

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is as old as human civilization. It has evolved in the history of man's development as a means by which an individual can convey information, thoughts and ideas to one or many of his associates, and also as the means by which he can, in turn, receive information, thoughts and ideas from others. Thus, language is the most widely used means of communication. It is common to all and only human beings. It is one of the most valuable /unique gifts that sets them apart from animals. Most animals have inter-and intra-species communication systems to communicate with one another. But their communication system is different from human communication system in the sense that the former is closed, unextendable, unmodifiable, inflexible, limited and finite whereas the latter is open, extendable, modifiable, flexible, unlimited and infinite. In other words, animal system of communication is instinctive and inherited whereas human language is non-instinctive and acquired. These unique characteristics of human language have enabled the people belonging to different geographical regions and cultures to live together in perfect harmony. Language is a human species-specific faculty.

Communication occurs when a meaningful signal passes from a sender, who originates it, to a receiver, who understands it. In ordinary communication, the sender transmits his message by signs, by speech or by writing. Then, the nature of language is strictly functional, and its purpose is to promote communication and accurate communication may be defined as good language; whatever forms of language fail to communicate clearly or lead to ambiguity and obscurity may be, for practical purposes, defined as bad language.

Language is the universal medium for conveying the common facts including complex thoughts, ideas and feelings of human beings. No language is superior

or inferior to other languages in terms of communicative values. The major function of language is to communicate. According to Sapir (1978, p.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." Similarly, in the words of Geenough and Kittredge (1900, p. 2), "Language is the expression of thought by means of words; that is, by means of signs of peculiar sort made with the vocal organs." Similarly Quine (1966, p.215) concludes:

Language can serve many purposes of communication. It enables us to deal with the past and the future, the present and the absent. We talk of an enormous range of topics: of tables, people, molecules, light rays, retinas, air waves, prime number, infinite classes, Joy and Sorrow, good and evil. (as cited in Deritt and Stereling 1999, p.6)

Looking at the above definitions of language we come to understand that language is a special gift given to only the human being which distinguishes him from other living creatures. He voluntarily talks about the past and the future, the present and the absent things/ events in a systematic way with the help of vocal organs. Therefore, we can say that language is the voluntary vocal system of human communication.

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 (vital) role in a particular situation on a particular occasion in a particular place. Among them, English is the most widely used language in the world because it has gained the status of global (international) language. It is the most dominant language in almost all areas, e.g., trade, mass media, education, science and technology, bureaucracy and diplomacy, politics, economics, religion, medicine and so on.

English, being a global language, has inevitably been important in Nepal. This language is compulsorily taught up to the 12th grade in all academic institutions. At the campus level, it is learnt and taught as compulsory and optional subject. The teaching and learning of the English language occupies an important place in both governmental and non-governmental sectors in Nepal.

1.1.1 English Language Teaching in Nepal

English language is most widely spoken language in the world. It is spoken as a native language in most of the European countries and some other countries such as America, Canada, and Australia. And rest of the countries of the world use it as a second or a foreign language .In our country, English is taught and learned as a foreign language. The introduction (beginning) of English language in Nepal is formally connected with the time of Janga Bahadur Rana. Awasthi (2003) writes:

Formally, English entered in Nepalese education in 1854 when the prime minister Janga Bahadur Rana opened Darbar High school in Katmandu. However, it was not introduced in the higher education until 1918 when Tri-Chandra collage was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP) .Until then the English language teachers were not trained .It started only in 1971 when FOE of T.U initiated B. Ed. program in English education (p.22).

From above description, it is clear that after the establishment of democracy in 1951 A.D, English Language Teaching (ELT) was more emphasized in our country but nowadays, it is all the more emphasized .The government of Nepal has paid its attention to a number of professional organizations of

English Language Teaching which bring the interested professionals, teachers, trainers and researchers and presenters. Some professional organizations of English Language Teaching are International Association of Teachers of English as a Foreign Language (IATEFL), Teachers of English to Speakers of Other Languages (TESOL), Nepal English Language of Teacher's Association (NELTA). Since the establishment of English Language Teaching organizations, English is widely used in different fields and a large number of students are learning the English language in different institutes formally as well as informally.

