs than the boys. However, the vocabulary achievement of the students both boys and girls in content words was satisfactory because they obtained above 50 percentage.

3.5 Comparison of Vocabulary Achievement between Boys and Girls in Urban Schools

Table No. 24 Presents the comparison of vocabulary achievement between the boys and girls in urban schools.

Table No. 24: Status of the Vocabulary Achievement by the Students in Urban Schools.

Boys				Girls			
S.N	Vocabulary Items	No. of Students with Correct Response	%	S.N	Vocabulary Items	No. of Students with Correct Response	%
1	Nouns	524	87.33	1	Nouns	524	87.00
2	Verbs	364	91.00	2	Verbs	366	91.00
3	Adjectives	213	71.00	3	Adjectives	225	75.00
4	Adverbs	259	86.33	4	Adverbs	261	87.00

The above table presents the comparison of vocabulary achievement between the boys and girls in urban school. According to the table, out of 600 responses 524 (i.e. 87.33%) responses of boys in urban school were correct in nouns and out of 600 responses 524 (i.e. 87.33) responses of girls in urban schools were correct. Both groups obtained the same percentage (87.33%) in nouns.

Similarly, out of 400 responses, 364 (i.e.91.00) responses of boys in urban schools were correct in verbs but 366 (i.e.91.50%) girls of urban schools were correct. The greater percentage of the correct answers in verbs of urban schools girls indicates the girls' vocabulary achievement was better than the boys of urban schools in verbs.

Likewise, there were 300 total responses in adjectives. Out of them, 213 (i.e. 71.00%) responses of boys in urban schools were correct where as 225 (i.e. 75.00%) answers of girls were correct in adjectives. The greater

percentage of the correct responses of girls in Urban School in adjectives that the girls achieved satisfactory results than the boys.

In the same way, there were 300 responses in adverbs. Out of them, 259(i.e. 86.33%) answers of boy in urban schools were correct where as 261 (i.e. 87.00) answers of girls in urban schools were correct in adverbs. So, the grater percentage of the correct responses of girls indicates that the achievement of girls was found better than the boys of urban schools in adverbs.

The vocabulary achievement of girls was found better than the boys of urban schools in all content words. However, the vocabulary achievement of both boys and girls in urban school was found satisfactory as the vocabulary achievement was above 50%

3.6 Comparison of Vocabulary Achievement between Boys and Girls in Sub-Urban School

Table no.25: Status of the Vocabulary Achievement by the Student in Sub Urban School:

Boys				Girls			
S.N.	Vocabulary Items	No. of Students with Correct Response	%	S.N.	Vocabulary Items	No. of Students with Correct Response	%
1	Nouns	432	80.00	1	Nouns	554	83.93
2	Verbs	284	78.88	2	Verbs	396	90.00
3	Adjectives	208	77.03	3	Adjectives	254	76.96
4	Adverbs	203	75.18	4	Adverbs	252	76.36

The above table presents the comparison of vocabulary achievement between the boys and girls in sub-urban schools. There were 540 items to be responded in nouns. Out of them, 432 (i.e. 80.00%) boys responded correctly whereas 554 (i.e. 83.93%) answers of girls were correct. Therefore, such percentage of the correct responses of girls in sub-urban schools in nouns indicates that the achievement of girls was better than the boys in sub-urban schools.

Similarly, there were 360 items to be responded in verbs. Out of them, 284 (i.e. 78.88%) answers of boys were correct whereas 396 (i.e. 90.00%) answers of girls were correct. Therefore, the higher percentage of the correct responses of girls in sub-urban schools in verbs was better than the boys.

Likewise, there were 270 items to be responded in adjectives. Out of them 208 (i.e. 77.03%) responses of boys were correct where as 254 (i.e. 76.96%) responses were correctly responded by the girls. So, the greater percentage of the correct responses of boys in sub-urban schools in adjectives displays that the achievement of boys in adjectives was better than the girls in sub-urban schools.

