

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is the universal medium for conveying the common facts including complex thoughts, ideas and feelings of everyday life. No language is superior or inferior to other language in terms of communicative values. The major function of Language is to communicate. According to Sapir (1978:8), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols."

There are thousands of languages in the world. All of them are equally important so far as their communicative function is concerned. However, some languages play a more dominant role in a particular situation on a particular occasion in a particular place. Among them, English is an international as well as widely spoken language in the world. English language is the only key to face challenges on various fronts of Science, Economics, Commerce, as we strongly depend on English for our knowledge in these areas. It has earned fame, name and popularity all over the world. It is the language of mass media, official instructions and of education in many countries. To develop one's career the knowledge of English is a must.

Obviously, learning a second language is not an easy task. It needs a lot of time and efforts to have mastery over all the levels of a language. These levels are phonology, lexicon, grammar and semantics. Of these all levels, vocabulary (lexicon) is very important because a language learner begins the journey of language learning from this point. Similarly, Chomsky (1957:13) states, "Language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements." A second/foreign language learner has to learn adequate number of vocabulary with out a fail. If he is not able to do so, his effort to communicate either in spoken or in written will be meaningless. This means vocabulary plays a key role to convey the message meaningfully. Besides, some language items are easy to learn and some are difficult because of their nature of difficulty.

Realizing the value of the English language, the Government of Nepal has introduced it as a compulsory subject from the Grade One to the Bachelor Level. In this connection Curriculum Development Center (CDC) 2005, states, "There has been an increasing demand for English to start at the beginning of primary education. To meet this demand, Government of Nepal decided to introduce English as a subject from Grade One, starting in the academic year 2060 B.S. The present book "My English Book Grade One has been developed to achieve the objectives set in the primary English Curriculum 2059 B.S."

### **1.1.1 Defining Vocabulary**

Broadly speaking, vocabulary refers to the words that we use in day to-day life for expressing our thoughts and feelings. It is obvious that a word is the most important unit of language. No one can express his thoughts and feelings if he does not know the words of the language. For effective communication in the target language, only the knowledge of the structure is not sufficient. Vocabulary is much more important as it provides the vital organs and flesh on the structure of language. The term vocabulary is defined differently by different scholars.

Celce-Murcia and Larsen-Freeman (1983:29) say "We take a considerably broader view of the lexicon, we consider it to comprise not only single words but also word compounds and conventionalized multiword forms."

Harmer (1991:153) opines, "If language structures make up the skeleton of language then it is vocabulary that provides the vital organs and the flesh." Similarly, Cambridge International Dictionary of English (1995:1628) defines vocabulary as "all the words used by a particular person or all the words which exist in a particular language or subject."

In Oxford Advanced Learner's Dictionary of current English (1998:1331), the term vocabulary has been defined as "all the words known to a person or used in a particular book, subject etc." The meaning of vocabulary is also given as "the total number of words in a language."

Richards, et. al. (1985) defines the term vocabulary as "a set of lexemes, including single words, compound words and idioms." Vocabulary is such a vital aspect of language with its lacking, it is rather difficult to communicate even if someone has a good knowledge of

the system of a language in question. There is a sense in which learning a foreign language is basically a matter of learning the vocabulary of the language. So there is a great need of systematic analysis and evaluation of the vocabulary.

### 1.1.2 Word Classes

Traditional grammarians have classified words into different 'parts of speech', and defined each part of speech in notional terms. According to most traditional grammarians, there are eight parts of speech: noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection. Nesfield (1965), defines these parts of speech as follows:

- i) a noun is a word used for naming person or thing
- ii) a pronoun is a word used instead of a noun or noun equivalent.
- iii) an adjective is a word used to qualify a noun or "pronoun.
- iv) a verb is a word used for saying something about some persons or things
- v) an adverb is a word used to add something to meaning of a verb, an adjective or another adverbs.
- vi) a preposition is a word used with a noun or a pronoun to show how the person. or thing denoted by the noun or pronoun stands in relation to something else.
- vii) a conjunction is a word used to join words or sentences.
- viii) an interjection is a word used to express some sudden feeling.

Those definitions provided by traditional grammarians are largely notional and extremely vague. It is almost impossible to judge from these definitions whether a particular word is a noun, a verb or an adjective. Likewise, articles (*a, an, the*), possessives (*his, her, their, your, my, our*), demonstratives (*this, that, these, those*) and quantifiers (*all, some, neither, etc.*) are traditionally included in adjective but they are different from most adjectives in the sense that, firstly, they precede adjectives in sentences; secondly, most of them are never used predicatively; and lastly, they have no comparative and superlative forms.

Modern grammarians classify words into 'word classes' by considering their formal and functional characterization. The main criteria for classes should be their formal structure (i.e. morphological properties) and functional characteristics (i.e. syntactic properties): we should assign words to various classes considering how they are built and what role or roles they play in the structure of phrases separately in brief.

(i) **Noun** : Words are identifiable as nouns on the basis of their syntactic and morphological properties. Adams (1973) says, "among the features that we expect of nouns are: the ability to take the plural and genitive inflection, 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 all as the subject or the object of a sentence." Typical derivational suffixes that form such nouns are:

- age:coverage, percentage, postage, etc.
- ance:appearance, utterance, reluctance, etc.
- ation:information, confirmation, reservation, etc.
- dom:wisdom, kingdom, boredom, etc.
- ee:examinee, employee, payee, etc.
- ence:difference, preference, reference, etc.
- er:farmer, preacher, teacher, etc.
- ess:actress, princess, tigress, etc.
- hood:brotherhood, childhood, parenthood, etc
- ism:idealism, organism, socialism, etc.
- ist:socialist, feminist, specialist, etc.
- ment:betterment, amendment, statement, etc.

(ii) **Pronoun** : A pronoun can occupy the same place as a noun or noun phrase in sentence. Therefore, the simplest test for the identification of a pronoun is to check if it can replace a noun or a noun phrase. For example: the boy followed the girl = he followed her. Pronouns can be classified into various sub-classes such as, personal pronouns: *he*, *she*, *they*, etc, possessive pronouns: *his*, *my*, *our*, etc, demonstrative pronouns: *this* *that*, *these*, etc, reflexive pronouns: *myself*, *ourselves*, *yourself*, etc, interrogative pronouns: *what*, *which*, *who*, etc, distributive pronouns: *all*, *both*, *each*, etc and indefinite pronouns: *some*, *any*, *so*, etc.

(iii) **Adjectives** : Adjectives, in general, can occur within a noun phrase as its constituent. Adams. (1973:17) says, "Adjectives are identified by such characteristics as the ability to assume comparative and superlative forms, to be preceded by adverbs of degree, like *very* as:- *very much* ..... " The following are some typical derivational suffixes of adjectives:

- able/-ible: reasonable, visible, etc
- al: formal, functional, etc.

-ic/-ical: economical, historical, etc.

-ish: selfish, greenish, etc.

-ive: active, effective, etc.

-less: hopeless, endless, etc.

-ous: continuous, courageous, etc.

-y: sleepy, dirty, etc.