1.1.2 Vocabulary

1.1.2.1 Definition of Vocabulary

Language is made up of vocabulary items and grammatical rules. Vocabulary items are the most important aspects of language without which a language cannot exist. They are the main instruments to express the ideas and feelings. The more the vocabulary items we have, the more we can express ideas in different fields. Vocabulary items have important place in all languages of the world i.e., communication is almost impossible in the absence of lexical items .In the words of Wilkins (1972; p.111) "without grammar very little can convey, without vocabulary nothing can be conveyed." Chomsky (1957) argues:

Due to the finite number of grammatical rules a child is capable of producing infinite number of structures. These rules are pre-programmed in the child's mind but this principle is not applied in the case of vocabulary since vocabularies are to be practiced to learn until word is used differently in different situation.

According to Harmer (1991, p. 153), "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." Similarly, for Ur (2000) "vocabulary can roughly be defined as the words we teach in the foreign language and he also states that a new item of vocabulary may be more than a single word." In other words, vocabulary/lexicon can be a single word or a group of words that take a single meaning. For example, 'post –office' and 'father –in –law' which are made up of two and three words respectively but express a single idea i.e. meaning. Therefore, learners need to learn what vocabulary means and how it is used.

Learning a foreign language is a matter of learning the vocabulary of that language. In this regard Wallace (1982,p.9) says," It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is a sense in which learning a foreign language is basically matter of learning the vocabulary of that language."

1.1.2.2 Description of Vocabulary

There are several levels to the description of vocabulary. The description of vocabulary reflects (considers) the multiple function of vocabulary: words are single items ;in partnership with other words , they perform lexical and grammatical functions ; and recent studies have demonstrated the important role that vocabulary plays in the formation of complete spoken and written texts. Therefore, the vocabulary of a language is the group of words that are typically used when discussing it.

The important issue is the classification of words into content words and function words i.e. semantico-grammatical classification of words. Content words, having their lexical meanings are semantic (lexical) words and function

words directly related to only grammatical meaning but not lexical meanings, are grammatical words. Grammatical words belong to a finite set of words with fundamental grammatical jobs to do, that is, mostly pronouns, articles, prepositions, conjunctions, auxiliaries and modal verbs. They have little meaning on their own, but which show grammatical relationship in and between sentences. Lexical words also have grammatical functions, but they have more lexical content that refers to a thing, quality, state or action, and which have meaning when the words are used alone. They are an 'open', infinite set, that is, nouns, adjectives, verbs and adverbs. Cater (1996) States:

Recent work of an applied linguistic kind has stressed that semantic connections between words can operate across and between sentences as well as within individual lexical phrases, set or categories. Clearly, Conjunctions play an important part in such connectivity, but so do other kinds of words such words are termed lexical signals. (p.71)

The terms that are similar to 'vocabulary' are lexicon /dictionary. The term vocabulary is synonymous with lexicon. As stated in Encyclopedia Britannica (1981, p.187) "The term lexicon is also used to refer to the total stock of all words or word elements in a language." The Oxford Advanced Learner's Dictionary (2005, p.678) defines lexicon as "all the words and phrases used in a particular language or subject". Funk and Wagnalls New Standard Dictionary of English Language was prepared by more than three hundred and eighty specialists and other scholars under the supervision of Isaac K. Funk, D.D, L.L.D. This dictionary defines lexicon as "an alphabetically arranged book setting forth the meaning and etymology of the words of a language, especially a foreign language; a vocabulary or word – book; dictionary" (1960, p.1425). Like that this dictionary (also) defines vocabulary as "a list of words, especially

one arranged in alphabetical order or according to some other system; as the vocabulary of a dictionary” (1960, p.2661). Similarly, Collins Cobuild English Learner's Dictionary (1994, p.546) states that “a lexicon is an alphabetical list of words of a language or of a particular subject.” Celce-Murcia and Larsen – Freeman (1999, p.28) states:

The lexicon has been characterized as a mental inventory of words and productive word derivational processes. We take a considerably broader view of the lexicon; we consider it to comprise not only single words but also word compound and conventionalized multi word phrases.