In the same way there were 270 items to be responded in adverbs in total. Out of them 203 (i.e. 75.18%) responses of boys were correct in adverbs where as 252 (i.e. 76.36%) responses of girls were correct in sub-urban schools. So, the greater percentage of the correct responses of girls in adverbs was better than the boys in sub-urban schools.

Out of all content words in sub-urban schools, the girls achieved more in nouns, verbs and adverbs than the boys but the boys achieved more in adjectives than the girls. However, the achievement of the students of both sub-urban and urban schools was found satisfactory.

3.7 Comparison of Vocabulary Achievement in Terms of Locality.

This topic presents the status of the vocabulary Achievement by the students in urban and sub-urban area.

3.7.1 Comparison of the Vocabulary Achievement of the Students between Urban and Sub-Urban Schools

Table No. 26 Status of Vocabulary Achievement by the Students of Urban and Sub-Urban School

Urban Schools				Sub-urban Schools			
S.N.	Vocabulary Items	No. of Students with Correct Response	%	S.N.	Vocabulary Items	No. of Students with Correct Response	%
1	Nouns	1048	87.33	1	Nouns	986	82.16
2	Verbs	730	91.25	2	Verbs	680	85.00
3	Adjectives	438	73.00	3	Adjectives	462	77.00
4	Adverbs	520	86.66	4	Adverbs	455	75.83

According to the number of students of urban and sub-urban schools and the number of nouns, verbs, adjectives and adverbs, there were 1200 items to be responded in nouns, 1048 (i.e. 87.33%) questions were solved by the students of urban school correctly. But only 986 (i.e. 82.16%) items were solved by the students of sub-urban schools. Therefore, the percentage of the students of urban schools in nouns indicates that the vocabulary achievement of urban schools' students was better than the sub-urban schools' students in nouns.

Similarly, there were 800 items to be responded in verbs. Out of them 730 (i.e. 91.25%) answers of the students in urban- schools were correct where

as 680 (i.e. 85.00%) items were solved correctly by the students of sub-urban schools. There fore, such percentage of the students of urban schools' in verbs indicates that the vocabulary achievement of urban schools' students was better than the sub-urban schools' students in verbs.

Like wise, there were 600 items to be responded in adjectives. Out of them 462 (i.e. 77.00%) responses of the students in sub-urban Schools were correct whereas 438 (i.e. 73.00%) items were solved correctly by the students of urban schools. Therefore, the greater percentage of the sub-urban schools' students was better than the urban schools' students' in adjectives.

In the same way, there were 600 items to be responded in adverbs. Out of them, 520 (i.e. 86.66%) questions were solved correctly by the students of urban schools in adverbs where as 455 (i.e. 75.83%) questions were solved by the students of sub-urban schools. So, the percentage of the urban school's students in adverbs displays that the urban schools students' achievement in adverbs was better than the sub-urban schools. However, the vocabulary achievement of both urban and sub-urban schools was not found unsatisfactory since they obtained above 50 percentages.

CHAPTER FOUR

4. Findings and Recommendations

The main focus of the study was to investigate students English vocabulary achievement (nouns, verbs, adjectives and adverbs) used in English textbook of grade four. The purpose of the study was to compare the vocabulary achievement in terms of sex and locality.

The study was limited to the students' achievements of content words (nouns, verbs, adjectives and adverbs) used the English textbook of grade four. The researcher selected two urban schools and two sub-urban schools of Latipur district randomly. Twenty students from each school were selected on the basis of their roll number (i.e. starting from roll number 1 to onward). The test was administered among 80 students. The collected data were analyzed and interpreted using simple statistical tools such as rank, mean and percentage.

The vocabulary achievement of the students above 50% was considered as satisfactory and the achievement below 50% was considered as unsatisfactory. Maximum marks assumed to be the highest as well as minimum marks assumed to be the lowest.