**(iv) Verb :** 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 e.g. he *came*, Birds *fly* etc. Adams (1973:21) states, "We may say that verbs are typically associated with reference to time, with activity and changing conditions." There are three derivational suffixes that are typical to verbs alone, which are as follows;

-en: blacken, soften, lengthen, etc.

-ify: beautify, classify, simplify, etc.

-ise/-ize: realize, organize, analyze, etc.

**(v) Adverb :** An adverb has two major functions to serve one as a constituent in the structure of a sentence, and another as a modifier of the head in an adjective phrase or an adverb phrase. As constituents of sentences adverbs function as adverbials expressing such meanings as the time, place, manner and degree of the verbal action.

For example:

He plays football *everyday*. (Time )

She is waiting for you *outside*. (Place)

He completed the work *successfully*. (Manner)

His request was *absolutely* refused. (Degree)

Many adverbs can be identified on the basis of typical derivational suffixes. For example:

-ly: really, completely, truly, etc.

-wards: afterwards, upwards, etc.

-wise: clockwise, lengthwise, levelwise, etc.

**(vi) Preposition :** A preposition is a functional word belonging to a closed class, whose form is invariable. Syntactically, it is always followed by a noun, a pronoun or a noun phrase in English. For example:

He came *to* school yesterday.

My father bought a bicycle *for* me.

**(vii) Conjunction :** Conjunctions like prepositions are closed-class words, which are formally invariable and serve a purpose of linking words, phrases and sentences like in Ram is poor *but* he is honest, I like eating bread *and* butter.

From functional point of view, there are two types of conjunctions: co-ordinating conjunctions and sub-ordinating conjunctions. Conjunctions such as *and, but, or, so,* are, coordinating conjunctions. Conjunctions such as *because, before, while, although* etc. are the example of sub-ordinating conjunctions.

**(viii) Interjection :** Interjections are closed-class items, which are very limited in number, and most of which are monosyllabic. They are used only to express emotions such as *joy, pleasure, surprise, pain,* etc. For example:

*Hey,* come and look at this!

*Oh,* how horrible !

*Wow,* that car certainly goes fast !

## **1.2 Literature Review**

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

Chudal (1997) carried out a study on "A study of English Vocabulary Achievement of the Students of Grade Six in Jhapa District." The aim of the study was to investigate the students' achievement of English vocabulary used in the English textbook of grade six. Another purpose of the study was to make a comparative study on the basis of sex and locality. For this 160 students from 8 schools were selected. The study showed that the students achievement of students was poor in total. The achievement of boys was found better than that of girls. The students from urban areas were better than the students of rural areas.

Khatri (2000) carried out another study on "A study of English Vocabulary Achievement of the Students of Grade Eight in Kathmandu District." The study attempted to find out the proficiency in the achievement of vocabulary of the grade eight students. For the purpose four public schools of Kathmandu district were chosen. Altogether there were eighty students. Vocabulary items were taken from the English textbook of Grade Seven. The study attempted to compare the achievement of the students in nouns with their achievement in verbs. The researcher selected more frequently used twenty five nouns and

twenty five verbs from the glossary. The research shows that the achievement on vocabulary of the students was satisfactory. It shows that the students have greater achievement in nouns than in verbs.

Tiwari (2001) has carried out another study on "A study on English Vocabulary Achievement of the Students of Grade Ten." For this purpose five public schools of Kaski district had been chosen. The study attempted to find out the students' achievement of English vocabulary used in the new English textbook for grade ten. Vocabulary items were taken from the English Textbook for grade ten. The study has shown that vocabulary items were quite difficult for the level of the grade Ten. The study showed that vocabulary achievement of students was not satisfactory.

Upadhyaya (2002) carried out a research on "A Study on Achievement of Phrasal Verbs of the Students of Higher Secondary Level." The main purpose of the study was to find out the proficiency level of phrasal verbs of the students of Higher Secondary Level and to compare the proficiency level of the students of four streams (Arts, Education, Science and Commerce) of higher secondary level. The study shows that achievement of the students of the four streams of higher secondary level was satisfactory in total because the percentage of all streams was above fifty percent.

The students of all streams were found to be poor in sentence making using the phrasal verbs than matching or filling in the gaps. The researcher found out that the phrases with high frequency counts may not be easy and all the phrasal verbs with low frequency counts may not be difficult for the students of this level.

Kattel (2005) conducted a study on "An Analysis of Vocabulary Used in My English Book for Grade -3." The main purpose of the study was to analyse the vocabulary items in terms of frequency and syllable structure. The study showed 693 different vocabulary items were found to be used in the textbook. Among, those nouns had the highest frequency of occurrence. Out of 696 word forms 60.14 % were monosyllabic 31.97 % disyllabic, 7.44% were tri-syllabic, 0.29% four syllabic, only 0.14% were five syllabic forms. The study also showed that there were ccv, cccv, vcc, vccc and vcccc patterns of words.

Gaire (2006) carried out a study on "Analysis and Achievement of Vocabulary of Grade -II English Vocabulary." The major objectives of the study were to examine total number of vocabulary items with their frequency and achievement. The study showed 413 different words were found in the textbook, having the highest frequency of nouns. The study showed 92.22% of the students were found above the average level. In comparison to other vocabulary items nouns were found to be easier.

Even if some researches have already been carried out on vocabulary achievement and text book analysis, no research has been carried out on the study of the vocabulary items used in the new English Textbook for Grade-One. In addition to this, this book has been introduced since 2003 by CDC; that is why the researcher carried out this research with the view to analyse vocabulary item in terms of frequency and difficulty level.

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

This study has the following objectives;

1. To analyse the vocabulary items used in the English Textbook for grade one in terms of frequency and difficulty level.
2. To suggest some pedagogical implications.

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

Vocabulary works as the building blocks of language. It includes the use of single words, compound words, idioms and the meaning in oral or written discourse. This research provides valuable insights to the people who are interested in analyzing vocabulary items. It beneficial to syllabus designers and textbook writers, this work also is helpful in determining whether or not the vocabularies are suitable for the very grade. Similarly, this study is fruitful to teachers especially to the primary English teachers. It is also helpful to the teacher trainers and students. As a whole, the study also acts as a guide for further study on vocabulary analysis.



## **CHAPTER TWO**

### **METHODOLOGY**

This chapter describes the plans and procedure of the study, which were applied by the researcher to achieve objectives of the study. The source of data, population of the study, sampling procedure, tools for data collection, process of data collection and the limitation of the study are discussed under methodology.

#### **2.1 Sources of data**

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

##### **2.1.1 Primary sources**

The Primary data were elicited from 30 students who are studying in grade two i.e. who have studied English textbook of Grade One.

##### **2.1.2 Secondary sources**

The secondary source of data includes English textbook of grade one, other books, theses, articles and so on.

#### **2.2 Sample and sampling procedure**

It is obvious that sampling is one of the important aspects of a research study. For this study, the researcher randomly selected three government schools of Pyuthan district. The researcher randomly selected 10 students who have completed Grade one, i.e. studying in Grade Two from each school. Thus the total sample of study includes 30 students.

#### **2.3 Tools for data collection**

To elicit the data from the sample of the study the researcher prepared a set of test item consisting of different vocabulary items from the textbook of Grade One. The whole test contains 100 marks.

