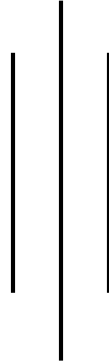
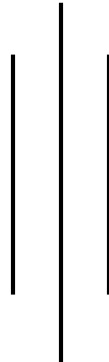


**IDENTIFICATION AND FORMATION OF  
MAJOR WORD CLASSES:  
A CASE OF HIGHER SECONDARY LEVEL  
STUDENTS**



**A Thesis**

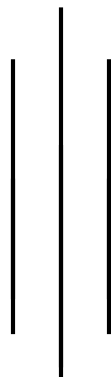
**Submitted to the Department of English Education, University  
Campus, Tribhuvan University, Kirtipur, Kathmandu  
in partial fulfillment for Master's Degree in Education,  
(Specialization in English Education)**



**By  
Harka Lal Giri**

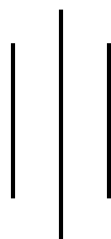
**Faculty of Education  
Department of English Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2007**

**IDENTIFICATION AND FORMATION OF  
MAJOR WORD CLASSES:  
A CASE OF HIGHER SECONDARY LEVEL  
STUDENTS**



**A Thesis**

**Submitted to the Department of English Education, University  
Campus, Tribhuvan University, Kirtipur, Kathmandu  
in partial fulfillment for Master's Degree in Education,  
(Specialization in English Education)**



**By**

**Harka Lal Giri**

**Faculty of Education  
Department of English Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2007**

---

T.U. Regd. No.: 9-1-1-140-96  
2nd year exam Roll No.: 280236/063

Date of Approval of the Thesis  
Proposal : 9<sup>th</sup> Jestha 2064  
Date of Submission: 10<sup>th</sup> Bhadra 2064

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Harka Lal Giri has prepared the thesis entitled **"IDENTIFICATION AND FORMATION OF MAJOR WORD CLASSES: A CASE OF HIGHER SECONDARY LEVEL STUDENTS"** under my guidance and supervision.

I recommend the thesis for acceptance.

Date : 10<sup>th</sup> Bhadra 2064

27<sup>th</sup> Aug. 2007

---

**Dr. Chandreshwar Mishra**

**Reader and Head**

Department of English Education

Tribhuvan University

Kirtipur, Kathmandu

(Guide)

# RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following Research Guidance Committee.

## Signature

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Education

---

Chairperson and Guide

**Dr. Anjana Bhattarai**

Lecturer,

Department of English Education

---

Member

**Mrs. Tapasi Bhattacharya**

Reader,

Department of English Education

---

Member

Date : 16<sup>th</sup> Bhadra 2064

2<sup>nd</sup> Sep. 2007

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis Evaluation Committee.

### Signature

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Education

---

Chairperson and Guide

**Dr. Jai Raj Awasthi**

Professor

Department of English Education

---

Member

**Dr. Anjana Bhattarai**

Lecturer,

Department of English Education

---

Member

Date: 26<sup>th</sup> Bhadra 2064

12<sup>th</sup> Sep. 2007

**DEDICATED  
TO  
MY PARENTS AND GURUS/GURUMAS**

## ACKNOWLEDGEMENTS

I would like to extend my profound and heartfelt gratitude to my respected Guru and thesis guide **Dr. Chandreshwar Mishra**, Reader and Head, Department of English Education, T.U. I am deeply indebted and whole heartily grateful to him for his invaluable suggestions, regular guidance, patience, co-operation, kindness, great inspiration and keen interest in this study. His vigorous efforts made me complete and present this research work in this form.

I am profoundly grateful to My Guru **Dr. Jai Raj Awasthi, Professor**, Department of English Education for his valuable comments, suggestions and kind encouragements. Similarly, I would like to express my gratitude to the Guruma **Dr. Anjana Bhattarai**, lecturer, Department of English Education for her instructions, co-operation, and inspiration throughout this work. Again I am extremely grateful to Guruma **Tapasi Bhattacharya**, Reader, Department of English Education for her constructive ideas to complete this study.

I am wholeheartedly indebted to my retired great Guru **Prof. Dr. Shishir Kumar Sthapit** for his great ideas and inspiration in my study. Similarly, I wish to express my profound gratitude to **Prof. Dr. Shanti Basnyat, Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Trith Raj Khaniya, Dr. Ram Ashish Giri, Dr. Vishnu Singh Rai, Dr. Bal Mukunda Bhandari, Mr. Padam Lal Bishwakarma, Mr. Ram Ekwel Singh**, and other all members of the Department of English Education for their direct and indirect valuable advice and help in carrying out this research work successfully.

Similarly, I would like to extend my gratitude to the authorities of different Higher Secondary Schools of Kathmandu, Bhaktapur and Lalitpur districts and to the students of HSS studying in grade twelve of Education stream for their kind and co-operative help during the process of data collection.

Further more, I wish to express my gratitude to my mother **Oma Maya Giri**, elder brother **Raj Kumar Giri**, sister-in-law **Kabita Giri** and my dear

nephew **Anish Giri**, who created proper home atmosphere to complete this work. My thank also goes to brother **Bhim Pd. Puri** and sister **Sujata Giri** for their help.

Similarly, I would like to thank my friends, **Yugmani, Niti, Mohan, Padam, Milan Hari, Prem, Govinda, Amar** and all other friends for their direct and indirect help to produce such a work.

Finally I would like to thank **Shiva Ram Shrestha** and **Rajesh Shrestha** for their help in attractive computer work.

**10<sup>th</sup> Bhadra, 2064**

**Harka Lal Giri**



## **ABSTRACT**

This research study attempts to analyse the ability in identifying and forming major word classes of the Higher Secondary level students. For the study, 48 students from six higher secondary schools studying in Grade twelve of Education stream were selected. A test was administered to them in order to collect the required data. The data were analyzed and their ability was determined.

This study consists of four chapters. The first chapter introduces the study in terms of general background, literature review, objectives of the study, significance of the study and definitions of the specific term.

The second chapter gives an account of the methodology applied to carry out the research work. Mainly, sources of data (primary and secondary), population of the study, sample population, sample procedure, tools of data collection, process of data collection and limitations of the study are explained under the second chapter 'Methodology'.

The third chapter deals with the analysis, interpretation and presentation of the data. The marks obtained by the students are analyzed to find out their ability. Moreover, the data are analyzed in terms of sex, item, word class, school and district. Tables, charts, graphs and some common statistical tools are also included.

The final chapter discusses the findings, recommendations and pedagogical implications of the research study.

Finally, some appendices are presented.

10<sup>th</sup> Bhadra, 2064

Harka Lal Giri

## ABBREVIATIONS AND SYMBOLS

### Abbreviations :

Adj	=	Adjective
Adv.	=	Adverb
Avg.	=	Average
etal.	=	and other people or things (from latin 'etallii/alia')
etc.	=	and so on (from latin 'etcetera')
FM	=	Full marks
G.T.	=	Grand Total
Hss	=	Higher secondary school
i.e.	=	that is (from latin 'id est')
N	=	Noun
No/no.	=	Number
NS	=	Number of student
NW	=	Number of word
S.N.	=	Serial Number
V	=	Verb

### Symbols

"	=	Ditto; the same word as above
%	=	Percent
.	=	Full stop
,	=	comma
:	=	colon
;	=	semi colon
'	=	Apostrophe
/	=	slash/oblique
' ' / " "	=	Quotation marks
( )	=	Brackets (BrE) parentheses (NAME)
√	=	Correct

# CONTENTS

**RECOMMENDATION FOR ACCEPTATION**

**RECOMMENDATION FOR EVALUATION**

**EVALUATION AND APPROVAL**

**DEDICATION**

**ACKNOWLEDGEMENTS**

**ABSTRACT**

**ABBREVIATIONS AND SYMBOLS**

**LIST OF TABLES AND FIGURES**

	<b>Page No.</b>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1-23</b>
1.1 General Background	1
1.1.1 Language as a System of Systems	2
1.1.2 Language Aspects	5
1.1.3 Word Classes	10
1.2 Literature Review	19
1.3 Objectives of the Study	22
1.4. Significance of the Study	22
1.5 Definitions of the Specific Term	23
<b>CHAPTER TWO: METHODOLOGY</b>	<b>24-27</b>
2.1 Sources of Data	24
2.1.1 Primary Sources of Data	24
2.1.2 Secondary Sources of Data	24
2.2 Population of the Study	24
2.3 Sample Population/Sampling Procedure	24
2.4 Tools for Data Collection	25
2.5 Process of Data Collection	26

2.6	Limitations of the Study	27
-----	--------------------------	----

**CHAPTER THREE: ANALYSIS, INTERPRETATION AND  
PRESENTATION OF DATA 28-58**

3.1	Analysis of the total ability of the students on the whole in identifying and forming major word classes	28
3.2	Sexwise Analysis	30
3.3	Item Wise Analysis	31
3.4	Word-Class Wise Analysis	33
3.5	School Wise Analysis	35
3.6	District Wise Analysis	37
3.7	Sex Wise Analysis in Each Testing Items	40
3.8	Sex wise Analysis in Each word class	42
3.9	Sex Wise Analysis in Each School	44
3.10	Sex Wise Analysis in Each District	46
3.11	Item Wise Analysis in Each Word Class	48
3.12	Item Wise Analysis in Each School	50
3.13	Item wise Analysis in Each District	52
3.14	Word Class Wise Analysis in Each School	54
3.15	Word Class Wise Analysis in Each District	57

**CHAPTER FOUR: FINDINGS, RECOMMENDATIONS AND  
PEDAGOGICAL IMPLICATIONS 59-64**

4.1	Findings	59
4.2	Recommendations and Pedagogical Implications	63

<b>References</b>	<b>65-67</b>
-------------------	--------------

<b>Appendices</b>	<b>I-XLII</b>
-------------------	---------------

## **List of Tables and Figures**

<b>List of Tables</b>	<b>Page No.</b>
Table No.: 1 Sample Population	25
Table No.: 2 Sample Words	26
Table No.: 3 Total ability in word identification and formation	28
Table No.: 4 Sexwise Analysis of the Total Ability	30
Table No.: 5 Itemwise Analysis of the Total Ability	31
Table No.: 6 Word-Class wise Analysis of the Total Ability	33
Table No.: 7 School wise Analysis of the Total Ability	35
Table No.: 8 District wise Analysis of the Total Ability	37
Table No.: 9 Sex wise Analysis in each Testing Items	40
Table No.: 10 Sex wise Analysis in each word Class	42
Table No.: 11 Sex wise Analysis in each School	44
Table No.: 12 Sex wise Analysis in each District	46
Table No.: 13 Item wise Analysis in each Word Class	48
Table No.: 14 Item wise Analysis in each School	50
Table No.: 15 Item wise Analysis in each District	52
Table No.: 16 Word class wise Analysis in each School	54
Table No.: 17 Word class wise Analysis in each District	57

## **List of Figures**

	<b>Page No.</b>
Figure: 1 Classes of Morphemes	4
Figure: 2 Total ability in word identification and formation	29
Figure: 3 Sexwise Analysis of the Total Ability	30
Figure: 4 Itemwise Analysis of the Total Ability	32
Figure: 5 Word-Class wise Analysis of the Total Ability	34
Figure: 6 School wise Analysis of the Total Ability	35
Figure: 7 District wise Analysis of the Total Ability	38

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Human beings are the supreme and unique creatures of the world. They have got uniqueness in different aspects. Out of many unique aspects, language is the most striking one. Language is said unique for human being because no other species in the world has got this property. Language, thus, makes human beings distinct from other creatures.

Language is the system of communication in speech and writing that is used by people of a particular country or area. People use language to send and receive message for various purposes such as expressing their thoughts, desires, emotions, feelings, storing knowledge, transmitting messages, exchanging ideas, etc. It is the language which fuses past, present and future together. Defining language is a complex task. Everyone who uses language gets puzzled if we ask what a language actually is. Language has been defined variously by various scholars. In the Encyclopedia Britanica (Vol. 13:696), Bention (1960) has defined language as "a system of conventional, spoken and written symbols by means of which human beings, as a member of social group and participants in a culture, interact and communicate." In the Cambridge Encyclopedia (Vol: 4: 627), Crystal (2000) has defined language as "A species specific communicative ability, restricted to humans, which involves the use of sounds, grammar and vocabulary, according to a system of rules." According to Todd (1991:6) " a language is a set of signals by which we communicate." Likewise Wardhaugh (1942:3) defines language as "A system of arbitrary vocal symbols used for human communication."

Thus, language has been defined variously. No single definition of language is perfect in itself. However, it is widely accepted fact that language is arbitrary, voluntary and vocal system of human communication.

### **1.1.1 Language as a System of Systems**

Language is a system. All languages are systematic. Each language contains millions of rules that speakers figure out as they acquire the language. According to Chisholm and Milic (1976:5) "language is the inter-locking network of rules that constitutes the linguistic system: rules about how to form words and how to pronounce them, how to put words in their places next to one another, and how words and especially combinations of them relate to the meaning that the speakers wish to communicate. This interlocking network of rules is central to all languages: how words are to be formed, pronounced and combined to achieve meanings." Again he (ibid 23) includes that "a system of vocal symbols that men use to carry on their affairs to communicate with and more. The system has three parts. First, there is the sound system itself. This is called the phonological system. Second, there is a two-part grammatical system one that governs the way words are formed (morphology) and another that governs the arrangement of words in sequences (syntax) and the roles they play. These two systems, the phonological and the grammatical, together are the bases of the third system, the semantic system, the one that has to do with meaning. In fact, there is yet another system, a supra-system, that ties the others together and relates them to each other."

It is clear that language is basically a system of vocal sounds which is used for conveying meaning. The question may arise, "How does the language convey the meaning? The answer, however, is not so difficult as languages do the communication with the help of a number of interdependent systems, and this is why we call it "a system of systems."

The various sub-systems of this complex language system or levels of language are:

phonology : A system of organizing sounds

Morphology: A system of marking words

Syntax: A system of arranging words

Semantics: A system of organizing meanings

All of these systems occur in hierarchical order because they are interrelated to each-other. This interrelationship between different systems makes a complex of language.

Here, one of the levels of language 'Morphology' has been explained briefly which is the concern of this study.

## **Morphology**

'Morphology' is simply the study of word forms. According to Varshney (1995:129), "Morphology is a level of structure between the phonological and the syntactic." He again states that, "Morphology is the science and the study of smallest grammatical units of language and of their combination to make words." Bauer (1993:13) says that "Morphology is a branch of linguistics deals with the internal structure of word forms." Morphological level of analysis is concerned with meaningful units. These units are called Morphemes, which may be defined as the smallest meaningful units of grammatical description.

Morphology studies the internal structure of words, that is the ways in which morphemes function as constituents of word structure, for example the word 'Unconditionally' may be said to consist of four morphemes, un-condition-ally. Condition is a free morpheme since it can occur on its own. The other three morphemes are bound since they must always co-occur with free morphemes. That is why, in conclusion, the study of word form is the concern of the morphology.

Morphology is generally divided into two fields: inflectional morphology and derivational morphology (Todd, 1991: 43-46). Inflectional morphology is the study of how words change their forms to indicate number, person, tense, etc. Derivational morphology is the study of how morphemes are combined to change of one word class to another class. Stockwell and Minkova (2001:11) includes that "the process of creating new words is called derivational morphology."



## Morpheme

Morpheme is the minimum grammatical unit. For example, the constituents un-faith-full-ness of the word unfaithfulness are morphemes which cannot be segmented any further at the grammatical level of analysis. “The ‘morpheme’ is the smallest difference in the shape of a word that correlates with the smallest difference in word or sentence meaning or in grammatical structure.” (Katamba, 1993:24).

## Classes of Morphemes

As stated in the book of Varshney (1995:135), Langacker has divided morphemes into two classes: lexical and grammatical. Lexical morphemes are forms like book, study, good, quickly, etc. that are noun, verb adjective and adverb respectively which have isolation meaning. Grammatical morphemes are forms like some, on, at, but, oh, etc. that are quantifier, article, preposition, conjunction, interjection, etc.