4.1 Findings

The study has the following findings:

1. The English vocabulary achievement of the students of grade four in content words was found satisfactory in total but while doing school-wise analysis, the students of Ganga Jamuna Secondary School was found unsatisfactory in the use of adverbs.
2. In total vocabulary of all schools the achievement of nouns and adjectives were better than those of verbs and adverbs.

3. The students of Navjeevan Secondary Schools were found in the highest position in the achievement of nouns, adjectives and adverbs. However, the students of Purnachandi Secondary School were good in the achievement of verbs out of all content words.
4. The vocabulary achievement of girls in nouns, verbs, adjectives and adverbs was found better than the students of boys.
5. In urban Schools, the achievement of girls in nouns verbs, adjectives and adverbs was found better than those of boys.
6. In sub-urban schools the vocabulary achievement of the boys in adjectives was found better than that of girls but the vocabulary achievement of girls in the achievement of nouns, verbs and adverbs was found better than those of boys.
7. The achievement of urban schools' students in nouns, verbs and adverbs was found better than those of sub-urban schools. Sub-urban school students' achievement was better than those of urban schools adjectives.
8. The student were found weak to create their own sentences by using the given vocabulary items.

4.2 Recommendations

On the basis of the findings, suggestions and recommendations are made which have pedagogical implications.

1. Repetition can be encouraged through testing. It forces most learners to revise their work as well as to make a conscious effort at recall.
2. Achievement of vocabulary items needs to be tested frequently.
3. Teacher should give emphasis equally on all types of content words.

4. Teacher should give much priority to those vocabulary items in which the students are weak after testing their performance.
5. The students were found weak to use the vocabulary items in their own sentences. So more practice should be provided in 'Sentence Making' to increase vocabulary properly.
6. The teacher should teach the vocabulary items separately (i.e. only nouns/verbs at a time).
7. There should be constant interaction and co-operation among different schools to reduce the discrepancy.
8. Vocabulary items should be selected keeping in view of the interest, needs and level of students.
9. Students achievement of the vocabulary items should be evaluated in every three months period from which the students' weakness and progress can be diagnosed and further strategy can be planned
10. The findings show the achievement of the vocabulary items, therefore, further researches can be conducted to find out the causes of these variations.

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APPENDICES

Appendix-A

List of Schools For the Study

Urban Schools

1. Navjeevan Secondary School
2. Purnachandi Secondary School

Sub-urban Schools

3. Kalyan Secondary School
4. Ganga Jamuna Secondary School

Appendix – B

Frequency Counts of the Vocabulary Items used in the English Text book of Grade IV

Nouns

S.N.	Vocabulary	No. of Frequency	S.N.	Vocabulary Items	No. of Frequency
1	Snake	3	26	Class	4
2	Elephant	27	27	Story	5
3	Tiger	2	28	Computer	2
4	Dog	6	29	Football	3
5	Fellow	1	30	Table	4
6	Boy	3	31	Pair	2
7	Chant	2	32	Bus	3
8	Tongue	1	33	Grammar	3
9	Letter	3	34	Student	5
10	Picture	3	35	Couple	2
11	Teacher	5	36	Sound	3
12	Tape	8	37	Spaces	1
13	Answer	3	38	Dress	4
14	Grade	7	39	Brother	3
15	Year	4	40	Paragraph	4
16	Girl	10	41	Hand	2
17	Raj	2	42	Face	3
18	Uncle	3	43	Body	3
19	Saturday	4	44	Wall	4
20	Video	3	45	Homework	5
21	Game	5	46	O'clock	2
22	Bridge	3	47	Lunch	3
23	Man	7	48	School	7
24	Branch	3	49	Word	3
25	True	4	50	Player	4