## **2.4 Process of data collection**

The researcher selected all the vocabulary items in English textbook of grade one government school on the basis of their frequency which are: noun, adjectives, pronouns, verbs, adverbs, preposition, conjunction, interjections, article and consonant clusters.

Then the researcher listed out all the consonant clusters (initial and final) with their frequency and then he visited the randomly selected schools of Pyuthan district. He requested the head teachers to administer the prepared set of tests to the students in schools. He explained briefly about the test to the students and administered the test.

## **2.5 Limitation of the Study**

The study has following limitations ;

- ) This study includes only thirty students from three government school of Pyuthan district.
- ) The collected data are based on test items.
- ) Difficulty level had been judged in terms of parts of speech and consonant cluster.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATIONS

This chapter deals with the analysis and interpretation of data. First, the responses of the students were marked as accurately and systematically as possible and the scores were tabulated with a view to make the study more objective and effective. The analysis and interpretations of the data was carried out using the statistical tools of rank and percentage.

The data has been analysed and interpreted under the following three main headings followed by several sub- headings:

1. Analysis of the total vocabulary items.
2. Analysis of the vocabulary achievement
3. Analysis of difficulty level of vocabulary item.

#### 3.1 Analysis of total vocabulary items

It was found that there were altogether 217 words in the textbook, consisting of different parts of speech. The numbers of vocabulary items used in the textbook are given as follows:

**Table No. 1: Number and Percentage of words**

S.N.	Parts of Speech	No of Words	Percentage
1.	Noun	104	47.93
2	Verb	39	17.97
3.	Adjective	15	6.9
4.	Adverb	10	7.4
5.	Pronoun	18	8.3
6.	Preposition	5	2.3
7.	Conjunction	2	0.91
8.	Article	2	0.91
9.	Interjection	3	1.4
10.	Quantifier	3	1.4
11.	Numeral	10	4.6
	Total	217	100.00

The above table shows that among 217 vocabulary item used in the textbook 104 words are noun. It occupies nearly 47.93% of the total vocabulary items given in the textbook. Similarly, 39 words belong to verb having 17.97%. Adjectives are 15 and they occupy 6.9% of the total vocabulary. Similarly, adverbs occupy 7.4% of the total vocabulary, and pronouns occupy 8.3%. The other word of 'preposition' which consists of 5 items covers 2.3% of the total vocabulary. Similarly, conjunctions, articles, interjections, quantifiers, numerals occupy 0.91%, 0.91%, 1.4%, 0.4% and 4.6%, respectively.

### 3.1.1 Frequency of Vocabulary Items

It was found that the words in the textbook vary in the number of their occurrences. The words with their frequency are listed below separately in the following tables:

**Table No. 2 : Frequency of nouns**

S.N.	Nouns	Frequency
1.	tree	14
2.	table	13
3.	cat	11
4.	book	10
5.	potato	10
6.	rat	9
7.	eye	8
8.	bag	7
9.	hen	7
10.	name	7
11.	nose	7
12.	pot	7
13.	Saturday	7
14.	apple	6
15.	flag	6
16.	door	5
17.	house	5
18.	Monday	5

S.N.	Nouns	Frequency
53.	sock	3
54.	sun	3
55.	water	3
56.	ant	2
57.	bench	2
58.	bus	2
59.	chalk	2
60.	egg	2
61.	fan	2
62.	floor	2
63.	flower	2
64.	finger	2
65.	hand	2
66.	ladder	2
67.	lamp	2
68.	leg	2
69.	moon	2
70.	mother	2

19.	net	5
20.	sister	5
21.	tap	5
22.	bird	5
23.	boy	4
24.	colour	4
25.	day	4
26.	fish	4
27.	Friday	4
28.	goat	4
29.	mat	4
30.	morning	4
31.	pen	4
32.	Sunday	4
33.	Tuesday	4
34.	Thursday	4
35.	Wednesday	4
36.	window	4
37.	ball	3
38.	banana	3
39.	box	3
40.	cow	3
41.	dog	3
42.	elephant	3
43.	father	3
44.	girl	3
45.	ink	3
46.	leaf	3
47.	mango	3
48.	mouth	3
49.	nail	3
50.	orange	3
51.	pencil	3
52.	school	3

71.	radio	2
72.	roof	2
73.	ruler	2
74.	snake	2
75.	star	2
76.	toe	2
77.	volleyball	2
78.	umbrella	2
79.	pan	1
80.	bed	1
81.	brother	1
82.	cap	1
83.	cart	1
84.	children	1
85.	doll	1
86.	ear	1
87.	finger	1
88.	foot	1
89.	glass	1
90.	hair	1
91.	head	1
92.	hill	1
93.	holiday	1
94.	man	1
95.	noise	1
96.	pen	1
97.	shirt	1
98.	shoe	1
99.	sky	1
100.	stick	1
101.	tin	1
102.	watch	1
103.	week	1
104.	year	1

The table vividly shows that among 104 nouns used in the textbook the words *tree, table, cat, book* have been repeated 14,13,11,10, respectively. Among the nouns used in the textbook, six nouns *bag, hen, name, nose, pot and statutory* have 7 frequencies. In the same way two nouns *apple, flag* have six frequency of occurrence. Seven nouns *door, house, Monday, net, sister, tap, bird*, have five frequency of occurrence. In the same way fourteen nouns *boy, colour, day, fish, Friday, goat, mat, morning, pen, Sunday, Tuesday, window* have four frequency of occurrence. Sixteen nouns have three frequency and twenty-three nouns have two frequency of occurrence, was found in the textbook. Similarly, 27 words of the total nouns have one frequency of occurrence. The words which are exposed to children daily have high frequency and the words which are exposed to children less have low frequency.

**Table No. 3 : Frequency of verbs**

S.N.	Verb	Frequency
1.	is	235
2.	are	36
3.	am	27
4.	have	12
5.	do	10
6.	get	12
7.	sit	10
8.	point	8
9.	stand	8
10.	run	7
11.	dance	6
12.	draw	6
13.	eat	6
14.	go	6
15.	jump	6
16.	play	6
17.	read	6
18.	walk	6
19.	put	4
20.	touch	4

S.N.	Verb	Frequency
21.	write	4
22.	close	4
23.	thank	4
24.	carry	1
25.	clap	1
26.	come	1
27.	drink	1
28.	feed	1
29.	give	1
30.	hold	1
31.	hope	1
32.	laugh	1
33.	let	1
34.	look	1
35.	make	1
36.	open	1
37.	pick	1
38.	turn	1
39.	wave	1

The table shows that there are 39 verbs used in the textbook. Among them *is, are, go, am* are repeated 235, 36, 36, 27, 27, respectively. Likewise the verbs: *have, do, get, sit*, have 12, 10, 12, 10 frequency. It was found that the verb *run* has been used seven times. Two verbs *point, stand* have been used eight times. No verb is in the textbook of nine and five frequency. Eight verbs *dance, draw, eat, go, jump, play, read, walk* have been repeated six times. Seventeen verbs *carry, clap, come, drink, feed, give, hold, hope, laugh, let, look, make, open, pick, turn* and *wave* in the total, have been repeated once in the text book.