Many linguists have regarded that a more acceptable and more satisfactory classification of morphemes into free and bound forms. Todd (1991:6) summarized the whole classification in the diagram as follows:

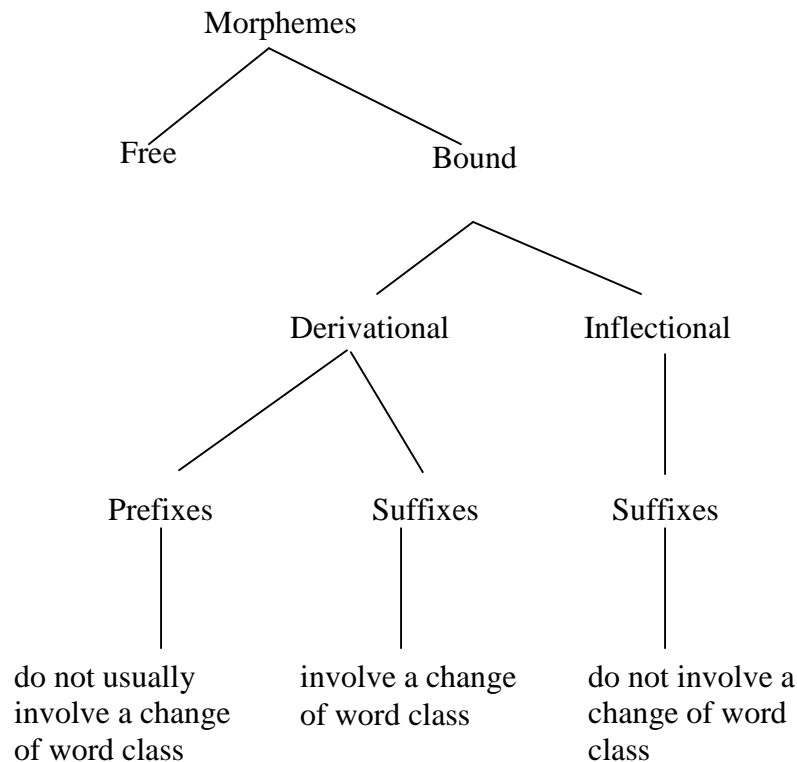


Figure No. : 1

Prefixes, which are attached before a base (as in dislike, where dis- is a prefix), suffixes, which are attached after a base (as in freedom, where - dom is a suffix) and infixes, which are attached inside a base. In English, as in many other Indo-European languages, prefixation is always derivational while suffixation may be either derivational or inflectional. For example, in the form un-touch-ables's, able is a derivational suffix, un is derivational prefix and -s is an inflectional suffix. (Bauer 1993:18).

### **Class-Maintaining and Class-Changing**

A class-maintaining process of derivation produces lexemes which belong to the same form class as the base, while a class-changing process of derivation produces lexemes which belong to a form class other than the form class of the base. For example, if -ly is added to the noun 'King'. The adjective 'kingly' results, since a noun has been turned into an adjective, this is a case of class-changing derivation. But if -dom is added to the same noun 'king', another noun kingdom results, and this is thus a case of class-maintaining derivation. In English, prefixation is typically class-maintaining and derivational suffixation is typically class-changing. (Bauer: 1993:31).

This study is specially concerned with derivational suffixes. Examples of derivational suffixes regarding word formation of noun, verb, adjective and adverb are given detailly in the page no. 11-15.

### **1.1.2 Language Aspects**

Learning a language means learning its aspects and skills. Language aspects refer to pronunciation, spelling, vocabulary, grammar and communicative function. Therefore, there are four language aspects.

Here, one of the aspects, 'vocabulary' has been explained briefly as follows:

## **Vocabulary**

Vocabulary is a vital aspect of language. According to Wallace (1982:9), “There is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language.” If we are rich in vocabulary, we can communicate with that language easily.

Harmer (1991:153) states that “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.” An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. Vocabulary includes simple words, compound words, complex words and idioms.

Word is the smallest linguistic form which can occur on its own in speech and writing words may be simple, compound or complex. The words are classified into content words (lexical meaning) and function words (grammatical meaning) content words come under major word classes like noun, verb, adjective and adverb. Function words come under minor word classes like helping verb, preposition, article, etc. content words are inflected whereas function words are not. The set of content words is open whereas the set of function words is closed. That is to say, there are infinite numbers of content words but limited numbers of function words.

## **Aspect of Learning Words**

The learning of a word in the context of any second or foreign language learning concentrates mainly on the following four areas/aspects of vocabulary:

- word meaning
- word use
- word formation (word form)
- word grammar

Here, one of the aspects of learning words “word formation” has been explained briefly which is the concern of this research work.

## **Word Formation**

The study of word-formation seems to be emerging from a fallow period suddenly word formation is of central interest to theoretical linguists of all persuasions because of the light it throws on other aspects of language. Unfortunately, there is little agreement on the methodology or basic theoretical background for the study of word-formation, so that the field is currently a confused one (Bauer, 1993:1). The subject of word-formation has not until recently received very much attention from descriptive grammarians of English, or from scholars working in the field of general linguistics. (Adams: 1973: I)

Words can change their shape and their grammatical value too. Students need to know facts about word formation and how to twist to fit different grammatical contexts. For example word 'explode' (v<sub>1</sub> present plural) may have forms or shapes like explodes, exploded, exploding, explosive, explosiveness, explosively, inexplusive, etc.

According to Adams (1993:6), “The ability to make and understand new words is obviously as much a part of our linguistic competence as the ability to make and understand new sentences.” Students also need to know how suffixes and prefixes work to change the form of words or even to derive new words. Word formation, then, means knowing how words are written and spoken and knowing how they can change their form. Katamba (1993:41) includes that “The assumption that languages contain words is taken for granted by most people.” He says that “Word building elements are used to create word structure.” To quote Bauer (1993:7) “Any discussion of word formation makes two assumption; that there are such things as words and that at least some of them are formed.” Word formation is a universal character found in all of the languages in the world. But it is clear that because of the specific differences in each language, the process of word formation may differ in variable degree in another.

One of the important area of linguistic studies is the study of how new words are formed. The process by which new words are formed in English are presented below.

- **Coinage**

It is the process of inventing new words to meet the needs. Necessity is the mother of invention so as we need words. These words are also called neologism. Words like aspirin, nylon, Xerox, etc. are belonged to this group of words.

- **Re-duplication**

It is the process of word formation in which a part or whole of the root is repeated. For example, goody-goody, walkie-talkie, hanky-panky, etc.

- **Back formation**

It involves in the process of reduction by which shorter words are made out of longer words. This also involves the use of analogy to create forms that are similar to ones already in the existence in the language. For example:

gatecrash from gateecrash

pop from popular

opt from optional, etc.

- **Suppletion/modification**

It is a radical kind of phonological variation which occurs when a single morpheme is realized in different context by sound sequence that have no phonological similarity at all. This process is also known as process of modification in the formation of new words. For instance; in go-went, well-better, goose-geese, etc.

- **Blending**

It is a process of forming new words by joining two words by taking parts of both words and welding the parts into a new whole. For example, smoke + fog > smog, break + lunch > brunch, etc.

- **Acronym**

This is a process of creating new word out of the initial letters. These are also known as abbreviation. For example, T.V., BBC, M.ed. SAARC , etc.

- **Clipping**

It is the process of forming new words by cutting off beginning and end of words or both. This occurs when a word or more than one syllable is reduced to a shorter form, often in casual speech. For example, 'Ad' from 'Advertisement', 'lab' from laboratory, etc.

- **Derived Affixation**

This process involves the formation of new words by combining derivational affixes or bound bases with existing words. For example,

examine (v.) = examination (n. )

arbitrary (adj.) = arbitrariness (n.), etc.

- **Compounding**

This process involves combining of two roots without any change in their shapes. Sometimes the compounded words have quite different meanings from the attached roots and sometimes not. For example;

**N. + N. = compound**

book + shelve = bookshelve

egg + plant = eggplant

**Adj. + N**

black + girl = blackgirl

super + market = supermarket, etc.

- **Loaning/Borrowing**

When a word is loaned or borrowed into one language from other language, it is called loaning and the word is called loaned or borrowed word. For example;

'pidgin' is borrowed in English from Chinese

'Restaurant' is borrowed in English from French.

- **Conversion**

When a word of one grammatical class is used as a word of another grammatical class without any change in its form, the process is known as conversion. For example; nouns, such as paper, butter, bottle, vacation, can, via, etc. come to be used as verbs as in the following sentences:

– He's papering the bedroom walls;

– Have you buttered the toast?

– We bottled the home-brew last night, etc.

Although there are so many ways of word formation, the researcher selected some of them and used in his research.

### **1.1.3 Word Classes**

The last suffix of a word always determines what part of speech the word belongs to i.e., whether it is a noun, verb, adjective or adverb. Very often it seems that is all the suffix is doing: just converting a noun into an adjective (friend-friendly) or an adjective into a verb (final-finalize) (stockwell and Minkova 2001:92). The traditional concept of parts of speech has been replaced by the word class. There are two types of word class: major word classes and minor word classes (Aarts and Aarts, 1986:22). It is possible to distinguish between major and minor word-classes. The former are also called open classes, their membership is unrestricted and indefinitely large since they allow the addition of new members.

Minor word classes are closed classes, their membership is restricted since they do not allow the creation of new members. Moreover, the number of items they comprise is, as a rule, so small that they can easily be listed. In English there are four major word classes: nouns, verbs, adjectives and adverbs. The minor word classes are: prepositions, conjunctions, articles, numerals, pronouns, quantifiers, and interjections. Here, major word classes are dealt separately which are the concern of this study.

### **Major Word Classes**

**Aarts and Aarts** (1986: 22-31) state the four major word classes in the following ways:

#### **(I) Nouns**

Within the class of nouns, we can distinguish members which are identifiable as nouns on the basis of typical derivational suffixes. Moreover, most nouns are morphologically characterized by their ability to take typical inflectional suffixes.

Some typical derivational suffixes of nouns are :

- |                                    |                               |
|------------------------------------|-------------------------------|
| - age : coverage, postage          | - ance: acceptance, utterance |
| - ation: information, introduction | - dom: freedom, kingdom       |
| - ee: divorcee, employee           | - eer: engineer, mountaineer  |
| - ence: difference, existence      | - ess: actress, governess     |
| - ette: cigarette, maisonette      | - hood: childhood, parenthood |
| - ism: idealism, modernism         | - ist: specialist, Marxist    |
| - ment: development, amentment     | -ness: bitterness, exactness  |
| - ship: friendship, kinship        |                               |

#### **(II) Verbs**

There are three derivational suffixes that are typical of the class of verbs:

- |                          |                                  |
|--------------------------|----------------------------------|
| - en: broaden, darken    | -ize/ise: economize, nationalize |
| - ify: glorify, simplify |                                  |



### (III) Adjectives

Many members of the class of adjectives are identifiable on the basis of typical derivational suffixes. Many adjectives are also characterized by the fact that they inflect for the comparative and the superlative.

Some typical derivational suffixes of adjectives are:

- able (-ible): preferable, visible
- ic (-ical): economic(al), historic (al)
- ive: massive, restive
- like: ladylike, manlike
- ful: beautiful, useful
- ish: greenish, tallish
- less: endless, speechless

### (IV) Adverbs

Many adverbs can be identified on the basis of typical derivational suffixes. Some adverbs inflect for comparison.

Some typical derivational suffixes for adverbs are:

- ly: fully, wisely
- wise: clockwise, edgewise
- ward (s): afterwards, homewards

Although, -ly is the most productive of these suffixes, it should be born in mind that not all words ending in -ly are adverbs. For instance, words like beastly, friendly, lonely, etc. belong to the class of adjectives.

This study is specified to identify and form such above major-word classes in terms of derivational suffixes.

**Stockwell and Minkova** (2001:92-94) present examples of derivational suffixes with their meanings in detail as follows:

#### **Suffixes which form adjectives from nouns or verbs:**

- *able* "fit for doing, fit for being done" as in *agreeable, comfortable, incalculable*
- *al* (-ial, -ical, -ual) "having the property of" as in *conjectural, fraternal, dialectal, sensual, comical, analytical, ministerial*
- *an, -ian* "belonging to, resembling" as in *reptilian, Augustan, plebeian, patrician*

- *ary* “having a tendency or purpose” forms adjectives, and then secondarily nouns, as in *secondary, discretionary, rudimentary, tributary*
- *ate* “full of” forms adjectives from nouns, pronounced ( t), as in *passionate, affectionate, extortionate*
- *ese* “belonging to place” forms adjectives from locative nouns, as in *Japanese, New Yorkese, journalese*
- *esque* “having the style of X” forms adjectives usually from nouns, as in *Romanesque, lawyeresque, statuesque*
- *esc* “become” as in *tumescant, coalesce*
- *ful* “full of X” forms adjectives from nouns, as in *peaceful, powerful, skillful*
- *iac* “pertaining to the property X” as in *elegiac, hypochondriac, maniac*
- *ic* “having the property X” forms adjectives, as in *alcoholic, atheistic, naturalistic, romantic*. - *ical* is an occasional variant, as in *comiclocomical*
- *ish* “to become like X” forms adjectives from nouns, as in *churlish, boyish, irish, modish*
- *ive* “characterized by” forms adjectives from most stems, especially verbs, as in *abusive, restrospective*
- *less* “without, free from” forms adjective from noun, as in *faultless, keyless, fearless*
- *ly* “appropriate to, befitting” as in *friendly, timely, shapely, fatherly*
- *oid* “having the shape of, resembling” as in *humanoid*
- *ory* “connected with, serving for” forms adjectives as in *obligatory, inflammatory, illusory*; also forms nouns with the meaning “place where,” as in *dormitory, lavatory, refectory*
- *ose* “full of, abounding in” as in *verbose, morose, jocose*
- *ous* “of the nature of X” forms adjectives, as in *virtuous, torturous, glorious, grievous*
- *some* “like, characterized by, apt to” forms adjectives from almost any kind of stem, as in *cumbersome, awesome, bothersome*

- *y* : “fully of, characterized by” forms adjectives from nouns, as in *mighty*, *moddy*, *healthy*

### **Suffixes which form abstract nouns**

- *asy*, *-acy* “state or quality” as in *advocacy*, *intricacy*, *accuracy*, *ecstasy*
- *age* “condition, state, rank, office of” as in *anchorage*, *postage*, *coinage*
- *ance*, *-ence* “state, act, or fact of” forms abstract nouns from verbs, as in *repentance*, *perseverance*, *emergence*
- *ad (e)* “general noun” as in *accolade*, *brigade*, *cannonade*, *ballad*, *salad*, *parade*, *lemonade*, *comrade*, *sonata*, *armada*
- *al* “act of” forms abstract nouns from verbs, as in *renewal*, *revival*, *trial*
- *ation* “state of being X-ed” forms abstract nouns from verbs of four types: those ending in *-ify*, *-ize*, *-ate*, and a few without endings (like *damn*, *inform*).  
Examples: *purification*, *organization*, *contemplation*, *information*
- *ery*, *-ry* “collectivity” forms abstract nouns from concrete nouns, as in *masonry*, *carpentry*, *slavery*, *savagery*
- *hood* “state of, condition of” forms abstract nouns from concrete nouns, as in *childhood*, *womanhood*, *priesthood*
- *ia* “condition of” as in *euphoria*
- *icity* “abstract noun from *-ic*” as in *historic / historicity*, *electric / electricity*
- *ism* “doctrinal system of principles” as in *communism*, *realism*, *romaniticism*
- *ity* “state, quality, condition of” forms abstract nouns from adjectives, as in *agility*, *diversity*, *actuality*
- *ment* “condition of being X” forms abstract nouns from verbs and adjectives, as in *advancement*, *treatment*, *abandonment*, *aggrandizement*, *amusement*, *merriment*
- *ness* “state, condition, quality of” forms abstract nouns usually from adjectives, but not verbs, as in *bitterness*, *fairness*, *idleness*, *deafness*

- *ship* “state, condition” forms abstract nouns usually from concrete nouns, as in *dictatorship, trusteeship, workmanship*

### **Suffixes which form agentive nouns**

- *ant, -ent* “one who” forms agentive nouns from verbs, as in *agent, defendant, participant*
- *arian* “member of a sect, holding to a doctrine” forms nouns or adjectives, as in *utilitarian, egalitarian, authoritarian, septuagenerian*
- *ast* “one associated with X” as the enthusiast, pederast
- *er* “agent” forms agentive nouns from verbs, as in *baker, thriller, worker, sweeper, retriever*
- *ist* “one connected with, often agent” as in *socialist, perfectionist, dentist, pugilist, ventriloquist*
- *ician* “one skilled in some art or science” as in *physician, musician, magician, mathematician*

### **Suffixes which form verbs from roots and stems**

- *ate* “cause X to happen” pronounced [et], as in *create, contaminate, frustrate, terminate*
- *en* “to become” forms verbs from adjectives, as in *darken, chasten, cheapen, deafen*
- *ify* “to cause (be) X” forms a causative verb, as in *purify, denazify, sanctify, verify, amplify*
- *ize* “to cause to be X” forms a causative verb from almost any stem, as in *popularize, legalize, plagiarize, miniaturize, weatherize*

### **Miscellaneous Suffixes**

- *arium, -orium* “locative, a place for or connected with” as in *aquarium, vivarium, honorarium, auditorium, crematorium*

- *ess* “feminine of X” as in *tigress, laundress, stewardess*
- *let* “diminutive” as in *leaflet, dribblet*

In this way, in conclusion, words are identifiable as nouns on the basis of the syntactic and morphological properties. Adams (1992: 17) says, "Among the features that we expect of nouns are: the ability to take the plural and genitive inflections, to take certain characteristic suffixes like - er, - ance, - ness, -ism, to be preceded by determiners, like a, the, this, my, another, to follow prepositions, to act as the subject or the object of a sentence'. In a simple way, noun refers to a person, a place, or a thing, quality or an activity.