S.N.	Vocabulary	No. of Frequency	S.N.	Vocabulary Items	No. of Frequency
51	Hair	5	79	Zoo	3
52	Uniform	2	80	Tortoise	4
53	Pant	3	81	Leg	2
54	Shirt	4	82	Wife	3
55	Morning	3	83	Rabbit	6
56	Home	4	84	Market	3
57	Park	2	85	Temple	4
58	Friend	4	86	Library	2
59	Father	6	87	Food	2
60	Mother	7	88	Meal	3
61	Kitchen	3	89	Apple	4
62	Text	4	90	Bench	5
63	Vocabulary	6	91	Box	2
64	Clothes	3	92	Time	3
65	Children	5	93	District	3
66	Breakfast	4	94	Rice	4
67	Dress	3	95	Money	3
68	Chalk	2	96	Cord	1
69	Tea	4	97	Milk	3
70	Programme	5	98	Number	4
71	Book	4	99	Puzzle	3
72	Bed	2	100	Deed	4
73	Head	3	101	Seed	3
74	Letter	4	102	Crop	2
75	English	3	103	Poem	3
76	Song	6	104	Sentence	4
77	Chankhey	3	105	People	5
78	Holiday	3	106	Mountain	3

S.N.	Vocabulary Items	No. of Frequency	S.N.	Vocabulary Items	NO. of Frequency
107	Europe	1	135	Chocolate	3
108	Everest	3	136	Party	4
109	Weather	2	137	Picnic	3
110	Women	5	138	Cinema	3
111	Mountaineer	3	139	Dentist	2
112	Statements	2	140	Finger	3
113	Doctor	3	141	Bag	4
114	Forest	2	142	Bathroom	3
115	Village	2	143	Landlord	2
116	Swan	3	144	Servant	3
117	Volleyball	4	145	Field	3
118	Sunday	3	146	Sky	3
119	Conversation	3	147	Evening	2
120	Nail	2	148	Tips	2
121	Coffee	2	149	Pupil	3
122	Ostrich	4	150	Butcher	2
123	Africa	2	151	Supper	3
124	Beak	3	152	Mirror	2
125	Wing	2	153	Sweet	3
126	Horse	3	154	Doll	2
127	Toe	3	155	Scarf	2
128	Water	4	156	Sari	3
129	Plant	3	157	Market	3
130	Egg	3	158	Birthday	2
131	Bird	4	159	Blackboard	3
132	Teeth	2	160	Cricket	2
133	Balloon	3	161	Film	2
134	Grass	3	162	Jungle	3

Verbs

S.N.	Vocabulary Items	No. of Frequency	S.N	Vocabulary Items	No. of Frequency
1.	Stop	5	29	Sleep	3
2.	Go	16	30	Drive	4
3.	Look	16	31	Bug	2
4.	Jump	7	32	Talk	3
5.	Bump	2	33	Move	5
6.	Think	2	34	Eat	6
7.	Speak	2	35	Sit	2
8.	Fall	4	36	Open	3
9.	Slip	3	37	Use	7
10.	Leap	3	38	Sweat	1
11.	Listen	14	39	Like	8
12.	Do	8	40	Live	4
13.	Say	12	41	Hang	3
14.	Study	3	42	Get up	5
15.	Tick	5	43	Write	7
16.	Shouted	3	44	Wear	4
17.	Save	2	45	Practice	2
18.	Read	4	46	Go	8
19.	Answer	15	47	Start	3
20.	Visit	3	48	Return	2
21.	Play	4	29	Help	7
22.	Break	5	50	Love	2
23.	See	30	51	Run	7
24.	Heard	2	52	Wake	4
25.	Cotch	3	53	Paint	3
26.	Realize	1	54	Draw	3
27.	Held	2	55	Scrub	1
28.	Rescue	1	56	Watch	5