**Table No. 4 : Frequency of adjective**

S.N.	Adjective	Frequency
1.	big	7
2.	blue	6
3.	old	6
4.	red	6
5.	black	5
6.	good	4
7.	fine	3
8.	green	3

S.N.	Adjective	Frequency
9.	small	3
10.	brown	2
11.	white	2
12.	wrong	2
13.	yellow	2
14.	right	1
15.	sweet	1

The table shows that among the adjectives used 'big' has the highest frequency, it was repeated 7 times. Similarly three adjectives: 'blue' 'old' and 'red' have been repeated 6 times respectively. The adjective 'black' has been repeated 5 times. Two adjectives, e.g. 'right' and 'sweet' have been repeated one time in the textbook.

**Table No. 5 : Frequency of adverbs**

S.N.	Adverb	Frequency
1.	there	21
2.	no	20
3.	not	18
4.	how	13
5.	where	10
6.	yes	9
7.	up	5
8.	down	4

S.N.	Adverb	Frequency
9.	round	4
10.	a lot	2
11.	every where	2
12.	here	2
13.	today	2
14.	now	1
15.	quickly	1
16.	well	1

The table presents frequency of 16 adverbs: Among the adverbs 'there' has the highest number of frequency. Its frequency is 21. The adverb 'no' has been used 20 times throughout the textbook. Similarly, the adverbs *not, how, where, yes, up, down* and *round* have been repeated 18, 13, 10, 9, 5, 4, 4 times, respectively. Four adverbs *a lot, everywhere, here* and *today* have been used twice and the adverbs, e.g. *now, quickly* and *well* have been used only once.

**Table No. 6 : Frequency of Pronouns**

S.N.	Pronouns	Frequency
1.	it	75
2.	what	52
3.	this	51
4.	I	35
5.	that	16
6.	my	12
7.	our	12
8.	your	11

S.N.	Pronouns	Frequency
9.	these	8
10.	he	8
11.	her	7
12.	she	7
13.	who	7
14.	his	6
15.	they	5
16.	me	2

The above table presents 16 pronouns used in the textbook. Among them the pronoun *it* has the highest number of frequency, i.e. 75. The second highest frequency is *what*, it has been used 52 times and the pronouns *this, I, that, your*, have been used 51, 35, 16, 12, 12, 11 times, respectively. The pronouns *these* and *he* have been used eight times in the textbook. Similarly, three pronouns *her, she*, and *who* have been used seven times. Two pronoun: *his, they* have been used six and five times, respectively. The pronoun *me* has two frequencies of occurrence and the pronoun, *he* has one frequency of occurrence in the book.

**Table No. 7 : Frequency of preposition**

S.N.	Preposition	Frequency
1.	on	19
2.	under	18
3.	in	12

S.N.	Numerals	Frequency
5.	to	10
6.	of	2



The table presents the number and frequency of preposition used in the textbook. Among the prepositions used *on* has the highest frequency of occurrence and the preposition *of* has the lowest frequency of occurrence of 19 and 2 times, respectively. Similarly, the prepositions used *under*, *in*, *to* and *of* have the frequency of 18, 12, 10 and 2, respectively in the textbook.

**Table No. 8 : Frequency of articles**

S.N.	Article	Frequency
1.	a/an	76
2.	the	60

This table shows that both types of articles: definite and indefinite have been used in the textbook. It was found that *a/an* have been used 76 times and *the* has been used only 60 times in the textbook.

**Table No. 9 : Frequency of conjunction**

S.N.	Conjunction	Frequency
1.	and	12
2.	but	1

The table shows that only two conjunctions *and* and *but* have been used in the textbook. Among these *and* has 12 frequency and *but* has only one.

**Table No. 10 : Frequency of quantifiers**

S.N.	Quantifiers	Frequency
1.	many	5
2.	all	1
3.	more	1

The table shows the number and frequency of quantifiers used in the textbook. There are three quantifiers *many*, *all* and *more*, *many* has the highest frequency of occurrence of five. It has been used 5 times. Similarly, *all* and *more* have been used only once.

**Table No. 11 : Frequency of interjections**

S.N.	Interjections	Frequency
1.	hello	6
2.	please	3
3.	oh	1

The table shows that three interjections have been used in the textbook. The item *hello* has the highest frequency of occurrence. It has been used six times. *Please* and *oh* have three and one frequency of occurrence, respectively.

**Table No. 12 : Frequency of numerals**

S.N.	Numerals	Frequency
1.	Five	5
2.	three	4
3.	two	4
4.	four	3
5.	six	3

S.N.	Numerals	Frequency
6.	one	2
7.	seven	2
8.	eight	1
9.	nine	1
10.	ten	1

The table shows 10 numeral words used in the textbook. The numerals extend from one to ten. Among them 'five' has been repeated five times. *Three* and *two* have occurred four times. *Four* and *six* have three frequency of occurrence. *One* and *seven* have been repeated twice, respectively. The numerals *eight*, *nine* and *ten* have the lowest frequency of occurrence, i.e. one.

**Table No. 13 : Consonant Cluster**

Consonant cluster	Frequency
Initial two constant cluster	14
Final two consonant cluster	20
Final three consonant cluster	3

The table presents that three types of consonant clusters were found in the textbook. Among them fourteen have two initial consonant clusters, twenty have final two consonant clusters and three have final three consonant clusters.

**Table No. 14 : Frequency of initial two consonant cluster**

S.N.		Frequency	Example
1.	bl	13	blue, black
2.	tr	13	tree
3.	fl	13	flag
4.	st	8	stand
5.	dr	5	draw
6.	r	4	three
7.	pl	3	play
8.	kl	3	close
9.	sk	3	sky
10.	gr	3	green
11.	br	3	brown
12.	sn	2	snake
13.	gl	2	glass
14.	tj	1	Tuesday

The table shows the consonant clusters made up of two consonants in the initial position have frequently occurred. The consonant cluster *bl* as in black, blue, *tr* as in tree and *fl* as in flag have the highest i.e. thirteen frequency of occurrence. The clusters *st*, *dr* and *r* have the occurrence of seven, five and four. Similarly, *pl*, *kl*, *sk*, *gr* and *br* have occurred three times. The clusters, *sn* and *gl* have two frequency of occurrence. The cluster *tj* has one frequency of occurrence in the textbook.

**Table No. 15 : Frequency of final : two consonant cluster**

S.N.		Frequency	Example
1.	ts	51	that's, what's, it's
2.	rz	14	fingers
3.	nt	12	point
4.	bl	11	table
5.	ks	8	box, sticks
6.	mp	8	jump, lamp
7.	gz	7	bags
8.	lz	5	girls
9.	pl	5	apple
10.	rd	4	bird
11.	ng	4	finger
12.	sn	3	listen
13.	nk	3	ink
14.	sl	3	pencil
15.	lk	3	chalk
16.	br	2	umbrella
17.	nts	2	bench
18.	dz	2	birds
19.	dr	1	children
20.	rl	1	girl

The table shows the final two consonant clusters and their frequencies in the text book. It was found that the cluster *ts* as in *that's* has the highest frequency of occurrence. It has been used 51 times. The cluster *rz* has fourteen frequency of occurrence. Two clusters *ks* and *mp* have eight frequencies. The cluster *gz* has seven frequencies. Two clusters *lz* and *pl* have been used five times, respectively. The clusters *rd* and *ng* have four frequencies. Four consonant clusters with three frequencies are *sn*, *nk*, *sl* and *lk*. The clusters *br*, *nts* and *dz* have two frequencies. The two clusters *dr* and *rl* have one frequency of occurrence.