Thus, we can conclude that the word vocabulary is synonymous to lexicon which consists of all the information about the structural properties of the lexicon items in a language, i.e. their specification semantically, syntactically, and phonologically.

1.1.3 Syntactically Relevant Lexical Features

Nouns, adjectives, adverbs and verbs all have syntactically important lexical features. They are concerned with internal structures of sentences. According to Chomsky (1965, p.78). "The syntactic component will operate in terms of selectional restrictions involving such categories as animates and abstractness." Thus, we can say that lexical items have certain syntactic restrictions. All the lexical items cannot come in all contexts. These restrictions are discussed below:

1.1.3.1 Determiners/Adjectives plus Nouns

Within noun phrases, determiner-noun restrictions are important because nouns have the following features that influence syntactic behavior. They are:

1. few determiners co-occur only with uncountable nouns e.g. much , little.
2. other few determiners occur only with plural nouns, e.g. these, many, few.

3. still other few determiners co- occur only with singular countable nouns; e.g., a/an, each.
4. some adjectives like various , divergent always occur with plural nouns
5. Proper nouns referring to people don't occur with article, e.g. John, Kameshwar, Albert Einstein.
6. common noun referring to people occurs with article, e.g. a man, the men ,some men

1.1.3.2 Adjectives Prepositional Phrase Restrictions

Like verbs, adjectives are also transitive and intransitive in nature .Transitive adjectives should be followed by preposition and noun objects (i.e. prepositional phrases, e.g., found of .., related to...,) whereas intransitive adjectives should not followed by prepositional phrases , e.g. handsome, graceful. However, some adjectives can be used both transitively and intransitively without a change of meaning in the adjective itself; e.g.

Sally is nervous.

Sally is nervous about the quiz.

1.1.3.3 Verb –noun Restriction

The most complicated lexical restrictions in English involve verbs .The verbs may or may not be transitive .Transitive verbs take objects whereas intransitive verbs do not take objects.This information is specified in the lexical entries of verbs.

The lexical feature (-transitive) for disappear and (+transitive) for eat allow us to accept these sentences as grammatical in the case of verb sub classification

The rules supplemented by the lexicon

disappear, [+v, +-±]

eat, [+v, +- NP]

Expression

The stain disappeared.

John eats food.

Some verbs occur both transitively and intransitively with little or no change of meaning. These are ergative or change-of-state verbs, where the direct object in transitive sentence is the same as the subject of the verb in the intransitive one. This example is taken from Chomsky's book "Aspect of Theory of Syntax" (1965.p.94).

grow, [+v, + - #, + - adjective]

The rule above supplemented by the lexicon will permit such expressions:

John grew a beard

John grew

John grew sad

With different syntactic restrictions, these verbs such as ditransitive, linking, complex transitive, and prepositional verbs all have qualities that would have to be indicated in the lexicon.

1.1.3.4 Co-occurrence Restrictions Involving Prepositions

Certain verbs or transitive adjectives must be followed by a particular preposition (e.g., accused of, rely on, or be fond of, be interested in). Similarly, a given noun phrase must be preceded or followed by certain preposition (e.g., in my opinion, from my point of view, in lieu of, with regard to).

1.1.4 The Meaning of Lexical items

A lexical item is generally referred to as a unit of vocabulary or lexeme. That is to say that lexical items mean words and phrases that have meaning in a particular language. Crystal (2003, p.268) views that a unit of vocabulary is generally referred to as a lexical item or lexeme. A complete inventory of the lexical items of a language constitutes that language's dictionary or lexicon. In this section, to get the meaning of lexical items we will discuss the following sub-topics of semantics.