S.N.	Vocabulary Items	No. of Frequency	S.N	Vocabulary Items	No. of Frequency
57	Sing	3	85	Attempt	3
58	Stand	2	86	Achieve	2
59	Take	4	57	Cut	4
60	Went	3	88	Push	3
61	See	5	89	Beat	2
62	Promise	1	90	Make	6
63	Reach	3	91	Cry	3
64	Call	4	92	Fly	3
65	Believe	3	93	Find	5
66	Agree	2	97	Weigh	2
67	Come	8	95	Spread	3
68	Best	2	96	Search	4
69	Spoil	2	97	Laugh	7
70	Chose	3	98	Smile	3
71	Quarrel	2	99	Dance	5
72	Born	6	100	Work	6
73	Earn	3	101	Ask	9
74	Drink	4	102	Keep	3
75	Plough	2	103	Began	2
76	Sow	3	104	Change	3
77	Mowed	3	105	Cook	2
78	Know	4	106	Divide	5
79	Taught	4	107	Encourage	2
80	Wanted	4	108	Follow	2
81	Try	3	109	Know	5
82	Climb	5	110	Become	3
83	Succeed	2	111	Grow	3
84	Failed	4	112	Buzz	2

S.N.	Vocabulary Items	No. of Frequency	S.N	Vocabulary Items	No. of Frequency
113	Solve	2	141	Hear	3
114	Answer	14	142	Invite	2
115	Repent	2	143	Place	2
116	Clap	2	144	Tell	5
117	Have	1	145	Taught	4
118	Brought	3	146	Missed	3
119	Touch	3	147	Open	4
120	Moved	4	148	Loves	2
121	Understand	2	149	Greets	3
122	Feel	3	150	Throw	3
123	Argue	4	151	Revise	2
124	Guess	5	152	Impart	1
125	Put	3	153	Increase	1
126	Dream	4	154	Meet	4
127	Celebrated	2	155	Decide	2
128	Throw	1	156	Introduce	1
129	Worship	5	157	Contains	2
130	Falls	3	158	Focus	1
131	Light	2	159	Expected	1
132	Receive	2	160	Edited	1
133	Complete	3	161	Thank	1
134	Stretch	2	162	Teach	2
135	Wave	2	163	Attempts	4
136	Pass	3	164	Concerned	1
137	Choose	4	165	Improve	1
138	Point	2	166	Send	3
139	Clean	3	167	Contact	2
140	Close	2	168	Publish	2

Adjectives

S.N.	Vocabulary Items	No. of Frequency	S.N.	Vocabulary Items	No. of Frequency
1.	Careful	2			
2.	Big	4	30	Strange	2
3.	Dangerous	2	31	Cute	2
4.	Near	2	32	Large	3
5.	Dirty	3	33	Powerful	1
6.	Naughty	3	34	Green	2
7.	Coreless	2	35	Yellowish	1
8.	Busy	2	36	White	1
9.	Brave	2	37	Fast	2
10.	Young	5	38	Little	2
11.	Intelligent	4	39	Bad	5
12.	Happy	4	40	Cruel	3
13.	Untidy	1	41	Sad	2
14.	Small	8	42	Beautiful	5
15.	Nice	3	43	Good	5
16.	Sad	3	44	Hard	2
17.	Capital	2	45	Hungry	1
18.	Tall	6	46	Thin	5
19.	Long	8	47	Red	2
20.	Straight	2	48	Blue	2
21.	Exciting	1	49	Strange	2
22.	Particular	1	50	Foot	2
23.	Short	8	51	Close	2
24.	Clever	10	52	Trouble	2
25.	Correct	2	53	Afraid	1
26.	Great	2	54	Blind	9
27.	First	2	55	Rough	2
28.	Trial	1	56	Special	1
29.	Famous	1	57	Old	4

Adverbs

S.N.	Vocabulary Items	No. of Frequency	S.N	Vocabulary Items	No. of Frequency
1.	Yesterday	4			
2.	Luckily	1			
3.	Bravely	1			
4.	Tightly	1			
5.	Outside	1			
6.	Still	3			
7.	Lovely	2			
8.	Sometimes	6			
9.	Steadily	1			
10.	Early	2			
11.	Safely	1			
12.	Never	9			
13.	Finally	2			
14.	Often	6			
15.	Always	7			
16.	Usually	2			
17.	Generally	3			
18.	Normally	1			
19.	Everyday	5			
20.	Really	2			
21.	Loudly	2			
22.	Quietly	2			
23.	Fest	2			
24.	Well	2			
25.	Systematically	1			
26.	Equally	1			
27.	Slowly	1			
28.	Quickly	1			