Nouns can be formed from other classes by adding suffixes after the words. For example:

**(i) Noun from noun**

- |                                   |                              |
|-----------------------------------|------------------------------|
| ie : aunt + ie = auntie           | dom: King + dom = kingdom    |
| ship: friend + ship = friendship  | mate: room + mate : roommate |
| ess: waiter + ess = waitress etc. |                              |

**(ii) Noun from Adjective**

- |                                   |   |
|-----------------------------------|---|
| ity: sane + ity = sanity          | ness: bright + ness = brightness              |
| ance; abundant + ance = abundance | ibility: accessible + ibility = accessibility |
| side: green + side = greenside    |   |

**(iii) Noun from Verb**

- |                                 |                            |
|---------------------------------|----------------------------|
| age: spoil + age = spoilage     | ee: employ + ee = employee |
| ent: respond + ent = respondent | or: act + or = actor       |
| ence: exist + ence = existence  |                            |

The class of verb has a specific function in a sentence. It is the element which is used as the minimal predicate of a sentence, co-occurring with a subject, eg. He came; Birds fly, etc. Adams (1974: 21) states "We may say that verbs are typically associated with reference to time, with activity and changing conditions." Simply, verb word expresses an action, an event, or a state.

Verbs can be formed from other classes by adding suffixes after the base. For example :

**(i) Verb from noun**

ify: simple + ify = simplify	ise/ize: popular + ize = popularize
fy: glory + fy = glorify	en : moist + en = moisten, etc.

**(ii) Verb from adjective**

en: deaf + en = deafen	sick + en = sicken, etc.
------------------------	--------------------------

**(iii) Verb from Verb**

ed: wait + ed = waited	ing: walk + ing = walking
------------------------	---------------------------

In the words of Adams (1993: 17), "Adjective are identified by such characteristics as the ability to assume comparative and superlative forms, to be preceded by adverbs of degree, like very, to appear in both positions in the frame, the ..... noun is large ..... " Generally, adjective word describes a person or thing.

Adjectives can be formed from other classes by adding suffixes after the base. For example;

**(i) Adjective from noun**

ial : editor = ial = editorial
y : dirt + y = dirty
able : reason + able = reasonable
an : Europe + an = European

like : child + like = childlike, etc.

**(ii) Adjective from adjective**

ish : young = ish = youngish

ly : dead + ly = deadly

most : top + most = topmost

er : old + er = older

y = yellow + y = yellowy etc.

**(iii) Adjective from adverb**

based: broadly + based: broadly based

bound: homeward + bound = homewardbound

off : well + off = welloff, etc.

**(iv) Adjective from Verb**

some: trouble + some = troublesome

th : warm + th = warmth

able : read + able = readable

ive: attract + ive = attractive

ent : depend + ent = dependent, etc .

Adverb class is a word adds more information about place, time, manner, cause or degree to a verb, or adjective, a phrase or another adverb. (oxford Advanced Learner's Dictionary, Seventh Edition: 23).

Adverbs can be formed from other classes by adding suffixes after the base.

For example:

**(i) Adverb from noun**

ward (s) : back + ward (s) = backward (s)

wise: weather + wise = weatherwise

down : palm + down = palmdown

wide : world + wide = worldwide

**(ii) Adverb from adjective**

ly : strange + ly = strongly

: sharp + ly = sharply

## **1.2 Literature Review**

Several researches had been carried out in the field of vocabulary achievement and so less in word formation but no research had been conducted on ability in identifying and forming major word classes in a more specific way by analyzing in terms of different variables; under the supervision of the Department of English Education. Some of the researchers, which were related to this topic are as follows:

Chudal (1997) carried out a research entitled “*A study of English vocabulary achievement of the students of Grade six.*” The objectives of his research were to investigate students' achievement of English vocabulary used in the English textbook of class six; to analyze the difficulty level of the vocabulary on the basis of the students' intellectual maturity and to make a comparative study of English vocabulary achievement of the students of class six on the basis of sex and locality. He found out that the grade six students' proficiency in the achievement of the English vocabulary used in the English textbook of class six was not satisfactory. Another finding was that the difficulty level of the vocabulary used in the English textbook of grade six was higher than that of the students' intellectual maturity. English vocabulary achievement of boys was found better than that of the girls and the urban school students' vocabulary achievement was better than their counterpart.

Karki (2000) has carried out a research on '*A study of English vocabulary Achievement of the students of Grade Eight.*' The purposes of this research were to



investigate students' achievement of English (nouns and verbs only) used in the English textbook of grade seven and to compare the vocabulary achievement in the noun with the achievement in the verbs of the students of grade eight. He found that the English vocabulary achievement of the students of grade Eight was found satisfactory in total.

Tiwari (2001) conducted a study entitled '*A Study on English Vocabulary Achievement by the Students at grade Ten*'. The objectives of this study were to investigate students' achievement of English vocabulary used in the new English textbook of grade ten and to analyze the difficulty level of the vocabulary items used in the textbook. The conclusion of this study was that the English vocabulary achievement of the students of grade ten was not found satisfactory in total since majority (i.e. 52%) of the students were found below the average level.

Gautam (2004) conducted a research entitled '*Proficiency in English word formation*.' The objective of this study was to find out the students' proficiency in word formation in terms of suffixes of B.Ed. 1st year and the finding of the study showed that the total proficiency in word formation was not found so satisfactory, since majority of the students scored below 50%.

Saud (2004) carried out a study entitled "*Use of Adjectives and Adverbs*": A case of B.Ed. students. The objective of his study was to find out the B.Ed. second years' proficiency in the use of adjective and adverbs. The conclusion of his study was the overall proficiency of B.Ed. second year students in the use of adjectives and adverbs was found to be satisfactory since in totality they secured 60.92% of the marks which was above 50% marks.

Niraula (2005) carried out a research entitled '*A Study on the Errors in word Formation committed by the 10<sup>th</sup> Graders*'. His research's objective was to identify causes of errors committed in word formation by tenth Graders and the finding of this study showed some causes of errors to be committed by the students which were poor in comprehension, misunderstanding of the simple instruction; misunderstanding of the context and lack of confidence.

Pokharel (2005) in his study on “*English Vocabulary Achievement of the Students of Grade Five.*” The purpose of the study was to investigate English vocabulary achievement (nouns and verbs only) of the students of Grade Five. The study found out that the English vocabulary achievement of the students of Grade Five was satisfactory in total since majority (i.e. 63.52%) of them were found above average level.

Shrestha (2005), in his thesis entitled “*Relation between Frequency of Occurrence of Vocabulary items in the textbook and their acquisition.*” The study has made to investigate the students' achievement of English Vocabulary used in the English textbook of grade nine and to find out the relation between the frequency of repetition of vocabulary items in the textbook, and their acquisition. The finding of his study showed that although the vocabulary items have high frequency counts in the textbook their achievement is not high.

Yadav (2005) undertook a research entitled “*Active and Passive vocabulary of Nepalese learners of English.*” He wanted to determine active and passive vocabulary of Nepalese learners of English studying at lower secondary, secondary, PCL (1st year) and BL (1st year), the grammatico, semantic fields being nouns of external human body parts and adjectives of colour and he found that the average percentage of active vocabulary of students of LSL, SL, PCL and BL were 32.46, 41, 43.12, and 50.54 respectively and similarly, the average percentage of passive vocabulary of the students of LSL, SL, PCL and BL were 39.73, 50.71, 54.12 and 62.91 respectively.

Gaire (2006) carried out a research entitled “*Analysis and Achievement of Grade Two English Vocabulary.*” The main objective of this study was to examine the Grade two English vocabulary in terms of total number of vocabulary items in each parts of speech frequency of vocabulary items and new vocabulary items. The finding of this study was that the English vocabulary achievement of the students of grade two was found satisfactory since majority (92.22%) of the students were found above the average level.

The studies mentioned above were mostly on vocabulary achievement. Other two were on proficiency and error analysis in word formation of B.Ed. first year and 10th graders respectively. These research works were different from one another in terms of their objectives, areas of study, levels of students, etc.

Why the proposed study was different from the previous ones is that it was the first attempt in a more specific way to examine the ability in identifying and forming major word classes of grade twelve students in the Education stream in terms of derivational suffixes. No one has carried out a research on this topic.

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

The objectives of the study were as follows:

- (a) to examine the ability of grade twelve students in identifying and forming major word classes in terms of derivational suffixes,
- (b) to analyze the ability of the students in identifying and forming major word classes in terms of the following variables:
  - Sex wise
  - Item wise
  - Word class wise
  - School wise
  - District wise
- (c) to suggest some pedagogical implications.

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

The study will be significant for all those who are involved in the field of English language teaching directly and indirectly. It will be expected to be very useful for teachers, students, researchers, syllabus designers, textbook writers , etc.

## **1.5 Definition of the Specific Terms**

**Adjective:** A word that describes a person or thing.

**Adverb:** A word that adds more information about place, time, manner, cause or degree to a verb, on adjective, a phrase or another adverb.

**Derivative:** A word or thing that has been developed or produced from another word or thing.

**Item:** In this study, an item refers to a question type which was used in the test (there were ten different items in the test).

**Major word class:** It refers to the open classes like noun, verb, adjective and adverb.

**Morphology:** Study of the smallest grammatical units of language and of their combination to make words.

**Noun:** A word that refers to a person, a place, or a thing, a quality or an activity or a thing.

**Suffix:** A letter or a group of letters added to the end of word to make another word.

**Verb:** A word or group of words that expresses on action (such as eat), an event (such as happen) or a state (such as exist).

**Vocabulary:** All the words that a person knows or uses or all the words in a particular language. The words that people use when they are talking about a particular subject.

**Word :** A single unit of language which means something and can be spoken or written.

**Word Formation:** In this study, word formation refers to the formation of word class like noun, verb, adjective and adverb through the process of suffixation.

**Word Identification:** In this study, word identification refers to the identification of word class like noun, verb, adjective and adverb.

**World class:** A group of words all of which are members of the same class or part of speech.

# **CHAPTER TWO**

## **METHODOLOGY**

### **2.1 Sources of Data**

This study was carried out on the basis of both primary and secondary sources of data.

#### **2.1.1 Primary Sources of Data**

The primary sources of data were Higher Secondary Level Students studying in grade twelve of the Education stream. The total students were 48 from six Higher secondary schools of Kathmandu, Bhaktapur and Lalitpur districts.

#### **2.1.2 Secondary Sources of Data**

In addition to the primary sources, the researcher made use of the secondary sources, viz. books, theses, journals, periodicals, articles, reports and needed materials which had close relevance with the present study. Some of the books were Aarts and Aarts (1986); Adams (1973), Bauer (1993), Stockwell and Minkova (2001), Todd (1991), etc.

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

The population of the study was Higher Secondary Level students of grade twelve of the Education stream from Kathmandu, Bhaktapur and Lalitpur district.

### **2.3 Sample Population/Sampling Procedure**

For this study, the sample population consisted of 48 students (Appendix-C) studying in grade twelve of Education stream in Kathmandu, Bhaktapur and Lalitpur districts. Two schools from each district were selected purposively. Total schools were six. Eight students (4 boys and 4 girls) were selected from each

school. Four boys and four girls were selected in separate randomly (Fish bowl drawing). The sample population has been diagrammatically presented below.

Table No. 1: Sample Population (48)

S.N.	Name of Schools	Village / town	District	Total Population			Sample Population		
				Boys	Girls	Total	Boys	Girls	Total
1.	Mangal HSS	Kirtipur	Kathmandu	14	24	38	4	4	8
2.	Vijaya Smarak HSS	Dillibazar	"	23	19	42	4	4	8
3.	Adarsha Aazad HSS	Suryabinayak	Bhaktapur	15	39	54	4	4	8
4.	Krishna HSS	Kharipati	"	12	19	31	4	4	8
5.	Adarsh Saul Yubak HSS	Bungmati	Lalitpur	13	16	29	4	4	8
6	Kitini HSS	Godabari	"	9	21	30	4	4	8
	Total			86	138	224	24	24	48

## 2.4 Tools for Data Collection

For this study, the tools for data collection were test items. The researcher prepared ten different sets of objective type of questions to test the students' ability in identifying and forming major word classes (Appendix-D). Each item carried ten marks and total full mark was 100. Ten different test items were as follows:

- The first item was to identify the type of major word class (noun /verb/adjective/ adverb) from the reading text in which the words were underlined;
- The second item was to classify the given words in the provided column;
- The third item was to complete the sentences by choosing the word forms from the brackets;
- The fourth was multiple choice item;

- The fifth item was to write noun/ verb / Adjective/ Adverb against the given words;
- The sixth item was completion item (by forming new words);
- The seventh item was to change verb forms into noun;
- The eighth item was to change nouns and adjective forms into verb;
- The ninth item was to change noun and verb forms into adjective;
- The tenth item was to change adjective forms into adverb forms.

Out of ten items, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> items were for word identification and 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> items were for word formation. Total words of these items were 100. Out of 100 words, 50 words were for identification and 50 words for formation. Equal number of words were for each four word classes, eg. more especially 25 words were for noun, 25 for verb, 25 for adjective and 25 for adverb. The selected sample words are shown diagrammatically below:

Table No. 2: Sample Words

<b>S.N.</b>	<b>Type</b> \ ↓ word classes →	<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>	<b>Total</b>
1.	Identification	13	12	13	12	50
2.	Formation	12	13	12	13	50
	Total	25	25	25	25	100

All the words were selected purposively from the course book of grade eleven “The Magic of Words” (Appendix - A)

## 2.5 Process of Data Collection

For primary data collection, the researcher visited the selected schools. He requested the principals and subject teachers to assign him a convenient time and date for the administration of the test. After establishing rapport with principals,

subject teacher and students, he distributed the test items to the sample students and he explained the instructions that they had to follow. The time for the test was two hours. Then, he collected the answer papers and examined them objectively. The obtained score was analyzed and interpreted by using descriptive and statistical tools, i.e. percentage, rank, table, chart, graph, etc.

## **2.6 Limitations of the Study**

The proposed study had the following limitations:

- The study was limited to six Higher Secondary Schools of three districts: Kathmandu, Bhaktapur and Lalitpur;
- The selected schools were limited to community based Higher Secondary Schools,
- The students under the study were 48 of grade twelve of Education stream. Eight students were selected from each school (four boys and 4 girls);
- The study was based on the written language.
- For testing items, words were selected purposively from the course book of grade eleven, “The Magic of Words” ;
- The area of study was limited to derivational (suffixation) process for identification and formation of major word classes (noun/verb/adjective/adverb).



## CHAPTER THREE

### ANALYSIS, INTERPRETATION AND PRESENTATION OF DATA

This chapter is the heart of this research report which consists of all the main aspects of research study. To be more specific, the systematically collected data has been analyzed, interpreted and presented descriptively, comparatively and statistically with the help of statistics computation, percentage, rank, table, and figure. The data has been analyzed, interpreted and presented carefully in terms of sexwise, itemwise, word-classwise, schoolwise and districtwise.