a Semantic Features and Restrictions

Semantic features are the basic /smallest unit of meaning in a word. The meaning of a word can be described as the combination of semantic features. For example, 'woman'. It has the following semantic features which are often established by contrast and can be stated in terms of binary features:[+common],[+concrete], [+living], [+animal],[+human],[-masculine].This is the hierarchy of semantic features. There are the lexical entries of verbs which must specify any semantic feature restrictions regarding the nouns, subjects and objects. For example, we can say "The woman laughed "but not "The idea laughed. "Because the verbs laugh takes [+human] subject. These types of restrictions can be specified in the lexicon .But one of the most interesting things about these types of restrictions is that they are often violated in extension of meaning and figurative usage.

b Semantic Field

Words can often be really understood only in terms of their relationship to other words .The words: benefit, advantage, profit, gain, increase, obtain, rise and large together with several other words constitute a semantic field. This shows that there is a network of sense relationships linking the various lexemes in a language. The set of such lexemes is called a semantic field. The set of words denoting colour, vehicle, kinship, cooking, vegetable, furniture are the examples of semantic fields. Therefore, we can say that the sense relationships between the lexemes within a semantic field may be of various types. For example, the relationship between ‘car’ and ‘automobile’ (synonym), ‘new’ and ‘old’ (antonym), ‘car’ and ‘bike’ (co-hyponymy or incompatibility) ‘vehicle’ and ‘car’ (hyponymy) are some sense relationships between the lexemes within the semantic fields.

c Meaning Extension

Lexical items are used to convey more than literal meaning. This is called meaning extension. In other words, meaning extension refers to lexical items that can be used to convey more than literal meaning. It is the deliberate violations of these semantic restraints that results in the rich imagery of poetic language. For example, 'The wind whispered.' In this example, the abstract thing is identified as a person. Ascribing action and personification to nature represent common meaning extensions.

Besides it, Metaphoric and Idiomatic use of lexical words also give more than literal meaning.

d. Prototypically

A person or object which has most of the characteristics of that class is said to prototypical of that class. For example Sparrow and Ostrich both are birds. Sparrow is more prototypical than Ostrich (which can't fly)

e The Lexical Aspect of Verbs

Verbs in any language are not only grammatical aspects but lexical aspect as well. The lexical aspect verbs express different meanings when they combine with certain grammatical morphemes. For example punctual verbs take on an iterative meaning when they combine with the progressive whereas durative verbs take on a sense of "temporariness" with the progressive

She is hitting the rug with a stick in order to clean it (repeatedly)

She is working in Halifax for the summer. (Temporarily)

1.1.5 The Use of Lexical Items

Languages normally evolve differences from one region to another and from one social class to another. The forms of language become associated with the region where they are used and with the social class which uses them.