APPENDIX - C

Vocabulary Achievement Test

Name: Sunit Singh

Time: 1:30

School's Name: Kalyan Secondary School

District: Lalitpur

Class: 4

F.M.: 80

Roll No.: 2 (Two)

Q.N. 1 Tick (✓) the best answer to complete the following sentences. [10]

A. Which one goes on wheels?

- a) bicycle b) cow c) bird d) horse

B. Which one is a baby dog?

- a) kitten b) puppy c) calf d) chicken

C. The capital of Nepal is

- a) palpa b) kathmandu c) ilam d) janakpur

D. Which of the following is the name of district?

- a) dhanusha b) bagmati c) mechi d) koshi

E. Which of the following is a wild animal?

- a) goat b) cow c) tiger d) buffalow

Q.N. 2 Fill in the blanks with appropriate nouns given below [10]

Giraffe, city, game, bird, Kathmandu

- a. Giraffe has a long neck.
- b. Football is a game.
- c. King lives in Kathmandu
- d. A parrot is a bird.
- e. Kathmandu is the name of city.

Q.N. 3 Match these words to make sentences: [10]

1. hen : hisses
2. duck : coos
3. cock : clucks
4. snake : crows
5. pigeon : quacks

Q.N. 4 Rearrange the following jumbled words (verbs) in the correct spelling order

[10]

- a. kool = look d. teas = eats

- b. pocy = copy e. lawk = walk
 c. blimc = climb

Q.N. 5 Fill in the blanks with appropriate verbs given in the box [10]

Eat	Go	Play	Write	Wear	live
-----	----	------	-------	------	------

- I go to school everyday.
- We eat rice but a cow eats grass.
- They play football.
- I wear a shirt.
- They live in the village.

Q.N. 6 Use the following adjectives in your own sentence: [10]

- brave: Ram is a brave boy.
- dirty: Sham is a dirty boy.
- dangerous: Saroj is a dangerous boy.
- small: Rita is a small girl.
- smart: Ramu is a smart boy.

Q.N. 7 Give the opposite meaning to the following words (Adjectives): [5]

- good = bad
- brave = weak
- wise = foolish
- happy = sad

Q.N. 8 Complete the following sentences with the words (adverbs) given in the box:

[10]

Usually	Sometimes	Always	Often	Never	Seldom
---------	-----------	--------	-------	-------	--------

- Gopal never makes a noise in class.
- He always does his homework.
- He often quarrels with his friends.
- He sometimes comes to school late.
- Teachers are usually angry with him.

Q.N. 9 Fill in the blanks with suitable adverbs: [5]

Quickly	Fast	Loudly	Patiently	Politely	Brightly
---------	------	--------	-----------	----------	----------

- Sita went quickly into the room.
- Bimal ae fast when became back.
- The door banged loudly.

4. The shopkeeper spoke brightly to the old lady.
5. We waited patiently for our turn to come.

Vocabulary Achievement Test

Name: Deepana Dahal

Time: 1:30

School's Name: Purnachandi Sec. School

District: Lalitpur

Class: 4

F.M.: 80

Roll No.: 1

Q.N. 1 Tick (✓) the best answer to complete the following sentences. [10]

A. Which one goes on wheels?

- a) bicycle b) cow c) bird d) horse

B. Which one is a baby dog?

- a) kitten b) puppy c) calf d) chicken

C. The capital of Nepal is

- a) palpa b) kathmandu c) ilam d) janakpur

D. Which of the following is the name of district?

- a) dhanusha b) bagmati c) mechi d) koshi

E. Which of the following is a wild animal?

- a) goat b) cow c) tiger d) buffalow

Q.N. 2 Fill in the blanks with appropriate nouns given below [10]

Giraffe, city, game, bird, Kathmandu

- a. Giraffe has a long neck.
- b. Football is a game.
- c. King lives in Kathmandu
- d. A parrot is a bird.
- e. Kathmandu is the name of city.