The analysis, interpretation and presentation of the data were done under the following headings:

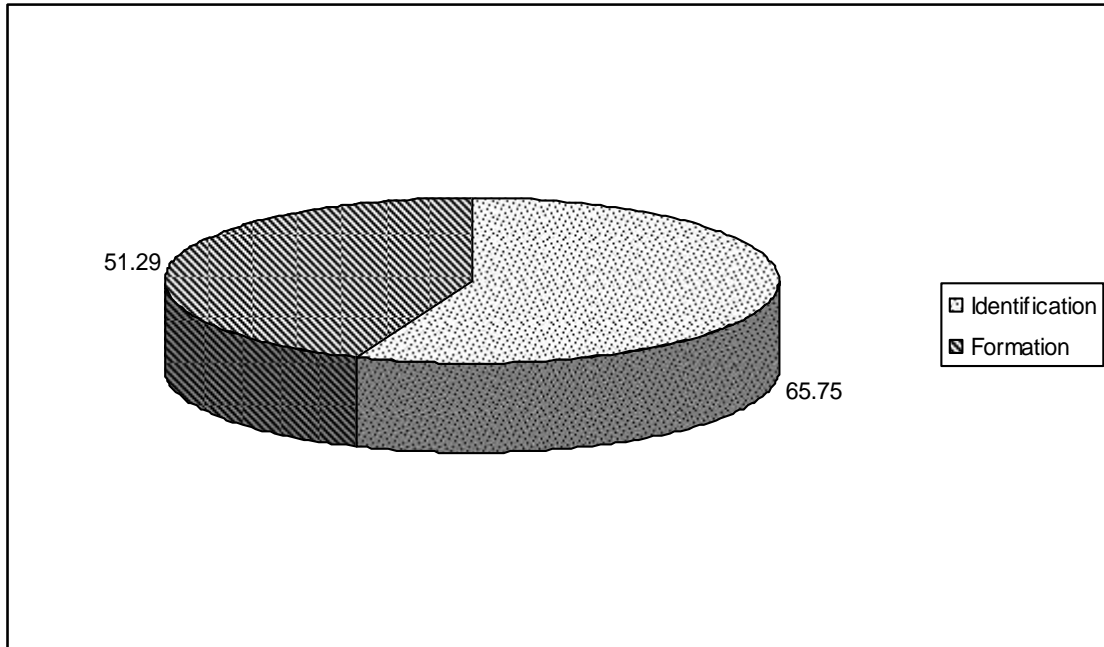
- Analysis of the total ability of the students on the whole in identifying and forming major word classes
- Sex wise analysis
- Item wise analysis
- Word class wise analysis
- School wise analysis
- District wise analysis

#### 3.1 Analysis of the total ability of the students on the whole in identifying and forming major word classes.

**Table No. 3 : Total ability in word identification and formation**

S.N.	Variables	N.S.	NW	FM	Marks	%	Avg.	G.T.			
								NW	FM	Marks	%
1.	Identification	48	2400	2400	1578	65.75	58.52	4800	4800	2809	58.52
2.	Formation		2400	2400	1231	51.29					
	Total	48	4800	4800	2809	58.52		4800	4800	2809	

**Figure : 2**



The above table/figure shows the total ability in identifying and forming major word classes on the test. The full marks for the word identification was 2400 of the test having 2400 words for the 48 students. The students secured 1578 marks out of the total marks, i.e. 65.75 percent of the marks, their status of ability in word identification was good. The full marks for the word formation was 2400 of the test having 2400 words for the 48 students. The students secured 1231 marks out of the total marks, i.e. 51.29 percent of the marks in the test. Since they obtained above 50% marks, their ability in word formation was satisfactory. In comparison to word formation, word identification seemed better since 14.46 percent was more in identification than in formation.

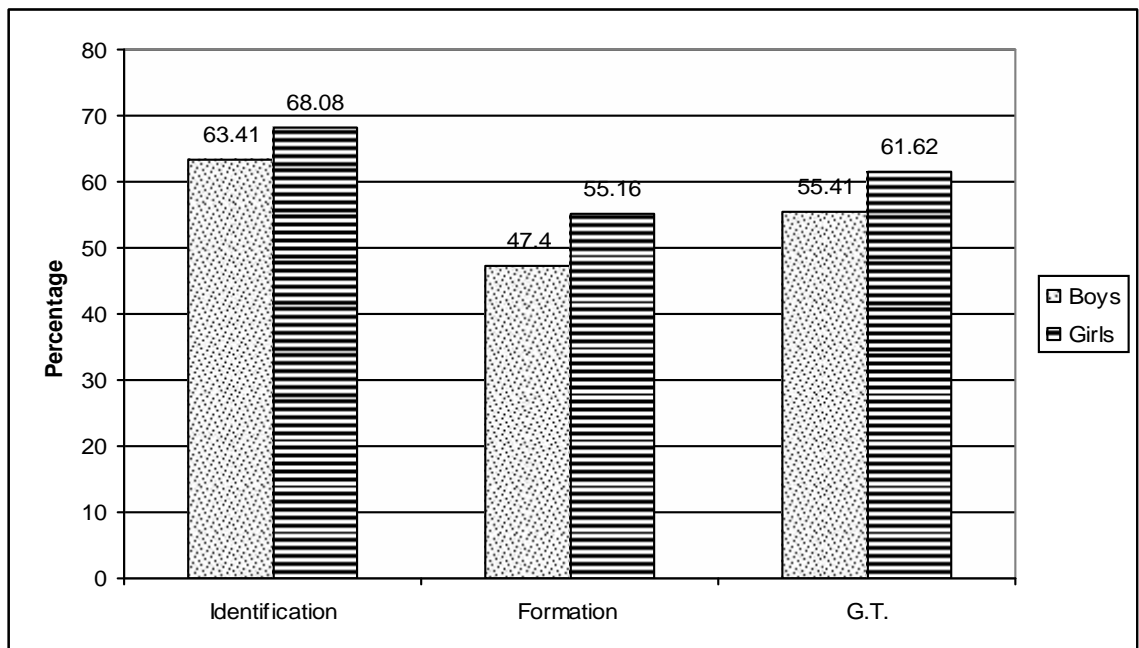
The grand total full marks was 4800 of the test with 4800 words for the 48 students. The students secured total 2809 marks out of the total marks; i.e. 58.52 percent of the marks in the test. Total ability in identifying and forming major word classes was found satisfactory since students secured above the average (50%) marks.

### 3.2 Sexwise Analysis

**Table No. 4: Sexwise Analysis of the Total Ability**

S.N	Variables	N	Identification			Formation			G.T.		
			Marks (out of 1200 )	%	Avg.	Marks (out of 1200)	%	Avg.	Marks (out of 2400)	%	Avg.
1.	Boys	24	761	63.41	65.75	569	47.4	51.29	1330	55.41	58.52
2.	Girls	24	817	68.08		662	55.16		1479	61.62	
	Total		1578			1231			2809		

Figure: 3



Analyzing the marks secured by the students in terms of sex, we came to the conclusion that the percentile scores by the girls was higher than their boys counter parts in both word identification and formation as well in total. Since girls obtained 68.08 percent in word identification and 55.16 percent in word formation, as well 61.62 percent in total whereas boys obtained 63.41 percent in word

identification and 47.41 percent in word formation, as well 55.41 percent in total. It was found that girls crossed above the average marks in both word identification and formation as well in total whereas boys crossed above average marks only in word identification but below the average in word formation, however, they crossed above the average in totality.

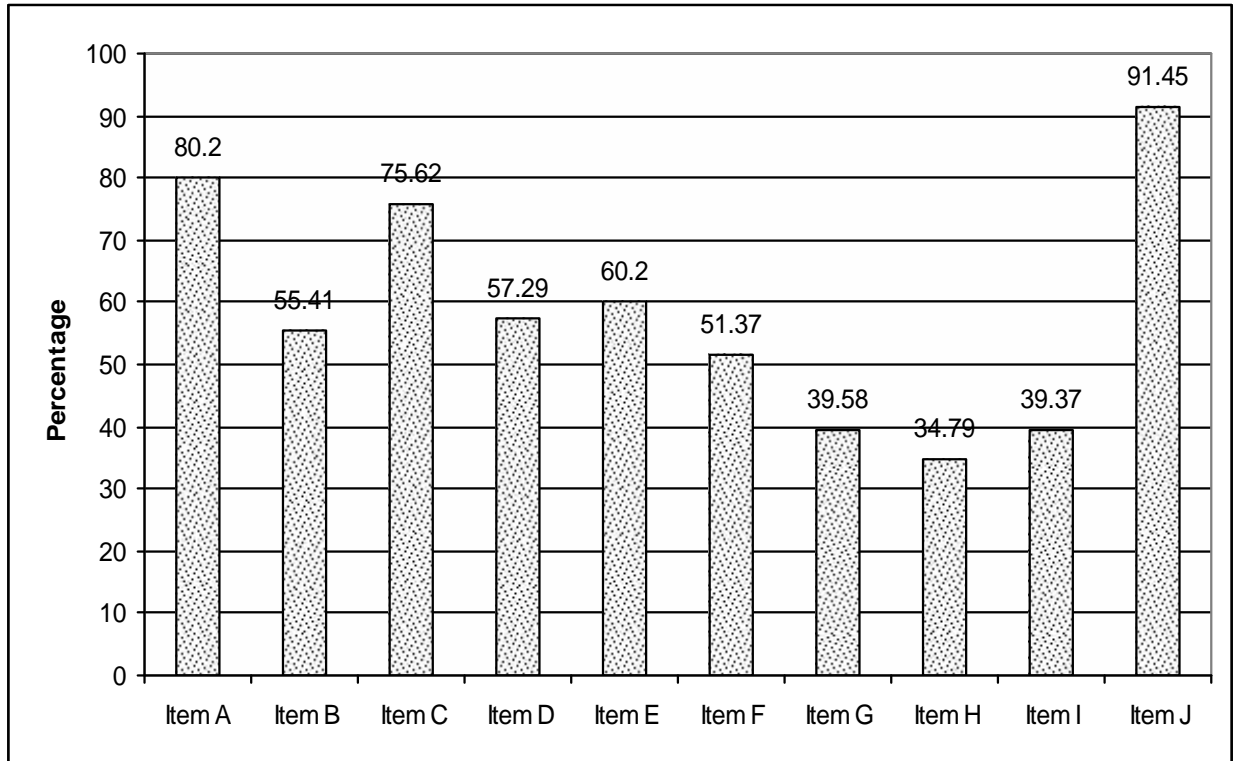
It showed that girls seemed satisfactory in both variables as well in total whereas, although the boys seemed satisfactory in word identification as well in total no found satisfactory in word formation.

### 3.3 Item Wise Analysis

**Table No. 5 : Item Wise Analysis of the Total Ability**

S.N.	Variables	Identification				Formation				G.T.			
		FM	Marks	%	Avg.	FM	Marks	%	Avg.	FM	Marks	%	Avg.
1	Item A	480	385	80.20	65.75%					2400	1578	65.75	58.52
2	Item B	480	266	55.41									
3	Item C	480	363	75.62									
4	Item D	480	275	57.29									
5	Item E	480	289	60.20									
6	Item F					480	246	51.37	51.29	2400	1231	51.29	
7	Item G					480	190	39.58					
8	Item H					480	167	34.79					
9	Item I					480	189	39.37					
10	Item j					480	439	91.45					
	Total	2400	1578			2400	1231			4800	2809		

Figure: 4



The table/figure above reflects the total ability in all ten testing items. There were 10 items of questions. Out of 10, five were for word identification and latter five were for word formation.

Regarding the word identification, students scored the highest in item no. A (80.20%), and second, third, fourth and fifth position were held by item no. C (75.62%), E (60.20%), D (57.29%) and B (55.41%) respectively. The lowest scored was in item no. B (55.41%). Item no. A was to identify the words (noun/verb/adjective/adverb) from the reading text which was the situational text. In item B, there students scored lowest marks was to classify the given words, which was non-situational context. It showed that students scored better in situational context than in non-situational context.

Regarding the word formation, students scored the highest in item no. J scoring 91.45 percent. Item no. j was to form the adverb from adjective. It showed

that students felt so easy in forming adverb. Students scored lowest marks in item H scoring 34.79 percent, item no. H was to form verb forms from noun and adjective. It showed that students felt so difficult in forming verb forms, since score was below the average, i.e. 34.79 percent. Second highest score was in item no. F (51.37%) in which they had to form two nouns, three verbs, two adjectives and three adverbs in the situational context, the result was satisfactory since the score was above the average, i.e. 51.37%. The third and fourth position were held by item no. G (39.58%) and I (39.37%) in which students had to form noun and adjective respectively. The result in item no. G and I was not satisfactory since the scores were below the average.

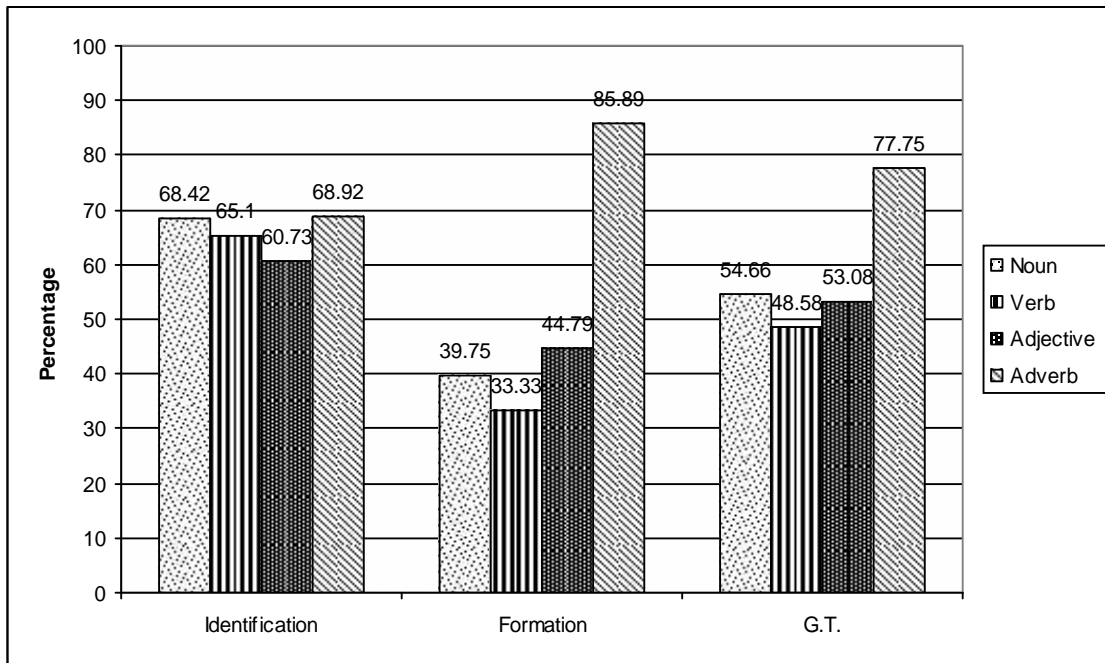
In total, out of 10 items, the result of J item was the best since the score was above the average, i.e. 91.45% whereas the result of H item was worst since the score was below the average, i.e. 34.79%.

### 3.4 Word-Class Wise Analysis

Table No. 6 : Word-Class Wise Analysis of the Total Ability

S.N	Variables	Identification				Formation				G.T.			
		FM	Mark s	%	Avg.	FM	Mark s	%	Avg.	FM	Mark s	%	Avg.
1	Noun	624	427	68.42	65.75	576	229	39.75	51.29	120	656	54.66	58.52
2	Verb	576	375	65.10		624	208	33.33		120	583	48.58	
3	Adjective	624	379	60.73		576	258	44.79		120	637	53.08	
4	Adverb	576	397	68.92		624	536	85.89		120	933	77.75	
	Total	2400	1578			2400	1231			4800	2809		

Figure: 5



The table/figure above shows the students' ability in terms of word classes. As mentioned in the table/figure above, students were found most proficient in adverb identification in which they secured 68.92 percent and the least proficient in adjective identification in which they secured 60.73 percent. Similarly, students' ability in noun and verb identification was found in the second and the third position in which they secured 68.42 percent and 65.10 percent respectively. The average score of students in all word classes (noun/verb/adjective/adverb) was found satisfactory since the average score was above the 50 percent.

In word formation, students were found most proficient in adverb formation and least in verb formation. The average score of students in adverb and verb formation were 85.89 percent and 33.33 percent respectively. Similarly, ability of the students in adjective and noun formation was found in second and third positions. The average score of students in adjectives and nouns were 44.79 percent and 39.75 percent respectively. The report showed that students were satisfactory only in adverb formation since they secured above average whereas no found satisfactory in nouns, verbs and adjectives formations since they secured below the average score.