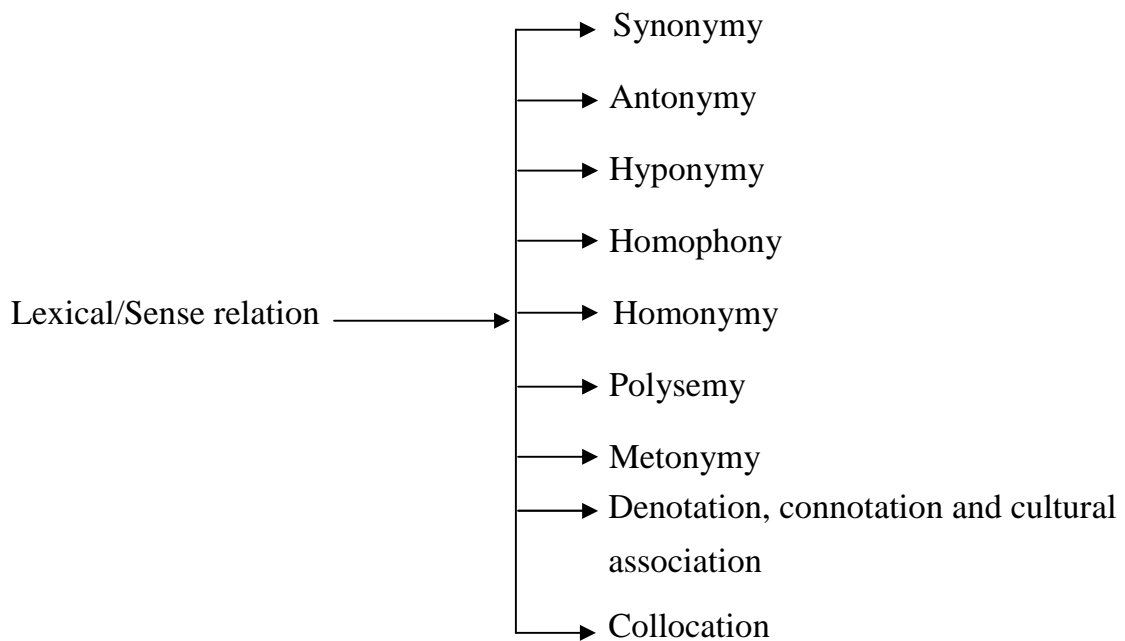
Regarding these statements, we say that lexical items of a language can differ because of the area of their use: different dialects (e.g., British English lorry versus North American English truck); different registers.(e.g., friend versus buddy) lexical items of a language varies not only according to the social characteristic (e.g. class, caste, sex, education) of the speaker , but also according to the social context in which s/he finds himself/ herself. In the words of Celce-Murcia and Larsen- Freeman (1999, p.45), we say that whatever one learns about the meaning and formal requirements of a lexical item, one cannot ignore the context in which it is used. Similarly, Lado (1993, p.196) says:

The speakers of a language grasp its significance when a word is used in contexts that bring out apparently hidden features of its meaning , and , what is equally important , they grasp these features of meaning when the word is used in that sense for the first time in their experience.

From the above statements of two linguists, we can conclude that learners need to learn how the lexical item is used. Because the context in which a lexical unit appears has the power to bring out some features of the meaning and produce a kind of metaphor or new lexical units.

1.1.6 Lexical/Sense Relations

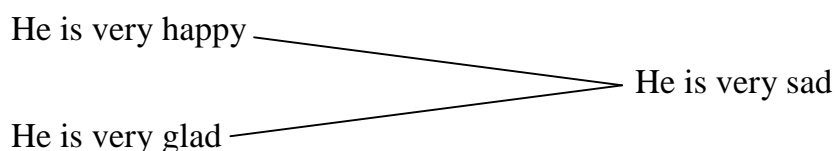
Words become more meaningful when they come in contact with each other: the relation is very important .According to Rai (2003 p.34), "Sense relationship refers to the various ways in which the meanings of words may be related." Similarly, Yule (1985, p.11) says, "Words are not only the meaning containers and role players but their relationship." There are various such sense relationships. The sense relationship incorporates the following features:



a Synonymy

Synonymy is a Kind of sense relation between two or more lexical items. Two words or lexemes having same meaning (snake and serpent, angry and furious, hide and conceal) are called Synonyms. To find out the sameness or similarity of meaning we should consider on two points:

1. If two lexemes substitute each other in a given context without any change in meaning ,they are synonyms .For example, Hari lives in a big house– Hari lives in a large house (big and large are synonyms because they replace each other without altering the meaning of them in the given context)
2. Another way of testing synonyms is to find out their opposites. If two lexemes have same antonyms, then they are synonyms.



The relationship of synonymy can be classified into different types. They can be explained as follows:

b Absolute and Partial Synonymy

If two lexemes replace each other in all contexts, then they are absolute (real, complete or total) synonyms. If they substitute each other only in some contexts but not in others, then they are partial (near) synonymy .Absolute synonym are rare: most synonyms are partial . Fro example ,tall and high are regarded as synonymous but are not interchangeable in all contexts like, tall man and high speed .All synonyms in practice are thus partial synonyms .

c Cognitive or Descriptive

This synonymy is also called as referential synonymy because such synonyms refer to the same or identical meaning but are not necessarily used by the speakers of the language. It is a kind of incomplete synonymy in which the two words are descriptively synonymous without having the same expressive or social meaning. Father, dad, daddy and pop, and lavatory , toilet ,loo and wc are examples of descriptive synonyms in English. Not all the speakers of language will necessarily use all members of a set of descriptive synonyms but they understand them.