Q.N. 3 Match these words to make sentences: [10]

1. hen : hisses
2. duck : coos
3. cock : clucks
4. snake : crows
5. pigeon : quacks

Q.N. 4 Rearrange the following jumbled words (verbs) in the correct spelling order

[10]

- a. kool = look d. teas = seat
- b. pocy = copy e. lawk = walk
- c. blimc = climb

Q.N. 5 Fill in the blanks with appropriate verbs given in the box [10]

Eat	Go	Play	Write	Wear	live
-----	----	------	-------	------	------

1. I go to school everyday.
2. We eat rice but a cow eats grass.
3. They play football.
4. I wear a shirt.
5. They live in the village.

Q.N. 6 Use the following adjectives in your own sentence: [10]

1. brave: Ram is a brave boy.
2. dirty: This cloth is dirty.
3. dangerous: Electricity are dangerous for every human being..
4. small: Sita is a small girl.
5. smart: Hari is a smart boy.

Q.N. 7 Give the opposite meaning to the following words (Adjectives): [5]

- a. good = bad
- b. brave = coward
- c. wise = foolish
- d. happy = sad

Q.N. 8 Complete the following sentences with the words (adverbs) given in the box:

[10]

Usually	Sometimes	Always	Often	Never	Seldom
---------	-----------	--------	-------	-------	--------

1. Gopal sometimes makes a noise in class.
2. He always does his homework.
3. He never quarrels with his friends.
4. He usually comes to school late.
5. Teachers are often angry with him.

Q.N. 9 Fill in the blanks with suitable adverbs: [5]

Quickly	Fast	Loudly	Patiently	Politely	Brightly
---------	------	--------	-----------	----------	----------

1. Sita went fast into the room.
2. Bimal ae quickly when became back.
3. The door banged loudly.
4. The shopkeeper spoke politely to the old lady.
5. We waited patiently for our turn to come.

Vocabulary Achievement Test

Name: Raj Kumar Magar

Time: 1:30

School's Name: Navjeevan School

District: Lalitpur

Class: 4

F.M.: 80

Roll No.: 20

Q.N. 1 Tick (✓) the best answer to complete the following sentences. [10]

A. Which one goes on wheels?

- a) bicycle b) cow c) bird d) horse

B. Which one is a baby dog?

- a) kitten b) puppy c) calf d) chicken

C. The capital of Nepal is

- a) palpa b) kathmandu c) ilam d) janakpur

D. Which of the following is the name of district?

- a) dhanusha b) bagmati c) mechi d) koshi

E. Which of the following is a wild animal?

- a) goat b) cow c) tiger d) buffalow

Q.N. 2 Fill in the blanks with appropriate nouns given below [10]

Giraffe, city, game, bird, Kathmandu

- a. Giraffe has a long neck.
- b. Football is a game.
- c. King lives in Kathmandu
- d. A parrot is a bird.
- e. Kathmandu is the name of city.

Q.N. 3 Match these words to make sentences: [10]

1. hen : hisses
2. duck : coos
3. cock : clucks
4. snake : crows
5. pigeon : quacks

Q.N. 4 Rearrange the following jumbled words (verbs) in the correct spelling order

[10]

- a. kool = look d. teas = seat
- b. pocy = copy e. lawk = walk
- c. blimc = climb

Q.N. 5 Fill in the blanks with appropriate verbs given in the box [10]

Eat	Go	Play	Write	Wear	live
-----	----	------	-------	------	------

1. I go to school everyday.
2. We eat rice but a cow eats grass.
3. They play football.
4. I write a shirt.
5. They live in the village.

Q.N. 6 Use the following adjectives in your own sentence: [10]

1. brave: He is a brave boy.
2. dirty: His shirt is dirty.
3. dangerous: H is a very dangerous.
4. small: H is a small girl.
5. smart: I am a smart boy.