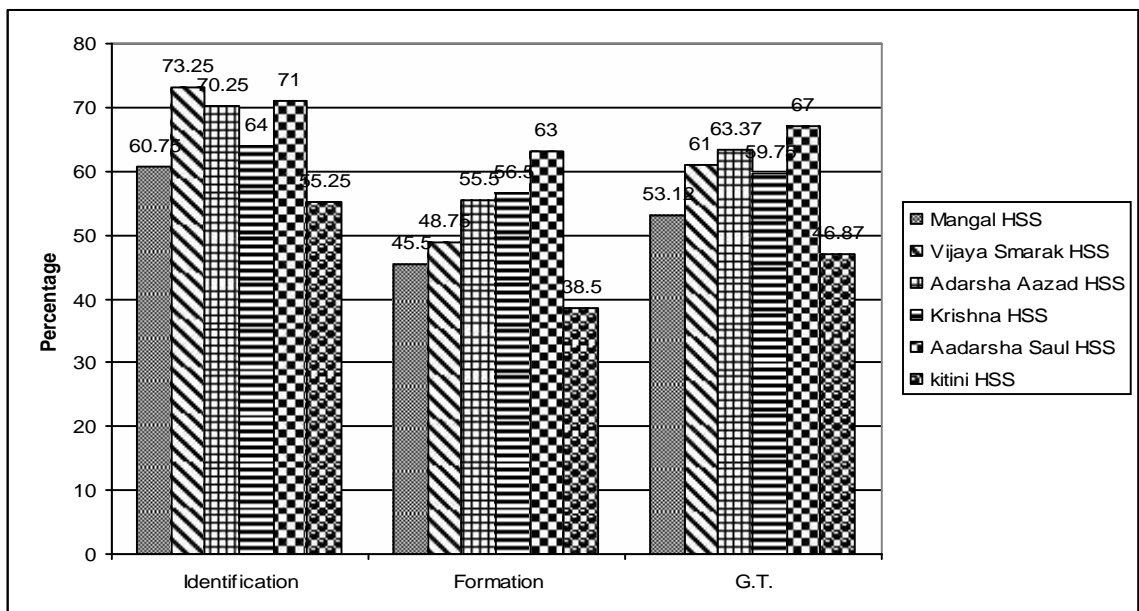
In total, students were found the most proficient in adverbs and the least proficient in verb. The average score of students in adverb and verb were 77.75 percent and 48.58 percent respectively. Similarly, students' ability in noun and adjective in terms of totality were found second and third position. The average scored of students in noun and adjective were 54.66 percent and 53.08 percent respectively. The students' ability in adverb, noun and adjective was found satisfactory since the average score was found above average and no satisfactory in verb (48.58%) since the average score was found below average score.

### 3.5 School Wise Analysis

Table No. 7: School Wise Analysis of the Total Ability

S.N.	Variables	NS	Identification				Formation				G.T.			
			FM	Marks	%	Avg.	FM	Marks	%	Avg.	FM	Marks	%	Avg.
1	Mangal HSS	8	400	243	60.75	65.75	400	182	45.50	51.29	800	425	53.12	58.52
2	Vijaya Smarak HSS	8	400	293	73.25		400	195	48.75		800	488	61.00	
3	Adarsha Aazad HSS	8	400	281	70.25		400	222	55.50		800	507	63.37	
4	Krishna HSS	8	400	256	64.00		400	226	56.50		800	478	59.75	
5	Aadarsha Saul HSS	8	400	284	71.00		400	252	63.00		800	536	67.00	
6	kitini HSS	8	400	221	55.25		400	154	38.50		800	375	46.87	
	Total	48	2400	1578			2400	1231			4800	2809		

Figure: 6





The above table/figure presents marks that the students of different schools obtained on the major word classes identification and formation.

School wise analysis of the marks in word identification and formation showed that out of 400 full marks for each school in word identification, the students of Vijaya Smarak HSS obtained 293 marks, i.e. 73.25 percent, the students of Adarsha Saul HSS obtained 284, i.e. 71.00 percent. The students of Adarsha Aazad HSS obtained 281, i.e. 70.25 percent, the students of Krishna HSS obtained 256, i.e. 64.00 percent. The students of Mangal HSS obtained 243, i.e. 60.75 percent and the students of Kitini HSS obtained 221, i.e. 55.25 percent from the highest to the lowest respectively. In other words Vijaya Smarak HSS was in the first position whereas Kirtini HSS is the last position. All the schools seemed satisfactory in word identification since they crossed the average score. In totality, the average score in word identification was 65.75 percent which was the above average so it was found satisfactory.

School wise analysis of marks in word formation showed that out of 400 full marks for each school. The students of Adarsha Saul HSS obtained 252 marks, i.e. 63.00 percent, the students of Krishna HSS obtained 226, i.e. 56.50 percent. The students of Adarsa Aazad obtained 222, i.e. 55.50 percent, the students of Viajaya Smarak obtained 195, i.e. 48.75 percent, the students of Mangal HSS obtained 182, i.e. 45.50 percent and the students of Kitini HSS obtained 154, i.e. 38.50 percent from the highest to the lowest respectively. In other words, Adarsha Saul HSS was the first position whereas Kitini HSS was the last position. The result showed that three schools like Adarsha Saul HSS, Krishna HSS and Adarsha Aazad HSS were found satisfactory in word formation since they crossed the average score whereas three schools like Vijaya Smarak HSS, mangal HSS and Kitini HSS were not found satisfactory since they did not cross the average score. In totality, the average score in word formation was 51.29 percent which was the above average so it was found satisfactory.

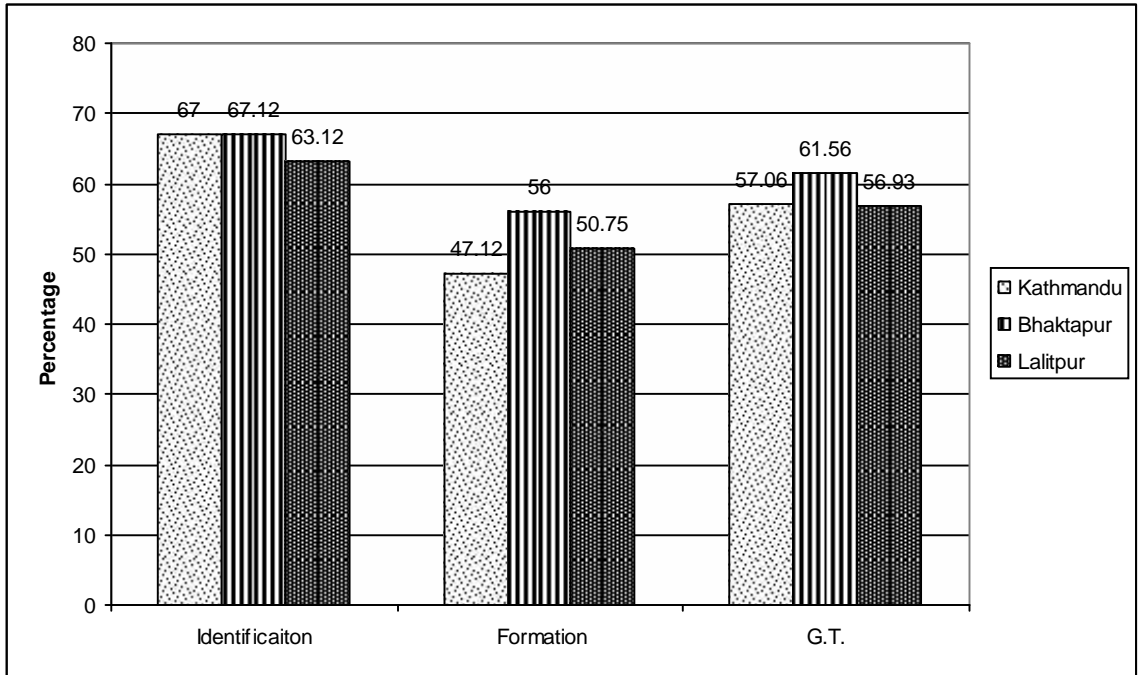
School wise analysis in totality on the both identification and formation showed that out of 800 full marks for each school, the students of Adarsha Saul HSS obtained 536, i.e. 67.00 percent, the students of Adarsha Aazad obtained 507, i.e. 63.37 percent, the students of Vijaya Smarak obtained 488 i.e 61.00 percent, the students of Krishna HSS obtained 478, i.e. 59.75 percent, the students of Mangal HSS obtained 425, i.e. 53.12 percent and the students of Kitini HSS obtained 375, i.e. 46.87 percent from the highest to the lowest respectively. In other words, Adarsha Saul HSS was in the first position whereas Kitini HSS was in the last position. The students of Adarsha Saul HSS, Adarsha Aazad HSS, Vijaya Smarak HSS, Krishna HSS and Mangal HSS crossed the average score so the result of these schools was found satisfactory whereas Kitini HSS did not cross the average score so the result of this school was not found satisfactory.

### 3.6 District Wise Analysis

Table No. 8: District Wise Analysis of the Total Ability

S.N	Variables	N	Identification			Formation			G.T.		
			Mark s (out of 800)	%	Avg.	Marks (out of 800)	%	Avg.	Mark s (out of 1600)	%	Avg.
1.	Kathmandu	16	536	67.00	65.75	377	47.12	51.29	913	57.06	58.52
2.	Bhaktapur	16	537	67.12		448	56.00		985	61.56	
3.	Lalitpur	16	505	63.12		406	50.75		911	56.93	
	Total	48	1578			1231			2809		

Figure: 7



The above mentioned table/figure reflects the ability in word identification and formation of major word classes in terms of district wise. District wise analysis of the marks in word identification showed that out of 800 full marks for each district, the students of Bhaktapur district obtained 537, i.e. 67.12 percent, the students of Kathmandu district obtained 536, i.e. 67.00 percent and the students of Lalitpur district obtained 505, i.e. 63.12 percent from the highest to the lowest respectively. It showed that the students of Bhaktapur held the first position whereas Lalitpur held the last position. The result of all there three districts seemed satisfactory since, they were found above the average.

District wise analysis of the marks in word formation showed that out of 800 full marks for each district, the students of Bhaktapur district obtained 448, i.e. 56.00 percent, the students of Lalitpur district obtained 406, i.e. 50.75 percent and the students of Kathmandu district obtained 377, i.e. 47.12 percent from the highest to the lowest respectively. It showed that the students of Bhaktapur held the first position whereas Kathmandu district held the last position. The result of Bhaktapur and Lalipur was found satisfactory since they crossed the above

average whereas the result of Kathmandu district in word formation was not found satisfactory since it did not cross the average.

In aggregate, district wise analysis in both word identification and formation showed that out of 1600 full marks for each district the students of Bhaktapur district obtained 985, i.e. 61.56 percent, the students of Kathmandu district obtained 913, i.e. 57.06 percent and the students of Lalitpur district obtained 911, i.e. 56.93 percent from the highest to the lowest respectively. . In this way, the result of Bhaktapur district held the first position whereas Lalitpur held the last position. All those three districts, in aggregate seemed satisfactory since they crossed the average score.

### 3.7 Sex Wise Analysis in Each Testing Items

Table No. 9 : Sex Wise Analysis in each Testing Items

S.N	Variables	Identification				Formation			
		Boys		Girls		Boys		Girls	
		Marks Out of 240	%	Marks Out of 240	%	Marks Out of 240	%	Marks Out of 240	%
1	Item A	189	78.75	196	81.66				
2	Item B	129	53.75	137	57.08				
3	Item C	166	69.16	197	82.08				
4	Item D	133	55.41	142	59.16				
5	Item E	144	60.00	145	60.04				
6	Item F					110	45.83	136	56.66
7	Item G					88	36.66	102	42.5
8	Item H					72	30.00	95	39.58
9	Item I					82	34.16	107	44.58
10	Item J					217	90.41	222	92.5
	Total	761	63.41	817	60.04	569	47.41	662	55.16

The above table reveals the various facts regarding different items in terms of sex. Boys obtained the highest marks in item A (78.75%) and the lowest in item B (53.75%) whereas girls obtained the highest in item A (81.66%) and the lowest in item B (57.08%) regarding the word identification. Both groups, boys and girls were found satisfactory in all items in terms of word identification.

Regarding the word formation, boys obtained the highest in item 'J' (90.41%) and the lowest in item 'H' (30.00%) whereas girls obtained the highest score in item 'J' (92.5%) and the lowest in item 'H' (39.58%). Boys crossed average score only in one item 'J'. It showed that boys were found satisfactory only in 'J' items but in other items like F, G, H and I, boys were not found satisfactory since, they did not cross average. Similarly, girls were found satisfactory in two items, i.e. F and J, in which they crossed average but in items G, H and I, they were not found satisfactory since they did not cross the average score. It showed that girls were better than boys.

### 3.8 Sex wise Analysis in each word class

Table No. 10: Sex Wise Analysis in each word Class

S	Variable	Identification								Formation								G.T							
		N		V		Adj		Adv.		N		V		Adj		Adv.		N		V		Adj		Adv.	
		Mar	%	Mar	%	Mar	%	Mar	%	Mar	%	Mar	%	Mar	%	Mar	%	Mar	%	Mar	%	Mar	%	Mar	%
N	s	ks		rks		ks		ks		ks		ks		ks		ks		ks		ks		ks		ks	
		Out		Out		Out		Out		Out		Out		Out		Out		Out		Out		Out		Out	
		of		of		of		of		of		of		of		of		of		of		of		of	
		300		300		300		300		300		300		300		600		600		600		600		600	
1	Boys	204	68.0	179	59.6	181	60.3	197	65.66	105	35.0	87	29.00	115	38.3	262	87.33	309	44.33	266	44.33	296	49.33	459	76.50
		0		6		3				0				3											
2	Girls	223	74.3	196	65.3	198	66.0	20	66.66	124	41.3	121	40.33	143	47.6	274	91.33	347	57.83	317	52.83	341	56.83	474	79.00

			3		3		0				3				6										
	Total	427	71.1	375	62.5	379	63.1	397	66.61	229	38.1	208	34.66	258	43.0	556	89.33	656	54.66	583	48.58	637	53.08	933	77.75
			6		0		6				6				0										



The above table reflects the sex wise analysis in each word class (noun/verb/adjective /adverb). Regarding the word identification boys obtained the highest marks in noun (68.00%) and the lowest in verb (59.66%) identification. Boys were found satisfactory in word identification since they crossed average marks in all four classes. Similarly, girls obtained the highest in noun (74.33%) and lowest in verb (65.33%) identification. Girls were found satisfactory in word identification since they crossed average marks in all four word classes.

Regarding the word formation, boys obtained the highest in adverb (87.33%) and lowest in verb (29.00%) formation. Boys crossed average only in adverb formation but they did not cross average in other word classes like adjectives (38.33%), verbs (29.00%), nouns (35.00%). Similarly, girls obtained the highest in adverb (91.33%) and the lowest in verb (40.33%) formation. Girls crossed average only in adverb formation but they did not cross average in other word classes like nouns (38.16%), verbs (40.33%), adjectives (47.66%).

In aggregate, boys obtained the highest in adverbs (76.50%) and the lowest in verb (44.33%) identification and formation. Boys crossed average only in adverbs (76.50%), and noun (51.50%) and in other two classes, verbs (44.33%) and adjectives (49.33%), boys did not cross average. Similarly, girls obtained the highest in adverb (79.00%) and the lowest in verb (52.83%) and also in other word classes, like in nouns (57.83%) and in adjective (56.83%) identification and formation. It showed that girls were better than boys in all word classes.

### 3.9 Sex Wise Analysis in Each School

Table No. 11 : Sex Wise Analysis in Each School

S. N.	Variables	Identification				Formation				G.T.			
		Boys		Girls		Boys		Girls		Boys		Girls	
		Marks out of 200	%	Marks out of 200	%	Marks out of 200	%	Marks out of 200	%	Marks out of 400	%	Marks out of 400	%
1	Mangal HSS	123	61.50	120	60.00	82	41.00	100	50.00	205	51.25	220	55.00
2	Vijaya Smarak HSS	149	74.50	144	72.00	111	55.50	84	42.00	260	65.00	228	37.00
3	Adarsha Aazad HSS	141	70.50	140	70.00	103	51.50	123	61.50	244	61.00	263	65.75
4	Krishna HSS	162	51.00	154	77.00	92	46.00	130	65.00	194	48.50	284	71.00
5	Adarsha Saul HSS	135	67.00	149	74.5	121	60.50	131	65.50	256	64.00	280	70.00
6	Kitini HSS	111	55.50	110	55.00	60	30.00	94	47.00	171	42.75	204	51.00
	Total	761	63.41	817	68.08	569	47.41	662	55.16	1330	55.41	1479	61.62

As mentioned in the above table, regarding the word identification, the boys of Vijaya Smarak HSS obtained the highest (74.50%) whereas the boys of Krishna HSS obtained the lowest (51.00%) score. Boys of all schools seemed satisfactory since they crossed the average in word identification. Similarly, the girls of Krishna HSS obtained the highest (77.00%) whereas the girls of Kitini HSS obtained the lowest (55.00%) score. Girls of all schools seemed satisfactory since they crossed the average score in word identification.