**Table No. 16 : Frequency of final three consonant cluster**

S.N.	Consonant Cluster	Frequency	Example
1.	znt	16	isn't
2.	plz	2	apples
3.	ndz	1	stands

The table shows that three consonant cluster in final position in the words were found in the text book. They were *znt*, *plz*, and *ndz*. Among these clusters *znt* has been repeated sixteen times with highest frequency of occurrence. The cluster *plz* and *ndz* have two and one frequency of occurrence, respectively.

### **3.2 Analysis of vocabulary achievement**

Under this heading the researcher has attempted to analyse the difficulty level of vocabulary in terms of parts of speech and their consonant cluster. This topic has been divided into several heading to make the analysis accurate. The researcher has applied descriptive approach and used simple statistical tools for the analysis and interpretation of data.

#### **3.2.1 Vocabulary achievement of the students in the whole test**

The researcher has analysis the vocabulary achievement of the students of three different schools of Pyuthan district to find out the difficulty level of vocabulary. Following table shows the achievement in the whole test

**Table No. 17 : Vocabulary achievement of the students in the whole test**

Total population	Total Average	Above average		Below Average	
		No of students	%	No. of students	%
30	34.4	14	46.6	16	53.3

The above table shows that the total score made by the students in the whole test, among thirty students sixteen students were found to be below average level. The percentage of the students at below average was 53.33%. Only 46.6 percent of the students were found to

be above average level. Since the majority of the students were at below average, the total vocabulary achievement was found poor.

### 3.2.2 School wise analysis of the total vocabulary achievement in the whole test

To find out the difficulty level of the students on different items the researcher administered different test items to the students of three different schools of Pyuthan district separately. Following table shows the schools wise achievement of students.

**Table No. 18 : School wise vocabulary achievement in the whole test**

School	Total population	Total Ave.	Above Ave.		Below Ave.	
			No of students	%	No. of students	%
Palusiddha Primary School Chunja	10	32	6	60	4	40
Bhanu Bhakta Secondary School	10	19.3	4	40	6	60
Jankalyan Lower Secondary School Barbot	10	19.9	5	50	5	50

The table shows the achievement of the students of Palusiddha primary school is comparatively better than others. The average achievement of students in the school is 32 out of 100 marks. Jankalyan Lower Secondary school has 19.9 total average achievements whereas Bhanu Bhakta Secondary school has less total average i.e. 19.3. Four students among 10 of Shree Palusiddha primary school have below average marks.

### 3.2.3 School wise analysis of Vocabulary Achievement in each test items

To find out the difficulty level, the researcher has analyzed achievement of students in each test item. Following table shows the vocabulary achievement in each item.

**Table 19 : Vocabulary achievement : noun**

School	Total population	Total Ave.	Above Ave		Below Ave	
			No of students	%	No. of students	%
Palusiddha Primary School Chunja	10	7.3	5	50	5	50
Bhanu Bhakta Secondary School	10	4.7	6	60	4	40
Jankalyan Lower Secondary School Barbot	10	3.7	4	40	6	60

The table shows that the achievement of the students in 'noun' was good since equal number of students in the total got 50% marks. Six from Bhanu Secondary School obtained above average mark and six from Jankalyan Lower Secondary School got below average marks. As a whole 50% of the respondents were above average and 50% of the respondents were below average. It shows that the achievement was satisfactory.

**Table No. 20 : Vocabulary achievement : adjectives**

School	Total population	Total Ave.	Above Ave.		Below Ave.	
			No of Stds	%	No. of Stds	%
Palusiddha Primary School Chunja	10	5.9	8	80	2	20
Bhanu Bhakta Secondary School	10	3.7	5	50	5	50
Jankalyan Lower Secondary School Barbot	10	3.7	6	60	4	40

The table shows that eight students of Palusiddha primary school got above average marks and six students of Shree Jankalyan Lower Secondary School got above average marks. While fifty percent the students of Bhanu Secondary School got above and fifty percent of

students of the same school got below average marks. It shows that the achievement of the students in the item was satisfactory (63%).

**Table No. 21 : Vocabulary achievement : pronoun**

School	Total population	Total Ave.	Above Ave.		Below Ave.	
			No. of students	%	No. of students	%
Palusiddha Primary School Chunja	10	1.5	1	10	9	90
Bhanu Bhakta Secondary School	10	1.4			10	100
Jankalyan Lower Secondary School Barbot	10	1.4			10	100

The above table shows that vocabulary achievement of students in the use of 'pronoun'. Only ten percent of students of Palusiddha primary school could get above average marks. No students were found to use correct pronoun of Bhanu Secondary School and Jankalyan Lower Secondary School. That is to say it is the least scored item (3%).

**Table No. 22 : Vocabulary achievement : verbs**

School	Total population	Total Ave.	Above Ave.		Below Ave.	
			No. of Stds	%	No. of Stds	%
Palusiddha Primary School Chunja	10	9.4	10	100		
Bhanu Bhakta Secondary School	10	4.8	3	30	7	70
Jankalyan Lower Secondary School Barbot	10	6	5	50	5	50

The above table shows that the students' achievement on 'verb' is satisfactory. Seven students of Bhanu Secondary School got below average marks whereas no students of Palusiddha Primary School achieved below average mark. 50% students of Jankalyan Lower Secondary school got above the average mark and equal percentage of the students



obtained below average mark of the same school. On the total average 30 students i.e. 60% of the whole students obtained above average mark and 40% of the whole students got below average mark.

**Table No. 23 : Vocabulary achievement : adverb**

School	Total population	Total Ave.	Above Ave.		Below Ave.	
			No. of Stds	%	No. of Stds	%
Palusiddha Primary School Churja	10	7.5	5	50	5	50
Bhanu Bhakta Secondary School	10	5.5	4	40	6	60
Jankalyan Lower Secondary School Barbot	10	6.5	9	90	1	10

The table shows that the achievement in the item of 'adverb' the students of Palusiddha Primary School was hundred percent. All the students of the school got average marks. Four students of Bhanu Secondary school got above average marks. Nine students of Jankalyan Lower Secondary School got average marks. That is to say twenty three students out of thirty got average mark in the item 'adverb' (76%).

**Table No. 24 : Vocabulary achievement : preposition**

School	Total population	Total Ave.	Above Ave.		Below Ave.	
			No of Stds	%	No. of Stds	%
Palusiddha Primary School Chunja	10	3.3			10	100
Bhanu Bhakta Secondary School	10	3			10	100
Jankalyan Lower Secondary School Barbot	10	3			10	100

The above table shows that the achievement of the students of three different schools in the test "Preposition". In the test all the students were found to be under below average marks. It shows that achievement of the students in using of preposition is not satisfactory.