Q.N. 7 Give the opposite meaning to the following words (Adjectives): [5]

- a. good = bad
- b. brave = sho
- c. wise = bold
- d. happy = sid

Q.N. 8 Complete the following sentences with the words (adverbs) given in the box:

[10]

Usually	Sometimes	Always	Often	Never	Seldom
---------	-----------	--------	-------	-------	--------

1. Gopal never makes a noise in class.
2. He always does his homework.
3. He often quarrels with his friends.
4. He seldom comes to school late.
5. Teachers are usually angry with him.

Q.N. 9 Fill in the blanks with suitable adverbs: [5]

Quickly	Fast	Loudly	Patiently	Politely	Brightly
---------	------	--------	-----------	----------	----------

6. Sita went quickly into the room.
7. Bimal ae patiently when became back.
8. The door banged loudly.
9. The shopkeeper spoke fast to the old lady.
10. We waited politely for our turn to come.

Vocabulary Achievement Test

Name: Usha Shrestha

Time: 1:30

School's Name: Ganga Jamuna Sec. School

District: Lalitpur

Class: 4

F.M.: 80

Roll No.: 1

Q.N. 1 Tick (✓) the best answer to complete the following sentences. [10]

A. Which one goes on wheels?

- a) bicycle b) cow c) bird d) horse

B. Which one is a baby dog?

- a) kitten b) puppy c) calf d) chicken

C. The capital of Nepal is

- a) palpa b) kathmandu c) ilam d) janakpur

D. Which of the following is the name of district?

- a) dhanusha b) bagmati c) mechi d) koshi

E. Which of the following is a wild animal?

- a) goat b) cow c) tiger d) buffalow

Q.N. 2 Fill in the blanks with appropriate nouns given below [10]

Giraffe, city, game, bird, Kathmandu

- a. Giraffe has a long neck.
- b. Football is a game.
- c. King lives in Kathmandu
- d. A parrot is a bird.
- e. Kathmandu is the name of city.

Q.N. 3 Match these words to make sentences: [10]

1. hen : hisses
2. duck : coos
3. cock : clucks
4. snake : crows
5. pigeon : quacks

Q.N. 4 Rearrange the following jumbled words (verbs) in the correct spelling order

[10]

- a. kool = look d. teas = seat
- b. pocy = copy e. lawk = walk
- c. blimc = climb

Q.N. 5 Fill in the blanks with appropriate verbs given in the box [10]

Eat	Go	Play	Write	Wear	live
-----	----	------	-------	------	------

1. I go to school everyday.
2. We eat rice but a cow eats grass.
3. They play football.
4. I wear a shirt.
5. They live in the village.

Q.N. 6 Use the following adjectives in your own sentence: [10]

1. brave: I am brave boy.
2. dirty: These clothes are dirty.
3. dangerous: King Kobra is dangerous.
4. small: My brother is a small.
5. smart: He is smart.

Q.N. 7 Give the opposite meaning to the following words (Adjectives): [5]

- a. good = bad
- b. brave = unbrave
- c. wise = foolish
- d. happy = sad

Q.N. 8 Complete the following sentences with the words (adverbs) given in the box:

[10]

Usually	Sometimes	Always	Often	Never	Seldom
---------	-----------	--------	-------	-------	--------

1. Gopal never makes a noise in class.
2. He always does his homework.
3. He sometimes quarrels with his friends.
4. He usually comes to school late.
5. Teachers are seldom angry with him.

Q.N. 9 Fill in the blanks with suitable adverbs: [5]

Quickly	Fast	Loudly	Patiently	Politely	Brightly
---------	------	--------	-----------	----------	----------

1. Sita went quickly into the room.
2. Bimal ae brightly when became back.
3. The door banged loudly.
4. The shopkeeper spoke politely to the old lady.
5. We waited patiently for our turn to come.