d Register Synonymy

This synonymy refers to the words from different registers of the same language that have the identical sense or referent. Examples are given below:

you and thou

salt and NaCl (sodium chloride)

water and Hydroxide

The sense relation between such pair of words is called resister Synonymy.

e Dialectical Synonymy

Dialectical synonymy refers to the words from different dialects of the same language that have the same sense and referent. For example, flat and

apartment; pub and bar; petrol and gas; sidewalk and pavement, are dialectical synonyms .The first of each pair is British dialect and the second is American. Similarly, weighting is British dialect and Weightage is Nepali dialect.

f Stylistic Synonymy

The relation between two or more lexical items is said to be stylistic synonymy if they belong to different styles or speech of the same language. For example, discover and find out , encounter and come across, invent and make up , tolerate and put up with ,father and daddy ,children and kids are the stylistic synonyms. The first of each pair is formal and the second is informal in style.

g Intralingual and Interlingual Synonyms

Lexemes from the same language having same /similar meaning and referent are intra -lingual synonyms. The synonyms given in monolingual dictionary are intralingual ones. For example buy and purchase; foe and enemy are synonyms in English, and asal, ramro and uttam are synonyms in the Nepali language. Such synonyms are intralingual synonyms. Two or more lexemes from different languages having same sense or referent are interlingual synonyms. For example,

Hausali and bulki	-	Jewellery
Kukur	-	Dog
Age	-	Epoch

All bilingual dictionaries make use of such synonymy.

h Antonym

Two lexemes having opposite meaning (alive and dead, good and bad, married and bachelor etc.) are called antonyms. The sense relation of oppositeness between two words is realized in four ways, which will discuss latter

i Gradable Antonym

Gradable antonym is seen in terms of degrees of the quality involved .In other words, gradable antonym can be graded. This type of antonym exists between pairs of items such as good and bad, short and tall, old and young, big and small because there is degree of each quality i.e., the norm for grading can not be the same.

The opposite relation holding between gradable antonyms is such that the negation of one in the pair does not necessarily imply the assertion of the other. For example, to say that one is not big does not necessarily imply that one is small there can be other sizes in between.

j Complementarity

Complementarity refers to the relation between lexemes (male and female, dead and alive, single and married,) whose meanings are mutually exclusive: the denial of one implies the assertion of other (truth of one implies the falsity of other.) For example,

'John is not single'

implies

'John is married'

k Incompatibility

Two sets of lexemes that are mutually exclusive members of the same category are called incompatibility. In other words, incompatibility refers to the sense relationship of oppositeness between a set of lexical items where the choice of one item excludes the use of all the other items from that set: the assertion of one member of set of incompatible terms implies the denial of each of the other members in the set taken separately .For example, blue and green are incompatible antonyms.

l Converseness

Converseness refers to a pair of words (wife and husband, buy and sell, lend and borrow) any one of whose presence implies the presence of the other.

Converse pairs are called relational opposites by Palmer (1996 as cited in Rai 2003, p.39). For examples,

Ram is Sita's husband'

implies

'Sita is Ram's wife'

'Hari sells to Gita'

implies

Gita buys from Hari

Mira borrowed a book from Saroj

implies

Saroj lent a book to Mira

m Hyponymy

It is the relationship between specific and general items in which the specific one is included in general one. The general item which includes other specific item is called Hypernym. For example, apple and banana is a fruit. Therefore, the words apple and banana are both hyponymy of fruit, fruit is the hypernym of apple and banana and each hyponym (apple and banana) is the co – hyponyms of each other .The words hypernym and hyponym are also termed as superordinate and subordinate term respectively. But the same terms may be superordinate and subordinate while it is in the medial position in the hierarchy

like: Plant —————> Fruit —————> Apple

Here, 'fruit 'is subordinate in relation to plant and superordinate in relation to apple.