**Table No : 25 : Vocabulary achievement item : conjunction**

School	Total population	Total Ave.	Above Ave.		Below Ave.	
			No. of Stds	%	No. of Stds	%
Palusiddha Primary School Churja	10	2.1	1	10	9	90
Bhanu Bhakta Secondary School	10	1.9			10	100
Jankalyan Lower Secondary School Barbot	10	1.4			10	100

The given table shows that students got below average marks in the test of conjunction. Twenty nine students out of thirty got below average marks. One student out of thirty got average marks. Rest of the students of all schools got below average marks. By analyzing the achievement ratio in average, it was found that the achievement of students was not satisfactory (3%).

**Table No : 26 : Vocabulary achievement : interjection**

School	Total population	Total Ave.	Above Ave.		Below Ave.	
			No. of Stds	%	No. of Stds	%
Palusiddha Primary School Churja	10	1.2			10	100
Bhanu Bhakta Secondary School	10	1.3			10	100
Jankalyan Lower Secondary School Barbot	10	1.5			10	100

The above table shows the achievement ratio of the students of three different schools in the item 'interjection'. In the test of the interjection, all the students were found to be under the below average marks. It shows that achievement of students in the test of interjection is not satisfactory.

**Table No : 27 : Vocabulary achievement : article**

School	Total population	Total Ave.	Above Ave.		Below Ave.	
			No. of Stds	%	No. of Stds	%
Palusiddha Primary School Churja	10	1.3			10	100
Bhanu Bhakta Secondary School	10	1.2			10	100
Jankalyan Lower Secondary School Barbot	10	0.7			10	100

The table shows the vocabulary achievement of the students of three schools. It was found that no students out of thirty got average marks. It shows that the achievement on article is poor. It means students have difficulty in learning this item.

**Table No : 28 : Vocabulary achievement : oral (consonant cluster)**

School	Total population	Total Ave.	Above Ave.		Below Ave.	
			No. of Stds	%	No. of Stds	%
Palusiddha Primary School Churja	10	3.8	3	30	7	70
Bhanu Bhakta Secondary School	10	2			10	100
Jankalyan Lower Secondary School Barbot	10	1.7			10	100

The table vividly shows the achievement of the students in the oral test (consonant cluster). Thirty percent of the students of Palusiddha primary school obtained above average marks. No students of Bhanu secondary school and Jankalyan lower secondary school got average marks. As a whole the achievement on this item is not satisfactory.

### **3.3 Analysis of difficulty level of vocabulary items**

To find out difficulty level of vocabulary items the researcher has assumed the below average (less than fifty) and above average (over fifty). The researcher first, analysed the whole test, then school wise and at last each item individually has been analyzed.

#### **3.3.1 School wise analysis of difficulty level**

Appendix II shows that the students of the given schools have responded well. However seventy percent of Bhanu Secondary School and sixty percent of Jankalyan Lower Secondary school got below average mark. It is difficult for them to respond the item correctly. Sixty percent of students of Palusiddha Primary School have secured above average marks in the total vocabulary items. The table clearly shows that the test item (as based on all items) as a whole seemed a bit difficult to students for both School i.e. Bhanu secondary and Jankalyan lower secondary than the other one i.e. Palusiddha primary school.

#### **3.3.2 Item wise analysis of difficulty level**

Table no. 19 shows the item (i.e. noun) wise achievement and difficulty in total. It shows that fifteen students out of thirty got above average marks and fifteen students got below average marks in the item: noun. There were 10 words (Sun, pot, house, fish, tree, watch, cat, mouse, book and ruler) to be named. This item was satisfactory. In the test of adjective (table no. 20) it was found thirty seven percent of the students had difficult. In the test of pronoun (table no. 21) only three percent students got average marks and ninety seven percent students got below average marks. It means that students have difficulty in the use of pronoun. In the test of verbs, sixty percent of the students secured average marks. It is less difficult in comparison to pronoun. Similarly, in the test of adverbs only seven students obtained below average marks. It was found easier than noun, adjective and

pronoun. In the same way, in the oral test (consonant cluster) only three students i.e. ten percent of the students got average marks.

In the test of preposition 100% of the students secured below average marks. That is to say it is more difficult than verb, noun, adjective and adverb. In the test of conjunction ninety seven percent of students obtained below average marks. That is to say it is more difficult than noun, verb, adverb and adjective. In the same way, in the test of interjection no body got average marks, as in the test of article and preposition. That is to say the items 'pronoun', 'conjunction' is difficult. Like wise the items preposition, article and interjection are the most difficult among all the specified items.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

On the basis of analysis and interpretation, the researcher has listed out finding of the study as follows:

1. 217 different words were found to be used in the textbook.
2. Among different parts of speech 'nouns' occupy the highest frequency of occurrence i.e. 47.93% and interjection have the least frequency of occurrence i.e. 0.91, 0.91%, respectively.
3. Verbs, adverbs, adjectives, pronouns, prepositions, conjunctions and articles have 17.97, 7.4, 6.9, 8.3 and 2.3 percent of frequency of occurrence respectively.
4. Students' achievement was comparatively better in the test of adverbs, adjectives, verbs and nouns than oral (cc), pronoun, conjunction, article and interjection.
5. Seventy six and sixty three percent of the students got the above average marks in adverbs and adjectives, respectively.
6. Sixty percent of the students got the average marks in verbs.
7. Fifty percent of the students got average mark in noun.
8. In the oral test (cc) ten percent of the students pronounced correctly. It means ninety percent of the students felt it difficult.
9. In the same way only three percent of the students were able to use correct pronouns and conjunctions.
10. In the test of preposition, interjections and articles not a single student could get the average marks. That is to say these are the most difficult items for the students.

#### **4.2 Recommendations**

On the basis of the findings the following recommendations have been made.

1. There is no greater number of vocabulary items used in the textbook. Similarly, there is no separate list of parts of speech in the given list. So, the list of all vocabulary items from different parts of speech should be given in the textbook.

2. The ratio of the frequency of occurrence of vocabulary items should be balanced; the great disparity is seen in the frequency of occurrence among the vocabulary items.
3. Students' performance on adverbs is better than adjectives, verbs and nouns. These items should be emphasized in the textbook.
4. The less scored item 'pronoun' and 'conjunction' should be treated well.
5. The zero percent of the average scored items interjection, article and preposition should be given the most emphasis in the textbook.