Regarding the word formation, the boys of Adarsha Saul HSS obtained the highest (60.50%) whereas the boys of Kitini HSS obtained the lowest (30.00%) score in word formation. The boys of Adarsha Saul HSS (60.50%), Vijaya Smarak HSS (55.50%) and Adarsha Azad (51.50%) seemed satisfactory since they crossed the average score in word formation. Similarly, the boys of Mangal HSS (41.00%), Krishna HSS (46.00%) and Kitini HSS (30.00%) seemed not satisfactory since they did not cross the average. In the same way, the girls of Adarsha Saul HSS obtained the highest (65.50%) whereas the girls of Vijaya Smarak HSS obtained the lowest (42.00%) in word formation. The girls of Adarsha Saul HSS (65.50%), Krishna HSS (65.00%), Adarsha Azad HSS (61.50%) and Mangal HSS (50.00%) seemed satisfactory since they crossed the average. Similarly, the girls of Vijaya Smarak HSS (42.00%) and Kitini HSS (47.00%) seemed not satisfactory since they did not cross average score in word formation.

In aggregate, the boys of Vijaya Smarak HSS obtained the highest (65.00%) whereas the boys of Kitini HSS obtained the lowest (42.75%) in both word identification and formation. The boys of Vijaya Smarak HSS (65.00%), Mangal HSS (51.25%), Adarsha Azad HSS (61.00%) and Adarsha Saul HSS (64.00%) seemed satisfactory since they crossed the average. Whereas, the boys of Kitini HSS (42.75%) and Krishna HSS (48.50%) did not seem satisfactory since they did not cross the average. In the same way, the girls of Krishna HSS obtained the highest (71.00%) whereas the girls of Kititni HSS obtained the lowest

(51.00%) marks in word identification and formation. The girls of all schools were found satisfactory since they crossed the average score in word identification and formation.

### 3.10 Sex Wise Analysis in Each District

Table No. 12: Sex Wise Analysis in Each District

S. N.	Variables	Identification				Formation				G.T.			
		Boys		Girls		Boys		Girls		Boys		Girls	
		Marks Out of 400	%	Marks Out of 400	%	Marks Out of 400	%	Marks Out of 400	%	Marks Out of 800	%	Marks Out of 800	%
1	Kathmandu	272	68.00	264	66.00	193	48.25	184	46.00	465	58.12	448	56.00
2	Bhaktapur	243	60.75	294	73.50	195	48.75	253	63.25	438	54.75	547	68.37
3	Lalitpur	246	61.50	259	64.75	181	45.25	225	56.25	427	53.37	484	60.50
	Total	761	63.41	817	68.08	569	47.41	662	55.16	1330	55.41	1479	61.62

The table above reflects that regarding the word identification, the boys of Kathmandu district obtained the highest (68.00%) whereas the boys of Bhaktapur district obtained the lowest (60.75%) marks in word identification and Lalitpur held the middle position (61.50%). The boys of all districts seemed satisfactory since they crossed the average. Similarly, the girls of Bhaktapur district obtained the highest (73.50%) whereas the girls of Lalitpur district obtained the lowest (64.75%) in word identification and Kathmandu held the middle position (66.00%). The girls of all district seemed satisfactory since they crossed the average.

Regarding the word formation, the boys of Bhaktapur district obtained the highest (48.75%) whereas the boys of Lalitpur district obtained the lowest (45.25%) marks and Kathmandu held the middle position (48.25%). The boys of all districts were not found satisfactory in word formation since they did not cross the average. Similarly, the girls of Bhaktapur district obtained the highest (63.25%) whereas the girls of Kathmandu district obtained the lowest (46.00%) in word formation and Lalitpur held middle position (56.25%). The girls of Bhaktapur and Lalitpur were found satisfactory since they crossed the average and the girls of Kathmandu district were not found satisfactory since they did not cross the average.

In aggregate, the boys of Kathmandu district obtained the highest (58.12%) whereas the boys of Lalitpur obtained the lowest (53.37%) score in both word identification and formation and Bhaktapur district held the middle position (54.75%). The boys of all districts were found satisfactory since they crossed the average. Similarly, the girls of Bhaktapur district obtained the highest (68.37%) whereas the girls of Kathmandu district obtained the lowest (56.00%) score in both word identification and formation and Lalitpur district held middle position (60.50%). The girls of all districts seemed satisfactory since they crossed the average.

### 3.11 Item Wise Analysis in Each Word Class

Table No. 13: Item Wise Analysis in Each Word Class

S.N	Variables	Noun			Verb			Adjective			Adverb			G.T.		
		FM	Marks	%	FM	Marks	%	FM	Marks	%	FM	Marks	%	FM	Marks	%
1	Item A	144	100	69.	96	84	87.	144	113	78.	96	88	91.	480	385	80.
2	Item B	96	61	63.	144	79	54.	96	52	54.	144	74	51.	480	266	55.
				54			86			16			38			41
3	Item C	144	116	80.	96	74	77.	144	102	70.	96	71	73.	480	363	75.
				55			08			83			95			62
4	Item D	96	61	63.	144	91	63.	96	38	39.	144	85	59.	480	275	57.
				54			19			58			02			29
5	Item E	144	89	61.	96	47	48.	144	74	51.	96	79	82.	480	289	60.
				80			95			38			29			20
6	Item F	96	39	40.	144	41	28.	96	69	71.	144	97	67.	480	246	51.
				62			47			87			36			25
7	Item G	480	190	39.										480	190	39.
				58												58
8	Item H				480	167	34.							480	167	34.
							79									79
9	Item I							480	189	39.				480	189	39.
										37						37
10	Item J										480	439	91.	480	439	91.
													45			45
	Total	1200	656	54.	1200	583	48.	1200	637	53.	1200	933	77.	4800	2809	58.
				66			58			08			75			52

As the above table shows that the word class 'noun' was responded best in item 'C' (80.55%) whereas worst in item 'G' (39.58%). The item 'C' was for word identification in contextual condition and the item 'G' was for word formation in non-contextual condition. The responses of noun in items A, B, C, D, and E were found satisfactory since the result in these items were above the average. The responses in items, F and G were found not satisfactory since, the results in these items were below the average.

The word class 'verb' was responded best in item 'A' (87.50%) whereas worst in item 'F' (28.47%). The item 'A' was for word identification in contextual condition and the item 'F' was for word formation in contextual condition. The responses of verb in items A, B, C and D were found satisfactory since the results in these items were above the average. The responses of verb in items E, F and H were found not satisfactory since the results in these items were below the average.

The word class 'Adjective' was responded best in item 'A' (78.47%) whereas worst in item 'I' (39.37%). The item 'A' was for word identification in contextual condition and the item 'I' was for word formation in non-contextual condition. The responses of adverb A, B, C, E and F were found satisfactory since the results in these items were above the average. The responses of adjective in items D and I were found not satisfactory since the results in these items were below the average.

The word class 'Adverb' was responded best in item A (91.66%) whereas worst in item B (51.38%). The item A was for word identification in contextual condition and the item 'B' was also for word identification in non-contextual condition. The responses of adverb in all items like A (91.66%), B (51.38%), C (73.95%), D (59.02%), E (82.29%), F (67.36%) and J (91.45%) were found satisfactory since the results in all these items were above the average.

### 3.12 Item Wise Analysis in Each School

Table No. 14 : Item Wise Analysis in Each School

S N	Variabl es	Identification										Formation									
		Item A		Item B		Item C		Item D		Item E		Item F		Item G		Item H		Item I		Item J	
		Mark s	%	Mark s	%	M ar ks	%	M ar ks	%	M ar ks	%	M ar ks	%	Mar ks	%	M ar ks	%	M ar ks	%	Ma rks	%
1	Mangal HSS	60	75.00	40	50.00	58	72.50	42	52.50	43	53.75	28	35.00	31	38.75	21	26.25	25	31.25	77	96.25
2	Vijaya Smarak HSS	66	82.50	48	60.00	63	78.75	59	75.75	57	71.25	42	52.50	28	35.00	29	36.25	21	26.25	75	93.75
3	Adarsha Azad HSS	69	86.25	49	61.25	62	77.50	52	65.00	49	61.25	47	58.75	45	56.25	33	41.25	35	43.75	66	82.50
4	Krishna HSS	65	81.25	45	56.25	60	75.00	41	51.25	45	56.25	42	52.50	23	28.75	33	41.25	46	57.50	78	97.50
5	Adarsha Saul HSS	61	76.25	50	62.50	68	85.00	49	61.25	56	70.00	55	55.75	36	45.00	42	52.50	40	50.00	79	98.75
6	Kitini HSS	64	80.00	34	42.50	51	63.75	39	48.75	39	48.75	32	40.00	27	33.75	9	11.25	22	27.50	64	80.00
	Total	385	80.20	266	55.41	362	75.41	276	57.50	289	60.20	246	51.25	190	39.58	167	34.79	189	39.37	439	91.45

The above table shows the item wise analysis in each school. The students of Mangal HSS secured best in item A (75.00%) and worst in item 'B' (50.00%) in terms of word identification. The students of this school secured best in item 'J' (96.25%) and worst in item H (26.25%) in terms of word formation. As a whole, the students of Mangal HSS secured best in item 'J' (96.25%) and worst in item H (26.25%). The students of Mangal HSS were found satisfactory in items, A (75.00%), B (50.00%), C (72.50%), D (52.50%), E (53.75%) and J (96.25%) since they crossed the average. The students of this school were found not satisfactory in items F (35.00%), G (38.75%), H (26.25%) and I (31.25%) since they did not cross the average.

Similarly, the students of Vijaya Smarak HSS secured best in item A (82.50%) and worst in item B (60.00%) in terms of word identification. The students of this school secured best in item J (93.75%) and worst in item I (26.25%). The students of Vijaya



Smarak were found satisfactory in items A (82.50%), B (60.00%), C (78.75%), D (73.75%) E (71.25%), F (52.50%) and J (93.75%). Since they cross the average. The students of this school were found not satisfactory in items G (35.00%) H (36.25%) and I (26.25%) since they did not cross the average. Likewise, the students of Adarshs Azad HSS secured best in item A (86.25%) and worst in items C and D (61.25%) in term of word identification. The students of this school secured best in item J (82.50%) and worst in item H (41.25%) in terms of word formation. As a whole, the students of this school secured best in item A (86.25%) and worst in item 'H' (41.25%). The students of this school were found satisfactory in items A (86.25%), B (66.25%), C (77.50%), D (65.00%), E (61.25%) F (58.75%), G (56.25%), I (82.50%) crossed the average and not found satisfactory in items H (41.25%) and I (43.75%) since they did not cross the average.

Similarly, the students of Krishna HSS secured best in item 'A' (81.25%) and worst in item 'D' (51.25%) in terms of word identification. The students of this school secured best in item 'J' (97.50%) and worst in item 'G' (28.75%) in terms of word formation. As a whole, the students of this school secured best in item 'J' (97.50%) and worst in item 'G' (28.75%). The students of this school were found satisfactory in items A (81.25%), B (56.25%), C (75.00%), D (51.25%) E (56.25%) F (65.75) I (57.50% ) and J (97.50%) since they crossed the average and not found satisfactory in items G (28.75%) and H (41.25%) since they did not cross the average.

Similarly, the students of Adrasha Saul HSS secured best in item 'C' (85.00%) and worst in item 'D' (45.00%) in terms of word formation. As a whole, the students of this school secured best in item 'J' (98.00%) and worst in item 'G' (45.00%). The students of this school were found satisfactory in items 'A' (76.25%), 'B' (62.50%), C (85.00%), 'D' (61.25%), 'E' (70.00%), F (65.75%), H (52.50%), 'I' (50.00%) and 'J' (98.75%), since they crossed the average and not found satisfactory in one item 'G' (45.00%). Since they did not cross the average.

Likewise, the students of Kitini HSS secured best in item A (80.00%) and worst in items D (48.75%) and E (48.75%) in terms of word identification. The students of this school secured best in item 'J' (80.00%) and worst in item 'H' (11.25%) in terms of word identification. As a whole, the students of this school secured best in terms 'A' (80.00%) and 'J' (80.00%) and worst in item 'H' (11.25%). The students of this school were found

satisfactory in items 'A (80.00%), 'C' (63.75%), and J (80.00%) . Since they crossed the average not found satisfactory in items 'B' (42.50%) D (48.75%), E (48.75%), F (40.00%), G (33.75%), H (11.25%) and I (27.50%) since they did not cross the average.

### 3.13 Item wise Analysis in Each District

Table no. 15 item wise analysis in Each District

S N	Variable s	Identification										Formation									
		Item A		Item B		Item C		Item D		Item E		Item F		Item G		Item H		Item I		Item J	
		Mark s Out of 80	%	Mar ks Out of 80	%	Mar ks Out of 80	%	Mar ks Out of 80	%	Ma rks Ou t of 80	%	Ma rks Ou t of 80	%	Ma rks Ou t of 80	%	Ma rks Ou t of 80	%	Ma rks Ou t of 80	%	Ma rks Ou t of 80	%
1	Kathman du	126	78.75	88	55.00	121	75.62	101	63.12	10	62.5	70	43.75	59	36.87	50	31.25	46	28.75	152	95.00
2	Bhaktapur	134	83.75	94	58.75	122	76.25	93	58.12	94	58.75	89	55.62	68	42.50	66	41.25	81	50.62	144	90.00
3	Lalitpur	125	78.12	84	52.50	119	74.37	82	51.25	95	59.37	59	37	87	54.37	63	39.37	51	31.87	62	38.75
		385	80.20	266	55.41	362	75.41	276	57.50	28	60.9	24	51.6	19	39.0	167	34.79	189	39.57	439	91.45

The above table reflects the item wise analysis in each district. The students of Kathmandu district secured best in item A (78.75%) and the worst in item B (55.00%) in terms of word identification. The students of this district secured best in term 'J' (95.00%) and the worst in item I (28.75%) in terms of word formation. As a whole, the students of this school secured best in item 'J' (95.00%) and the worst in item 'I' (28.75%). The students of this district were found satisfactory in items A (78.75%), B (55.00%), C (75.62%), D (63.12%), E (62.50%) and J (95.00%) since they crossed the average and not found satisfactory in items F (43.75%), G (36.87%), H (31.25%) and I (28.75%) since they did not cross the average.

Similarly, the students of Bhaktapur district secured best in item A (83.75%) and worst in item D (58.12%) in terms of word identification. The students of this district secured best in item 'J' (90.00%) and worst in item 'H' (41.25%) in terms of word formation. As a whole the students of this district secured best in item J (90.00%) and worst in item H (41.25%). The students of this district were found satisfactory in items A (83.75%), B (58.75%) C (76.25%), D (58.12%), E (58.75%), F (55.62%), I (50.62%) and J (90.00%) since they crossed the average not found satisfactory in items G (42.50%) and H (41.25%) since they did not cross the average.

Similarly, the students of Lalitpur district secured best in item A (78.12%) and worst in item D (51.25%) in terms of word identification. The students of this district secured best in item J (89.37%) and worst in item H (31.87%) in terms of word formation. As a whole, the students of this school secured best in item 'J' (89.37%) and worst in item H (31.87%). The students of this district were found satisfactory in items A (78.12%), B (52.50%), C (74.37%), D (51.25%), E (59.37%), F (54.37%) and J (89.37%) since they crossed the average and not found satisfactory in item G (39.37%), H (31.87%), and I (38.75%) since they did not cross the average.

### 3.14 Word Class Wise Analysis in Each School

Table No. 14 : Word Class Wise Analysis in Each School

SN	Variables	Identification								Formation							
		Noun		Verb		Adjective		Adverb		Noun		Verb		Adjective		Adverb	
		Mar	%	Mar	%	Mar	%	Mar	%	Mar	%	Marks	%	Mar	%	Mar	%
		ks		ks		ks		ks		ks		out		ks		ks	
		out		out		out		out		out		of		of		of	
		of		of		of		of		of		104		of		of	
		104		96		104		96		96				96		104	
1	Mangal HSS	66	63.46	58	60.41	58	55.76	61	63.54	35	36.45	23	22.11	33	34.37	91	87.50
2	Vijaya Smarak HSS	84	80.76	69	71.87	67	64.42	73	76.04	35	36.46	38	36.53	32	33.33	90	86.55
3	Adarsha Azad HSS	68	65.76	73	76.04	73	70.19	67	69.79	53	55.20	40	38.46	49	51.04	84	80.76
4	Krishna HSS	65	62.55	53	55.20	63	60.57	75	78.12	31	32.29	42	43.38	58	60.41	91	87.50
5	Adarsha Saul HSS	84	80.76	72	75.00	60	57.69	68	70.83	44	45.83	54	51.92	54	56.25	100	96.15
6	Kitini HSS	60	57.69	50	52.08	58	55.76	53	55.20	31	32.29	11	10.50	32	33.33	80	76.92
	Total	427	68.42	375	65.00	379	60.73	397	68.92	229	39.75	208	33.33	258	44.79	536	85.89

Analyzing the marks secured by the students of different schools in terms of word classes, as mentioned above table, Mangal HSS secured the highest marks in adverb identification (63.54%) and the lowest in adjective identification (55.76%). Similarly, the students of this school secured the highest in adverb formation (87.50%) and the lowest in verb formation (22.11%). The students of this school were found satisfactory in noun identification (63.46%) verb identification (60.41%), adjective identification (55.76%), adverb identification (63.54%) and adverb formation (87.50%) since they crossed the average. Similarly, the students of this school were found not satisfactory in noun formation (36.45%), verb formation (22.11%), and adjective formation (34.37%) since they did not cross the average.