n Homonymy

Homonymy refers to the sense relationship between two or more words with same form but different unrelated meanings .The two or more words are called homonyms/ homonymous to each other .For example, bank1 (side of a river) and bank2 (financial institution) are homonymous to each other and sense relationship between them is called homonymy. Here the meaning of bank1 is not related to the meaning of bank2, and the two words are given in two different lexical entries in a dictionary .Homonymy relations are of two types. They are homophony and homograph. Two words which have different meanings but which are pronounced identically are called homophones, example hear/hi (r) /to listen and here / hi (r) / 'adverb of place ' . Homograph refers to the property of two words with same written form but different unrelated meanings .For example lead /led/, the metal and lead /li:d /-the verb.

o Polysemy

Polysemy is a property of single word with multiple meanings as foot which mean 'bottom of the leg ', 'bottom of a mountain. Polysemous words are given under a single lexical entry in a dictionary .Thus, polysemy is the sense relation of single words and therefore obviously with single form and different related meanings. For Crystal (1995, p. 297),"It refers to a lexical item which has a range of different meaning.

p Denotations, Connotations, and Cultural Associations

Denotation: Denotation of a word is its dictionary definition or referential meaning. In other words, it refers to linguistic, basic, essential, or conceptual meaning directly attached to a word. The most central parts of the meaning of a word are related to the objects and things in the world. For example, a boy is a young, male or human being.

Connotation: Connotation refers to the communicative value of an expression over and above its purely conceptual content. A connotation is the emotional association with a word. This association can be personal or communal. For example, a boy is a young, male, human being, who is playful, noisy, lovable. Thus, connotation deals with real world experience one associates with an expression where one hears or uses it.

Cultural Association: Some words might have culture specific association. For example, the word cow has one type of cultural association on Hindu community which lacks in Muslim and Christian community. So, words should be thought in context.

q Metonymy

It refers to a figure of speech in which the name of an attribute of an entity is used in place of entity itself. This is the different type of relationship between words based on a close connection in everyday experience. For example, 'crown' is often substituted for 'monarchy'. Here, the word 'crown' is the metonymy of 'monarchy'.

r Collocation

Certain types of word co-occurrences are governed by conventional use rather than form or meaning. Then is called collocation. General speaking, collocation is the natural combination of words. McCarthy et al. (2005, p.6) takes, 'collocation as a pair or group of words that are often used together.' Richards (2001, P.76) says, 'collocation refers to two or more words to co-occur in discourse.' For example person tall, high building but not high person, statistically significant (not statistically important). Some collocations are more fixed than others, e.g. hot and coat, high and dry, pick and choose.

1.1.7 Contextualized Use of Lexical Items and its Importance in Determining Word Meanings in Textbook Materials

Language is a vast ocean. It has its own distinct linguistic as well as socio-linguistic features. A text is created in certain context. The context is totally tied with the culture. Language is only a means of expressing the truth, facts, feelings, emotions, joys, sentiments etc of the writer as well as the context upon which the text is composed at. On the one hand, it has its own structural complexity and semantic restrictions; on the other hand, it is totally bound to the culture. In such a condition, how we can figure out the meaning of the unknown word in a sentence, paragraph or passage that we are reading is our central matter of concern.

Actually, looking up a word in a dictionary is not the first thing to do when we meet a word we do not know. In fact, a dictionary is our last resort, something to turn to when all else fails. Instead, it is best to try to figure out the meaning of the word from the words around it in a sentence, paragraph or passage that we are reading. Very often, among these surrounding words are various types of clues that make it possible to reason out the meaning of the unknown word. According to Mcwhorter (1992, p. 366), "The words around an unknown word that contain clues to its meaning are referred to as the context." Similarly, in Richards (2001, p.153) words, "Guessing a new words' meaning from context is a key vocabulary learning skill." We now know that inferencing is a complicated process, and we cannot assume that learners will automatically be successful. In addition to needing to know enough of the words in a text, extensive research has highlighted a number of other factors that affect the likelihood of infringing success, some of which are listed below.