## REFERENCES

- Adams. H. 1973. *Critical Theory since Plato*: Hartcort Braceio : Vanovic.
- Banjagain, R. et.al. 2003. *My English Book Grade One*: Bhaktapur: CDC.
- Celce-Muricia, M. and Larsen-Freeman. D. (1999). *The Grammar Practice Book*. Boston : Heinle and Heinle.
- Chomsky, N. 1957. *Syntactic Structure*: Paris: MIT Press.
- Chudal, N.P. 1997. *A Study of English Vocabulary Achievement of the Student of Grade Six*. M.ED. Thesis. Kathmandu: Tribhuvan University.
- Gaire, B.R. 2006. *Vocabulary Achievement Test of Grade Two Students*. M.Ed Thesis. Kathmanud : Tribhuvan University.
- Harmer, J. 1997. *The Practice of English Language Teaching*. (New Edition). London: Longman.
- Kattel, 2005. *An Analysis of Vocabulary Used in My English Book for Grade 3*: M.ED. Thesis Kahmanud : Tribhuvan University.
- Khatri, 2006. *A Study on English Vocabulary Achievement of the 8th Graders*. M.ED. Thesis. Kathmandu: Tribhuvan University.
- Nesfield. J. 1965. *English Grammar Series*. Book One.
- Oxford Advanced Learners Dictionary of Current English 1998. London. Oxford University Press.
- Richard, J. et. al. 1985. *London Dictionary of Applied Linguistics*. London : Essex.
- Sapir 1978 :8. *Language*; London: Granda Publishing Ltd.
- Tiwari, B. 2001. *A Study on English Vocabulary Achievement by the Students of Grade Ten*. M.ED. Thesis. Kathmandu: Tribhuvan University.
- Upadhyaya, 2002. *A Study on Achievement of Phrasal Verbs of the Students of Higher Secondary Level*. M.ED. Thesis. Kathmandu: Tribhuvan University.



**APENDXI – I**

**LIST OF VOCABOLAURY ITEMS OF GRADE – 1**

**Nouns**

S.N.	Nouns	Frequency
1.	tree	14
2.	table	13
3.	cat	11
4.	book	10
5.	potato	10
6.	rat	9
7.	eye	8
8.	bag	7
9.	hen	7
10.	name	7
11.	nose	7
12.	pot	7
13.	Saturday	7
14.	apple	6
15.	flag	6
16.	door	5
17.	house	5
18.	Monday	5
19.	net	5
20.	sister	5
21.	tap	5
22.	bird	4
23.	boy	4
24.	colour	4
25.	day	4
26.	fish	4
27.	Friday	4

S.N.	Nouns	Frequency
53.	sock	3
54.	sun	3
55.	water	3
56.	ant	2
57.	bench	2
58.	bus	2
59.	chalk	2
60.	egg	2
61.	fan	2
62.	floor	2
63.	flower	2
64.	hand	2
65.	ladder	2
66.	lamp	2
67.	leg	2
68.	moon	2
69.	mother	2
70.	radio	2
71.	roof	2
72.	ruler	2
73.	snake	2
74.	star	2
75.	toe	2
76.	volleyball	2
77.	umbrella	2
78.	afternoon	1
79.	bed	1

28.	goat	4
29.	mat	4
30.	morning	4
31.	pen	4
32.	Sunday	4
33.	Tuesday	4
34.	Thursday	4
35.	Wednesday	4
36.	window	4
37.	ball	3
38.	banana	3
39.	box	3
40.	cow	3
41.	dog	3
42.	elephant	3
43.	father	3
44.	girl	3
45.	ink	3
46.	leaf	3
47.	mango	3
48.	mouth	3
49.	nail	3
50.	orange	3
51.	pencil	3
52.	school	3

80.	brother	1
81.	cap	1
82.	carrot	1
83.	children	1
84.	doll	1
85.	ear	1
86.	finger	1
87.	foot	1
88.	glass	1
89.	hair	1
90.	head	1
91.	hill	1
92.	holiday	1
93.	man	1
94.	noise	1
95.	pen	1
96.	shirt	1
97.	shoe	1
98.	sky	1
99.	stick	1
100.	tin	1
101.	watch	1
102.	week	1
103.	year	1
104.	gate	1

## Verbs

S.N.	Verb	Frequency
1.	is	235
2.	are	36
3.	am	27
4.	have	12
5.	do	10
6.	get	12
7.	sit	10
8.	point	8
9.	stand	8
10.	run	7
11.	dance	6
12.	draw	6
13.	eat	6
14.	go	6
15.	jump	6
16.	play	6
17.	read	6
18.	walk	6
19.	put	4
20.	touch	4

S.N.	Verb	Frequency
21.	write	4
22.	close	4
23.	thank	4
24.	carry	1
25.	clap	1
26.	come	1
27.	drink	1
28.	feed	1
29.	give	1
30.	hold	1
31.	hope	1
32.	laugh	1
33.	let	1
34.	look	1
35.	make	1
36.	open	1
37.	pick	1
38.	turn	1
39.	wave	1

### Adjectives

S.N.	Adjective	Frequency
1.	big	7
2.	blue	6
3.	old	6
4.	red	6
5.	black	5
6.	good	4
7.	fine	3
8.	green	3

S.N.	Adjective	Frequency
9.	small	3
10.	brown	2
11.	white	2
12.	wrong	2
13.	yellow	2
14.	right	1
15.	sweet	1

### Adverbs

S.N.	Adverb	Frequency
1.	there	21
2.	no	20
3.	not	18
4.	how	13
5.	where	10
6.	yes	9
7.	up	5
8.	down	4

S.N.	Adverb	Frequency
9.	round	4
10.	a lot	2
11.	every where	2
12.	here	2
13.	today	2
14.	now	1
15.	quickly	1
16.	well	1

### Pronouns

S.N.	Pronouns	Frequency
1.	if	75
2.	what	52
3.	this	51
4.	I	35
5.	that	16
6.	my	12
7.	our	12
8.	your	11
9.	he	7

S.N.	Pronouns	Frequency
10.	her	7
11.	she	7
12.	these	7
13.	who	7
14.	his	6
15.	they	5
16.	we	2
17.	me	1
18.	those	1

### Prepositions

S.N.	Preposition	Frequency
1.	on	19
2.	under	18
3.	in	12

S.N.	Numerals	Frequency
5.	to	10
6.	of	2

### Articles

S.N.	Article	Frequency
1.	a/an	76
2.	the	60

### Conjunctions

S.N.	Conjunction	Frequency
1.	and	12
2.	but	1

### Quantifiers

S.N.	Quantifiers	Frequency
1.	many	5
2.	all	1
3.	more	1

### Interjections

S.N.	interjections	Frequency
1.	hello	6
2.	please	3
3.	oh	1

### Numerals

S.N.	Numerals	Frequency
1.	five	5
2.	three	4
3.	two	4
4.	four	3
5.	six	3

S.N.	Numerals	Frequency
6.	one	2
7.	seven	2
8.	eight	1
9.	nine	1
10.	ten	1

## APPENDIX – II

### Test and achievement by students in terms of frequency and difficulty level

#### A. Shree Palusiddha Primary School, Chunja- 7, Pyuthan

Students Name	Item										
	Nouns	Adj.	Pron.	Verb	Adv.	Prep.	conj.	inter.	art.	c.c	Total
Sulochana Poudel	7	6	5	10	10	3.3	5	1	3	7	57.3
Bipin Poudel	6	6	2	10	10	3.3	1	0	1	4	43.3
Ram Poudel	7	7	1	10	10	3.3	2	2	2	4	48.3
Biplov Poudel	9	7	0	8	5	3.3	3	1	3	2	41.3
Rasan Poudel	9	6	0	6	5	3.3	0	3	1	4	37.3
Rina Poudel	3	3	3	10	5	3.3	0	1	0	1	29.3
Purba Poudel	8	6	1	10	5	3.3	3	0	0	1	37.3
Kasiram Poudel	6	5	2	10	10	3.3	2	1	0	6	42.3
Sarita Poudel	10	7	1	10	5	3.3	1	2	2	4	45.3
Bikas Poudel	8	6	0	10	10	3.3	4	1	1	5	48.3