Likewise, the students of Vijaya Smarak HSS secured the highest marks in noun identification and the lowest in adjective identification (64.42%). Similarly, the students of this school secured the highest in adverb formation (86.53%) and the lowest in adjective formation (33.33%). The students of this school were found satisfactory in noun (80.76%), verb (71.87%), adjective (64.42%), adverb (76.64%) identification and adverb formation (86.53%) since they crossed the average and not found satisfactory in noun (36.45%), verb (36.53%), and adjective (33.33%) formation since they did not cross the average.

Similarly, the students of Adarsha Azad HSS secured the highest marks in verb identification (76.04%) and the lowest in noun identification (65.38%). In the same way, the students of this school secured the highest in adverb formation (80.76%) and the lowest in verb formation (38.46%). The students of this school were found satisfactory in noun (65.38%), verb (76.04%), adjective (70.19%), adverb (69.79%) identification, noun (55.20%), adjective (51.04%) and adverb (80.76%) formation, since they crossed the average and not found satisfactory in verb (38.46%) formation since they did not cross the average.

Similarly, the students of Krishna HSS secured the highest marks in adverb identification (78.12%) and the lowest in verb identification (55.20%). In the same way, the students of this school secured the highest marks in adverb formation (87.50%) and the lowest in noun formation (32.29%). The students of this school were found satisfactory in noun (62.30%), verb (55.20%), adjective (60.57%), adverb (78.12%) identification, adjective (60.41%) and adverb (87.50%) formation, since they crossed the average and not found satisfactory in noun (32.29%) and verb (43.38%) formation since they did not cross the average.

In the same way, the students of Adarsha Saul HSS secured the highest marks in noun identification (80.76%) and the lowest in adjective identification (57.69%). Similarly, the students of this school secured the highest marks in adverb formation (96.15%) and the lowest in noun formation (45.43%). The students of this school were found satisfactory in noun (80.76%), verb (75.00%),

adjective (57.69%) adverb (70.83%) identification, verb (51.92%), adjective (56.25%) and adverb (96.15%) formation since they crossed the average and not found satisfactory in noun (45.83%) formation since they did not cross the average.

Similarly, the students of Kitini HSS secured the highest marks in noun identification (57.69%) and the lowest in verb identification (52.08%) . In the same way, the students of this school secured the highest marks in adverb formation (67.92%) and the lowest in verb formation (10.50%). The students of this school were found satisfactory in noun (57.69%), verb (52.08%), adjective (55.76%), adverb (55.26%), identification, and adverb (76.92%) formation. Since they crossed the average and not found satisfactory in noun (32.29%), verb (10.50%) and adjective (33.33%) formation since they did not cross the average.

### 3.15 Word Class Wise Analysis in Each District

Table No. 17 Word Class Wise Analysis in Each District

SN	Vari-ables	Identification								Formation							
		Noun		Verb		Adjective		Adverb		Noun		Verb		Adjective		Adverb	
		Mar	%	Mar	%	Mar	%	Mar	%	Mar	%	Mar	%	Mar	%	Mar	%
		ks	out	of	208	ks	out	of	192	ks	out	of	208	ks	out	of	104
1	Kathmandu	150	72.11	127	66.14	125	60.09	134	69.79	70	36.45	61	29.32	65	33.85	181	87.01
2	Bhaktapur	133	63.94	126	65.62	136	65.38	142	73.95	84	43.75	82	39.42	107	55.72	175	84.13
3	Lalitpur	144	69.23	122	63.54	118	56.73	121	63.02	75	39.06	65	32.25	86	44.75	180	86.53
	Total	427	68.42	375	65.10	379	60.75	397	68.92	229	39.75	208	33.33	258	44.79	536	85.59

The above table shows that the students of Kathmandu district secured the highest marks in noun identification (72.11%) and the lowest in adjective identification (60.09%). The students of this district secured the highest marks in adverb formation (87.01%) and the lowest in verb formation (29.32%). The students of this district were found satisfactory in noun (72.11%), verb (66.14%), adjective (60.09%), adverb (69.79%) identification and adverb (87.01%) formation since they crossed the average and not found satisfactory in noun (36.45%) verb (29.32%) and adjective (33.85%) formation, since they did not cross the average.

Similarly, the students of Bhaktapur district secured the highest marks in adverb identification (73.95%) and the lowest in noun identification (63.94%). The students of this district secured the highest marks in adverb formation (84.13%) and the lowest in verb formation (39.42%). The students of this district

were found satisfactory in noun (63.94%), verb (65.62) adjective (65.38%), adverb (73.95%) identification, adjective (55.72%) and adverb (84.13%) formation, since they crossed the average, and not found satisfactory in noun (43.75) and verb (39.42%) formation since they did not cross the average.

In the same way, the students of Lalitpur district secured the highest in noun identification (69.23%) and the lowest in adjective identification (56.73%). The students of this district secured the highest in adverb formation (86.53%) and the lowest in verb formation (31.25%). The students of this district were found satisfactory in noun (69.23%), verb (63.54%), adjective (56.73%), adverb (63.02%) identification, and adverb (86.53%) formation. Since they crossed the average and not found satisfactory in noun (39.06%) verb (31.25%) and adjective (44.75%) since they did not cross the average.



# **CHAPTER FOUR**

## **FINDINGS, RECOMMENDATIONS AND PEDAGOGICAL IMPLICATIONS**

The main objective of this study was to find out the ability in identifying and forming major word classes of the Higher secondary level students. For this study, 48 students were selected studying in grade twelve of Education stream from six different schools of Kathmandu, Bhaktapur and Lalitpur districts. Testing items, for primary data as a tool were administered to the students and the collected data were analyzed interpreted and presented in terms of sex, item, word classes, schools and districts.

The findings of the study were summarized and on the basis of them some recommendations or pedagogical implications were listed down in this concluding chapter.

### **4.1 Findings**

The major findings of the study are as follows:

1. Total ability in identifying and forming major word classes (Noun/verb/adjective/ adverb) was found satisfactory since majority of the students scored above 50%. Total full marks of the test was 4800 and the students' scored 2809 marks, i.e. 58.52% which was above the average.
2. There were two types of test with ten different testing items: word identification and word formation. The full marks was 2400 for word identification and 2400 for word formation. Out of 2400 full marks, students scored 1578 marks, i.e. 65.75% in word identification and out of 2400 full marks, students scored 1231 marks, i.e. 51.29% in word formation. The result in both word identification and formation was found satisfactory since they scored above the average.

3. The result of word identification (65.75%) was better than the result of word formation (51.29%).
4. Regarding the sex wise analysis of the total ability, out of 2400 full marks, the boys obtained 1330 marks, i.e. 55.41% and the girls obtained 1479 marks, i.e. 61.62%. It showed that girls were found better than boys. However, in both groups, boys and girls crossed the average so they were found satisfactory.
5. Boys were found satisfactory only in word identification (63.41%) not found satisfactory in word formation (47.41%) since they did not cross the average marks in word-formation. So, Boys were found better in word identification than in word-formation.
6. Girls were found satisfactory in both word identification (68.08%) and word formation (55.16%), since they crossed the average. Girls were better in word identification than in word formation.
7. Another finding in item wise analysis of the total ability showed that the students scored the highest in item 'A' (80.20%) and the lowest in item 'B' (55.41%) in word identification. The students scored the highest in item 'J' (91.45%) and the lowest in item H (34.79%) in word-formation. It showed that students were found the best in noun identification and adverb formation, and the worst in verb identification and verb-formation.
8. The finding in word classwise analysis of the total ability showed that students were found satisfactory in all word class identification since they crossed the average, i.e. noun (68.42%), verb (65.10%), adjective (60.73%) and adverb (68.92%) identification.

Similarly, the students were found satisfactory only in adverb-formation (85.80%) and not found satisfactory in nouns (39.75%), verbs (33.33%) and adjectives (44.79%) formation, since they scored below the average.

9. School-wise analysis of the total ability showed that students of Vijaya Smarak HSS held the first position (73.25%) and Kitini HSS held the last position (55.25%) in word identification. All six schools were found satisfactory in word identification since they all crossed the average.

The students of Adarsha Saul HSS held the first position (63.00%) and Kitini HSS held the last position (38.50%) in word formation. The schools, Adarsha Saul HSS, Adarsha Azad HSS and Krishna HSS were found satisfactory in word formation since they crossed the average. Mangal HSS, Vijaya Smarak HSS and Kitini were below the average.

10. The finding in district wise analysis of the total ability showed that all three districts like Kathmandu, Bhaktapur and Lalitpur were found satisfactory in word identification since they were above the average in word identification.

Bhaktapur and Lalitpur districts were found satisfactory but Kathmandu district was not found satisfactory in word formation.

11. Sexwise analysis in each test item showed that both groups, boys and girls, were found satisfactory in all items of word identification since they crossed the average. Regarding the word formation both groups, boys and girls were found satisfactory only in item 'J' and only girls, not boys, found satisfactory in item F and not found satisfactory in other items in word formation.

12. Sexwise analysis in each word class showed that both groups, boys and girls were found satisfactory in word identification. Both boys and girls crossed the average only in adverb formation.

13. The findings in sexwise analysis in each school showed that the boys of Vijaya Smarak HSS and girls of Krishna HSS held the first position in word identification and boys and girls, both groups of Adarsha Saul HSS were found the first position in word formation.

As a whole boys of Viajaya Smarak HSS and girls of Krishna HSS were found in the first and boys and girls of Kitini HSS were found the in last position.

14. Sexwise analysis in each district reflected that the boys and girls of all the districts were found satisfactory in word identification since they crossed the average. The girls of Bhaktapur and Lalitpur were found satisfactory in word formation since they crossed the average and the girls in Kathmandu district and boys in all three districts were not found satisfactory in word formation since they did not cross the average.
15. Item wise analysis in each word class showed that students scored the highest in adverb of item 'J' (91.45%) and the lowest in verbs of item H (34.79%).
16. The finding in item wise analysis in each school reflected that the students scored the highest in item 'J' (98.75%) of Adarsha Saul HSS and the lowest in item 'H' (11.25%) of Kitini HSS.
17. Item wise analysis in each district concluded that the students scored the highest in item 'J' (95.00%) of Kathmandu district and the lowest in item 'T' (28.75%) of Kathmandu district.
18. Word class wise analysis in each school showed that the students of Vijaya Smarak and Adarsha Saul HSS scored the highest in noun identification (80.70%) and the students of Kitini HSS scored the lowest in verb identification (52.08%) of Kitini HSS in word identification.

The students of Adarsha Saul scored the highest in adverb formation (96.15%) and the students of Kitini HSS scored lowest in verb formation (10.5%).

19. Finding in word class wise analysis in each district showed that all three districts crossed the average in word identification. The students of all three districts crossed the average only in adverb-formation and the students of Bhaktapur crossed the average also in adjective formations and except these

formation, all districts were found not satisfactory in noun, verb and adjective-formation.

## **4.2 Recommendations and Pedagogical Implications**

On the basis of the findings of this study, the researcher would like to make the following recommendations or pedagogical implications to develop the ability in identifying and forming major word classes as follows:

1. It is evident from the analysis and interpretation of data that although the total ability of the Higher secondary level students was found satisfactory, the ability in word identification and word formation was not sufficient for them because the result should be about 100%. It implies that they did not have much practice in identifying and forming major word classes correctly and their linguistic capacity does not seem to be excellent in the target language. Lack of linguistic capacity in students leads some misfortune in their future occupational life. Therefore, ability in word identification and word-formation should be increased to meet their need, level and standard.
2. The analysis showed that the ability of students was found better in word identification than word formation. Therefore, the researcher would like to suggest all the curriculum designers, syllabus designers and textbook writers to make frequent repetition of new word forms in subsequent pages or units and more attention should be paid from both students and teachers' sides in new word formation.
3. Major word classes play the most important role in language teaching and learning process. That is why the concerned authority involved in this field should realize its importance and pay major attention to teach word identification and formation.
4. Students should be taught derivational suffixes contextually as well as rules of derivational suffixes for practicing the word identification and word

- formation. Teachers should encourage the students to create new words using the derivational suffixes which are more productive.
5. Word identification and word formation should be tested in the final examination for that some marks (about 10%) should be assigned for word identification and formation.
  6. More and more practical exercises should be included in the course book of English about word identification and word formation.
  7. If word classes are wrong in written and spoken language, the language becomes totally wrong. That is why, it plays the highest role in language.
  8. From the knowledge of new and new word identification and formation, learners learn and increase on vocabulary power faster and better.
  9. In Nepal, English is being taught and learnt as a foreign language. In the course book of English, word identification and word formation have not been paid more attention. Teachers, while teaching, do not pay their attention to word formation. They can not classify and form the words appropriately. That's why, concerned people should give their interest in word forms.

Finally, the concerned authorities are suggested to pay the consideration to the teaching word identification and word formation. Further more similar research work should be carried out on the other areas of grammar mainly on those areas in which Nepali learners of English are likely to commit errors in their performance.

## REFERENCES

- Aarts, F. and Jan Aarts. 1986. *English Syntactic Structures*. London: Pergamon Press and Martinus Nijhoff.
- Adams, V. 1973. *An Introduction to Modern English Word Formation*. London: Longman.
- Bauer. 1993. *English Word Formation*. Cambridge.: CUP.
- Bention, W. 1960. *Encyclopedia Britannica*. Vol. 13. London.
- Bhattarai, A. 2006. 'Referencing in a Research Report. *Journal of Young Voices in ELT*. Vol. 5: 14-16.
- Bhattarai, G.R. 2001. *A Thematic Analysis of Research Reports*. Kathmandu: Ratna Pustak Bhandar.
- Bhattarai, G.R. 2005. *A Sample of Research Proposal*. *Journal of Young Voices in ELT*. Vol. 4: 1-6.
- Chisholm, W.S. and L.T. Milic. 1976. *The English Language from and use*. Newyork: David Avkay.
- Chudal, N.P. 1997. *A Study of English Vocabulary Achievement of the Students of Grade Six*. Unpublished M.Ed. Thesis. Kathmandu: T.U.
- Crystal, D. (ed.) 2000. *The Cambridge Encyclopedia*. Vol. 4. Cambridge :CUP.

Gaire, B.R. 2006. *Vocabulary Achievement Test of Grade Two Students*.

Unpublished M.Ed. Thesis. Kathmandu: T.U.

Gautam, K.P. 2004. *Proficiency in English Word Formation*. Unpublished M.Ed.

Thesis. Kathmandu: T.U.

Harmer, J. 1991. *The Practice of English Language Teaching*. London : Longman

Hornby, A.S. 2005. *Oxford Advanced learners Dictionary of Current English*. 7<sup>th</sup>

edition. U.K.: OUP.

Karki, M.B. 2000. *A Study of English Vocabulary Achievement of the Students of*

*Grade VIII*. Unpublished M.Ed. Thesis. Kathmandu: T.U.

Katamba, F. 1993. *Morphology*. London: The Macmillan Press Ltd.

Kumar; R. 1999. *Research Methodology*. Australia: Sage Publication.

Lohani, S.P. and R.P. Adhikary (eds.). 1998. *The Magic of Words*. Kathmandu:

M.K. Publishers and Distributors.

Mishra, C.M. 2006. *On Teaching of Vocabulary*. Journal of Young Voices in ELT. Vol.

5: 11-13.

Niraula, N.P. 2005, *Errors in Word Formation Committed by the 10<sup>th</sup> Graders*.

Unpublished M.Ed. Thesis. Kathmandu: T.U.

Pokharel, Y.R.2005. *English Vocabulary Achievement of Grade Five Students*.

Unpublished M.Ed. Thesis. Kathmandu: T.U.



Saud, M.S. 2004. *A Study on the Use Adjectives and Adverbs*. Unpublished M.Ed. Thesis. Kathmandu: T.U.

Shrestha, L. 2005. *Relation between Frequency of Occurrence of Vocabulary Items in the textbook and their acquisition*. Unpublished M.Ed. Thesis. Kathmandu: T.U.

Stockwell, R. and D. Minkova. 2001. *English Words*. UK: CUP

Thakur, D. 1998. *Linguistics Simplified. Morphology*. Patana: Bharati Bhawan (Publishers/Distributors).

Tiwari, H.P. 2004. *A study on English vocabulary Achievement by the students of grade ten*. Unpublished M.Ed. Thesis. Kathmandu: T.U.