#### B. Shree Bhanu Bhakta Secondary School, Dhrampani-9, Barbot Pyuthan

Students Name	Item										
	Nouns	Adj.	Pron.	Verb	Adv.	Prep.	conj.	inter.	art.	c.c	Total
Damba G.C.	3	3	1	4	0	3	0	2	0	1	17
Suman K.C.	6	4	4	4	5	3	0	1	0	5	32
Susila Poudel	3	3	1	2	0	3	2	3	1	1	19
Santosh K.C.	5	4	2	2	10	3	3	1	2	4	36
Numraj Poudel	7	2	0	6	0	3	1	0	3	2	24
Bikram Thapa	2	4	0	4	10	3	4	2	1	1	31
Susil Poudel	1	4	2	8	10	3	3	1	0	1	33
Purba K.C.	7	7	3	10	10	3	2	1	3	2	48
Bamdev Poudel	6	2	1	4	5	3	1	1	1	1	25
Rekha B.K.	7	4	0	4	5	3	3	1	1	2	30

**C. Shree Jankalyan Lower Secondary School Dharampani- 8, Pyuthan**

Students Name	Item										
	Nouns	Adj.	Pron.	Verb	Adv.	Prep.	conj.	inter.	art.	c.c	Total
Dev Kala K.C.	7	2	2	4	0	3	0	2	1	1	22
Rita Poudel	6	3	1	2	5	3	0	3	0	4	27
Mohan Poudel	3	2	3	10	5	3	1	1	2	2	32
Sita B.K	2	5	1	2	10	3	4	3	0	2	32
Bishnu Poudel	3	4	4	6	10	3	3	2	0	1	36
Sujata Poudel	2	4	0	10	5	3	2	1	1	1	39
Surendra	5	3	0	2	5	3	0	0	2	3	23
Dambar G.C.	3	4	0	10	5	3	1	0	1	1	28
Keshar K.C.	2	5	3	10	10	3	2	1	0	1	37
Bikas Thapa	4	5	1	4	10	3	1	2	0	1	31



**APPENDIX – III : Test items**

Vocabulary test items for the students who have completed class- I

Name of the school:- .....

Name of the student: - .....

**Questions No. 1 : What is this ? 10**

a. S \_ \_ \_ \_

b. P \_ \_

c. F \_ \_ \_

d. \_ \_ \_ \_

e. \_ \_ \_ \_ \_

f. \_ \_ \_ \_

g. \_ \_ \_

h. \_ \_ \_

i. \_ \_ \_ \_

j. R \_ \_ \_ \_

**Question No. 2 : Tick ( ) the correct word**

**10**

- a) Our flag is ..... (red/black/white)
- b) "5" it is .....( four /five/one)
- c) ..... Morning sir ( Sweet/bad/white)
- d) The sky is ..... (red/block/blue)
- e) The board is ..... (black/white/red)
- f) How ..... are you ? (cold/I/he)
- g) Locato fun is ..... (bad/sweet)
- h) Trees are ..... (sweet/green)
- i) 'A' How are you ?  
B: I 'm ..... (fine/ tall)
- j) Bananan are ..... (black/yellow)

**Question No. 3 : Fill in the blanks            10**

- a) What is ..... name ? (he/ your)
- b) ..... is that ? (What /that)
- c) ..... is the blackboard. (that/what)
- d) .....name is ram (my/i)
- e) Who are ..... ? (i/you)
- f) .....am sita. ( you/i)
- g) what are ..... (that / these)
- h) ..... are pens. (this / those)
- i) ..... Am a students (I / you)
- j) ..... is my pen. (which / it)

Question No. 4 : Choose the correct letter

10

a) 

e
d

 \_ a t

b) g \_ 

o
e

c) 

s
t

 \_ t a n d.

d) 

r
s

 \_ ead

e) 

c
d

 - ome.

f) 

o
p

 \_ pen.

g) 

r
t

 \_un.

h) 

u
w

 \_rite.

i) 

s
p

 \_ ut

j) 

p
s

 \_ lay

**Question No. 5 : Fill in the gaps : 10**

- a) Stand ..... (up / down)
- b) Sit ..... (up/ down)
- c) ..... are you (How/yes)
- d) A: Are you a student ?  
B : ..... I am ( that / yes)
- e) I am ..... a teacher (not/yes)

**Question No. 6 : Choose the correct word: 10**

- a) The pen is ..... the table (on/in/under)
- b) Ball is ..... Chair ( on/ in/ under)
- c) Flag is ..... the pot (in / in/ under)

**Question No. 7 : Choose the correct word 10**

- a) Ram ..... shyam are students. ( but / and)
  
- b) Sita ..... Gita are beautiful girls. (and / but)
  
- c) Hari is fat ..... he runs very fast. ( but / and)
  
- d) Dogs bark ..... cats don't. (and / but)
  
- e) My father is old ..... he is strong. ( but / and)

**Question No. 8 : Fill in the blanks : 10**

- a) ..... Ram. (hello/ please)
- b) ....., give me your pen. ( hello / please)
- c) ..... ! Sita's father died. (oh!/ please)

**Question No. 9 : Tick ( ) correct article in the bracket 10**

- a) I am ..... Student ( a/an/the)
- b) ..... Head sir is good. ( a/ an/ the)
- c) ..... sun is hot ( the /a/ an)
- d) Do you eat ..... Egg? (a/ an/ the)
- e) Give me ..... book. ( a/ an/ the )

**Question No. 10 : What is this ? (oral test) : 10**

**a)**

**b)**

**c)**



## Word List

a/an	dance	good morning/afternoon
afternoon	desk	got
again	dog	green
am/'m	doing	
ant	door	hair
apple	down	hand
are/'re	drink/drinking	have/'ve
arm		he
	ear	head
bag	eat/eating	hello
ball	egg	hen
banana	elephant	her
bench	everyone	here
big	everywhere	hill
big	eye	his
bird	eye	hop/hopping
black	face	house
blackboard	family	how
blue	farmer	I
book	father	in
box	fine	ink
bring	finger	is/'s
brother	fish	isn't
brown	flag	it
bus	flower	jump/jumping
carrot	game	ladder
cap	girl	lamp
cat	give/giving	leaf
children	pot	leg
class/room	put/putting down	listen

colour	goat	look/look at / looking at
come	good	tap
count	good-bye	table
cow	go	to
man	glass	toe
mango	rice	touch/touching
many	right	the
mat	ruler	that/that's
moon	run/running	tree
morning	red	there
mother	read/reading	these
mouth	she	up
my	shirt	volleyball
nail	show	under
name	shut/shutting	umbrella
net	sit/sitting(down)	water
no	small	wave/waving
nose	snake	we
old	sock	what
on	stamp	where
open/opening	stand / standing (up)	white
orange	star	window
page	stick	write/writing
pan	stone	watch
pen	sun	walk/walking
pencil	sweet	yes
picture	sister	you
pick up/picking up	school	yellow
please	teacher	yak
point to/pointing to	thank you	your





S.N.	Name	znt	lz	mp	nk	is	kl
P							
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							