Todd, L. 1991. *An Introduction to linguistics*. Hongkong: Longman York Press.

Varshney, R.L. 1995. *An Introductory Textbooks of Linguistics and Phonetics*. Rampur Bagh Bareilly: Student Store.

Wallace, M. J. 1982. *Teaching Vocabulary*. London: Heineman.

Wardhaugh, R. 1986. *An Introduction to Sociolinguistics*. Cambridge: Basil Blackwell.

Yadav, C.P. 2005. *Active and Passive Vocabulary of Nepalese Learners of English*. Unpublished M.Ed. Thesis. Kathmandu: T.U.

## APPENDIX - 'A'

This appendix includes the list of words  
which were selected from the present course  
book of grade eleven. "THE MAGIC OF  
WORDS" for testing items.

S.N	No. of words	<b>Noun Words</b>	Question/ item no.	Pg. No. of book
1	1	Procession	A	172
2	2	Information	A	172
3	3	Silence	A	172
4	4	Scholarship	B	170
5	5	Ability	B	172
6	6	Decoration	C	61
7	7	Punishment	C	143
8	8	Personality	C	161
9	9	Semidarkness	D	20
10	10	Cigarette	D	51
11	11	Difference	E	11
12	12	Heaviness	E	70
13	13	Scientist	E	149
14	14	Guidance	F	177
15	15	Politician	F	64
16	16	Imagination	G	02
17	17	Belief	G	17
18	18	Marriage	G	56
19	19	Development	G	126
20	20	Acceptance	G	145
21	21	Suggestion	G	116
22	22	Apperence	G	45
23	23	Occurrence	G	122
24	24	Concentration	G	162
25	25	Freedom	G	100

S.N	No. of words	<b>Verb Words</b>	Question/ item no.	Pg. No. of book
26	1	Took	A	172
27	2	Wrote	A	172
28	3	Qualify	B	151
29	4	Equalize	B	162
30	5	Darken	B	101
31	6	Synthesize	C	151
32	7	Justify	C	168
33	8	Frighten	D	79
34	9	Multiply	D	150
35	10	Realize	D	32
36	11	Mobilize	E	126
37	12	Purify	E	149
38	13	Satisfy	F	46
39	14	Specialize	F	149
40	15	Cheapen	F	100
41	16	Summarise	F	58
42	17	Dignify	H	79
43	18	Sympathize	H	123
44	19	Criticize	H	107
45	20	Identify	H	45
46	21	Brighten	H	102
47	22	Nationalize	H	66
48	23	Practise	H	110
49	24	Economize	H	100
50	25	Advise	H	76

S.N	No. of words	Adjective Words	Question/ item no.	Pg. No. of book
51	1	Unprofitable	A	172
52	2	Truthful	A	172
53	3	Infallible	A	172
54	4	Healthy	B	11
55	5	Inevitable	B	172
56	6	Successful	C	158
57	7	Impressive	C	70
58	8	Confident	C	44
59	9	Golden	D	63
60	10	Life less	D	46
61	11	Famous	E	20
62	12	Glorious	E	170
63	13	Wonderful	E	31
64	14	Important	F	61
65	15	Comfortable	F	22
66	16	Mysterious	I	61
67	17	Popular	I	102
68	18	Remarkable	I	119
69	19	Preventive	I	160
70	20	Memorable	I	127
71	21	Respectable	I	174
72	22	Democratic	I	63
73	23	Lengthy	I	66
74	24	Absent	I	130
75	25	Original	I	94

S.N	No. of words	Adverb Words	Question/ item no.	Pg. No. of book
76	1	Presently	A	172
77	2	Miraculously	A	172
78	3	Sincerely	B	172
79	4	Skillfully	B	170
80	5	Back wards	B	31
81	6	Completely	C	01
82	7	Responsibility	C	12
83	8	Impatiently	D	31
84	9	luckily	D	167
85	10	Afterwards	D	175
86	11	Evidently	E	177
87	12	Cautiously	E	34
88	13	Kindly	F	44
89	14	Experimentally	F	62
90	15	Immediately	F	51
91	16	Exactly	J	03
92	17	Nervously	J	33
93	18	helplessly	J	55
94	19	Soulfully	J	68
95	20	Absolutely	J	93
96	21	Exclusively	J	102
97	22	Suddenly	J	20
98	23	Playfully	J	151
99	24	Naturally	J	160
100	25	Sharply	J	177

**APPENDIX - B**

**ANSWER SHEET OF THE TEST ITEMS**

A.

Noun	Verb	Adjective	Adverb
procession	took	unprofitable	presently
silence	wrote	truthful	miraculously
information		infallible	

B.

Noun	Verb	Adjective	Adverb
Scholarship	equalize	healthy	sincerely
ability	qualify	inevitable	backwards
	darken		skillfully

C.

1. decoration
2. responsibly
3. justify
4. punishment
5. completely
6. personality
7. confident
8. successful
9. synthesize
10. impressive

D.

1. √ a.
2. √ d.
3. √ b
4. √ c
5. √ a
6. √ d
7. √ b
8. √ c
9. √ d
10. √ b

E.

1. adjective
2. verb
3. noun
4. adverb
5. noun
6. adjective
7. adverb
8. noun
9. adjective
10. verb

F.

1. guidance
2. experimentally
3. satisfy
4. important
5. politician
6. kindly
7. specialize
8. immediately
9. cheapen
10. comfortable

I.

1. mysterious
2. popular
3. remarkable
4. preventive
5. memorable
6. respectable / ful
7. original
8. democratic
9. lengthy
10. absent

G.

1. imagination
2. belief
3. marriage
4. development
5. acceptance
6. suggestion
7. appearance
8. occurrence
9. concentration
10. freedom

J.

1. exactly
2. nervously
3. preventive
4. soulfully
5. absolutely
6. exclusively
7. suddenly
8. playfully
9. naturally
10. sharply

H.

1. summarise
2. dignify
3. sympathize
4. advise
5. criticize
6. identify
7. brighten
8. nationlise
9. practise
10. economize

## APPENDIX - C

This appendix includes the list of respondents/students in the testing items with their scores as follows:

S.N.	Name	Sex	Roll No.	School	District	Obtained marks		
						Identificat ion out of 50	Formation out of 50	Total out of 100
1.	Rachana Bhatta	F	13	<b>Mangal HSS</b>	<b>Kathmandu</b>	35	30	65
2.	Pramila Tamang	F	6	"	"	26	23	49
3.	Bhuwaneswori Pant	F	15	"	"	23	21	44
4.	Bindu Bajracharya	F	8	"	"	36	26	62
5.	Anup Nepal	M	19	"	"	33	14	47
6.	Ramesh Neupane	M	38	"	"	31	15	46
7.	Durga Pd. Jaisini	M	25	"	"	18	15	33
8.	Umesh Kmr. Tharu	M	10	"	"	41	38	79
9.	Rita Basnet	F	13	<b>Vijaya Smarak HSS</b>	"	41	27	68
10.	Usha Rai	F	30	"	"	29	12	41
11.	Lalita Shrestha	F	43	"	"	37	22	59
12.	Lalita Aryal	F	12	"	"	37	23	60
13.	Shyam Shrestha	M	20	"	"	43	35	78
14.	Sahadev Adhikari	M	05	"	"	40	26	66
15.	Ugra Raj Lama	M	28	"	"	38	37	75
16.	Chhabi Khatiwada	M	04	"	"	28	13	41
17.	Roshma Giri	F	31	<b>Adarsha Azad HSS</b>	<b>Bhaktapur</b>	39	35	74
18.	Roma Karki	F	08	"	"	40	38	78
19.	Anita Machamasi	F	02	"	"	40	29	69
20.	Anu Radha Pakur	F	45	"	"	21	21	42
21.	Raj Kumar Tamang	M	28	"	"	39	27	66
22.	Bimal Basukala	M	5	"	"	31	17	48
23.	Uttam Sejwal	M	43	"	"	37	33	70
24.	Chandra Kasula	M	8	"	"	34	26	60

25.	Sudeepa Ban	F	23	<b>Krishan HSS</b>	<b>Bhaktapur</b>	41	37	78
26.	Shova Nayaju	F	5	"	"	35	34	69
27.	Sunita Shrestha	F	24	"	"	40	30	70
28.	Urmila Ban	F	37	"	"	38	29	67
29.	Rajib Lama	M	28	"	"	27	21	48
30.	Gokul Nepali	M	16	"	"	24	26	50
31.	Rupesh Tamang	M	26	"	"	23	21	44
32.	Bal Krishna Dhonju	M	07	"	"	28	24	52
33.	Anita Risal	F	12	<b>Adarsha Saul HSS</b>	<b>Lalitpur</b>	37	31	68
34.	Sarmila Bramnacharya	F	11	"	"	41	41	82
35.	Sangita Bhandari	F	14	"	"	39	30	69
36.	Ishwori Thapa	F	02	"	"	32	29	61
37.	Binod Singh	M	01	"	"	30	25	55
38.	Kabir Shakya	M	15	"	"	41	40	81
39.	Lal Bdr. Tamang	M	19	"	"	26	19	45
40.	Jiten Maharjan	M	07	"	"	38	37	75
41.	Srijana Ghimire	F	07	<b>Kitini HSS</b>	"	26	19	45
42.	Kalpana Shrestha	F	04	"	"	29	30	59
43.	Deepa Pokharel	F	21	"	"	20	15	35
44.	Nira Pradhan	F	24	"	"	35	30	65
45.	Uttam Lama	M	30	"	"	28	12	40
46.	Prushotam Ghimire	M	10	"	"	24	09	33
47.	Ananta Acharya	M	26	"	"	26	15	41
48.	Krishna Silwal	M	01	"	"	33	24	57
	Total					1578 (65.75%)	1231 (51.29%)	2809 (58.52%)

## APPENDIX - D

Name: ..... Sex: .....  
 Grade: ..... Roll No.: .....  
 School: ..... District: .....  
 Faculty/Stream: ..... Time: 2 hours  
 Date: ..... Full Marks: 100  
 Signature of Student: ..... Signature of researcher:...

**Attempt all the questions:**

**Q.N. (A) Classify the underlined words from the reading text in the following column: (10x1=10)**

Helen, presently, found herself pulling down the house-blinds one after one with great care, and saying earnestly to each: “Missing always means dead.” Then she took her place in the dreary procession that was impelled to go through an inevitable series of unprofitable emotions. The Rector, of course, preached hope and prophesied word, very soon, from a prison camp. Several friends, too, told her perfectly truthful tales, but always about other women, to whom, after months and months of silence, their missing had been miraculously restored. Other people urged her to communicate with infallible Secretaries of organizations who could communicate with benevolent neutrals, who could extract accurate information from the most secretive of Hun prison commandants. Helen did and wrote and signed everything that was suggested or put before her. (THE MAGIC OF WORDS; page No. 170)

Noun	Verb	Adjective	Adverb



**Q.N. (B) Classify the given words in the provided column: (10x1=10)**

Sincerely, scholarship, equalize, healthy, backwards, qualify, ability, inevitable, skillfully, darken.

Noun	Verb	Adjective	Adverb

**Q.N. (C) Complete the following sentences choosing the correct word forms from given in the brackets: (10x1=10)**

1. There is no \_\_\_\_\_ on the outside of the cup.  
(decorate/decoration)
2. He asked, "Who are you"? To which she answered \_\_\_\_\_ "I am the president of India."  
(responsibly/responsibility)
3. Prime Minister has been asked to \_\_\_\_\_ the decision to parliament. (Justification/justify)
4. What \_\_\_\_\_ do you expect from my hands?  
(punish/punishment)
5. It was a dream about a person which was \_\_\_\_\_ strange to her. (completely/complete)
6. The child has very different \_\_\_\_\_  
(personalize/personality).
7. She was in relaxed and \_\_\_\_\_ mood.  
(confident/confidence)
8. I was not very \_\_\_\_\_ at keeping the news secret.  
(successful/success)

9. A musician wanted to \_\_\_\_\_ sound, music or speech using electronic equipment. (synthesis/synthesize)
10. She wrote an \_\_\_\_\_ poem yesterday. (impression/impressive).

**Q.N. (D) Tick ( ) the best answer for the bold printed words: (10x1=10)**

1. There, in the **semidarkness** of the doorway stood a thin, little girl of perhaps six or seven.  
(a) Noun (b) Verb (c) Adjective (d) Adverb
2. Look at the place and tell them about it **afterwards**.  
(a) Noun (b) Verb (c) Adjective (d) Adverb
3. He **realized** that someone could take that dream away from him easily.  
(a) Noun (b) Verb (c) Adjective (d) Adverb
4. Her body was **lifeless** and cold.  
(a) Noun (b) Verb (c) Adjective (d) Adverb
5. He lit his **cigarette** lighter and saw someone standing at the foot of the bed.  
(a) Noun (b) Verb (c) Adjective (d) Adverb
6. Yes, I understand, "he said **impatiently**."  
(a) Noun (b) Verb (c) Adjective (d) Adverb
7. Sorry, I did not mean to **frighten** you.  
(a) Noun (b) Verb (c) Adjective (d) Adverb
8. A **golden** light was around her head.  
(a) Noun (b) Verb (c) Adjective (d) Adverb
9. **Luckily**, it seemed that people of that class would do almost anything for money.  
(a) Noun (b) Verb (c) Adjective (d) Adverb
10. I had to **multiply** \$ 245.54 per gram dry weight by 24,436 grams.  
(a) Noun (b) Verb (c) Adjective (d) Adverb

**Q.N. (E) Write Noun/Verb/Adjective/Adverb against the given**

**words:**

**(10x1=10)**

1. Famous: \_\_\_\_\_
2. Mobilize: \_\_\_\_\_
3. Difference: \_\_\_\_\_
4. Evidently: \_\_\_\_\_
5. Heaviness: \_\_\_\_\_
6. glorious: \_\_\_\_\_
7. cautiously: \_\_\_\_\_
8. scientist: \_\_\_\_\_
9. wonderful: \_\_\_\_\_
10. purify: \_\_\_\_\_

**Q.N. (F) Complete the following sentences forming the correct words**

**from the given in brackets:**

**(10x1=10)**

For example: He died after a long \_\_\_\_\_. (ill)

He died after a long illness.

1. Activities all take place under the \_\_\_\_\_ of an experience tutor. (guide)
2. The new drug is being used \_\_\_\_\_ on some patients (experimental).
3. The proposed plan will not \_\_\_\_\_ everyone. (satisfaction)
4. Money played an \_\_\_\_\_ role in his life. (importance)
5. Present prime minister of India is a good \_\_\_\_\_ (political)
6. Visitors are \_\_\_\_\_ requested to sign the book (kind).
7. Many students prefer not to \_\_\_\_\_ too soon. (specially)
8. She answered almost \_\_\_\_\_. (immediate)
9. Businessmen never \_\_\_\_\_ themselves by lowering their standards. (cheap)
10. It is such a \_\_\_\_\_ bed. (comfort)

**Q.N. (G) Change the following verb forms into noun forms: (10x1=10)**

- |                   |                       |
|-------------------|-----------------------|
| 1. Imagine: _____ | 6. Suggest: _____     |
| 2. Believe: _____ | 7. Appear: _____      |
| 3. Marry: _____   | 8. Occur: _____       |
| 4. Develop: _____ | 9. Concentrate: _____ |
| 5. Accept: _____  | 10. Free: _____       |

**Q.N. (H) Change the following noun and adjective forms into verb**

**forms: (10x1=10)**

- |                    |                     |
|--------------------|---------------------|
| 1. Summary: _____  | 6. Identity: _____  |
| 2. Dignity: _____  | 7. Bright: _____    |
| 3. Sympathy: _____ | 8. National: _____  |
| 4. Advice: _____   | 9. Practice: _____  |
| 5. Critical: _____ | 10. Economic: _____ |

**Q.N. (I) Change the following noun and verb forms into**

**adjectives: (10x1=10)**

- |                      |                     |
|----------------------|---------------------|
| 1. mystery: _____    | 6. respect: _____   |
| 2. popularize: _____ | 7. origin: _____    |
| 3. remark: _____     | 8. democracy: _____ |
| 4. prevent: _____    | 9. length: _____    |
| 5. memory: _____     | 10. absence: _____  |

**Q.N. (J) Change the following adjective forms into adverb**

**forms: (10x1=10)**

- |                    |                     |
|--------------------|---------------------|
| 1. exact: _____    | 6. exclusive: _____ |
| 2. nervous: _____  | 7. sudden: _____    |
| 3. helpless: _____ | 8. playful: _____   |
| 4. soulful: _____  | 9. natural: _____   |
| 5. absolute: _____ | 10. sharp: _____    |

**The End**