- a. The context must be rich enough to offer adequate clues to guess a word meaning.

- b. Readers are better able to use local clues in proximity to an unknown word than more global clues that are located further away.
- c. Learners may mistake an unknown word for one they already know with a similar orthographic or phonological form.
- d. Cognates can help guessing from context if they are used prudently.
- e. Background knowledge about the topic and the culture being disclosed aids inferencing.
- f. Learners need to be skilled in guessing.
- g. Guessing a word from context does not mean that it will be remembered.
- h. Mishra (2006, p. 13) views, "contextual use of word proves a great help to the student. He derives sufficient meaning of unknown words from the context. Contextual clues can be made by providing definition, setting contrast (antonyms), making inferences and analysis."

Context provides opportunities to guess the meaning of unknown words around the words from the clues. The clues themselves are called context clues.

There are four basic types of context clues that we can use in determining word meanings in textbook material, definition, example illustration, contrast, and logic of the passage.

According to Joffe (1988,p.55)," Authors often provide clues to the meaning of words in the context of their writing .If you are made aware of these clues , you will be more likely to notice them in reading". In his book, six types of context clues he has mentioned to determine word meaning in textbook materials. They are as follows:

1. Restatement Synonym
2. Restatement Antonym
3. Explanation

4. Example
5. Definition
6. Situation

Generally speaking, these points found in Joffe's book "opportunity for skillful reading" are included in the above four points if we think logically .So these types of clues are described in the following list:

a Definition Context Clues

The most clear (obvious) context clue provided by an author in a textbook material is a direct statement of the meaning of a new term. Usually this occurs in textbook writing when the author is aware that the word is new to the reader and takes the time to give an accurate definition of the term. Regarding the problem of reader he provides a brief definition or synonym of an unknown word in the context of his writing in which the word is used.

The clues provided by an author to understand the lexical items through this topic are as follows:

- a. A definition with expression
 - b. Parentheses used to give a definition, partial definition or synonym of a word
 - c. The parenthetical use of commas or dashes to include a brief definition or synonym within the sentence
 - d. A synonym within the same sentence
-
- a. A definition with expression: Some authors signal us directly that they are presenting a definition with expressions such as “Sanctuary is the place where wild animals /birds are protected and encouraged to breed.” or “Grammar can be defined as the way words are put together to make correct sentences.”

- b. Parentheses used to give a definition, partial definition or synonym of a word: Parentheses may be used give (less direct and obvious) definition, partial definition or synonym of a word, in the following sentence:

Scientists measure temperature with two scales: the Celsius (or centigrade) scale (c), and the Kelvin (or thermodynamic) scale ((k).
(Cited in McWhorter 1998, p.367)

- c. The parenthetical use of commas or dashes to include a brief definition or synonym within the sentence: For Mc-Whorter (1998, p.367)"an author may employ the parenthetical use of commas or Dashes to include a brief definition or synonym within the sentence:

To begin with, he (Mendel) needed true breeding plants, plants that showed little variation from generation to generation

or

the importance of bipedalism-Two- leggedness –can not be overestimated."

- d. A synonym within the same sentence: Sometimes authors may simply insert a synonym directly within the same sentence in which an unknown word is used. For example; his pertinacity, or stubbornness, is the cause of most of his trouble.

b Example /Illustration Context Clues

Among the most helpful clues to understanding words is the example. Authors may explain their words and idea by giving (providing) specific, concrete examples of them .When an example is given to illustrate or explain a new term or concept ,it is sometimes possible to figure out the meaning of an unknown word from the example, as in the following sentence:

Pedagogical institutions, including high schools, kindergartners, and

colleges, require community support if they are to function effectively.

From the examples given, you can easily see that pedagogical institutions refer to having to do with teaching. Writers sometimes give us an advance warning or signal that they are going to present an example or illustration. Phrases that signal an example or illustration to follow include for example, for instance, to illustrate, such as, including, include are, and so on.

c Contrast Context Clues

The meaning of an unknown word can sometimes be determined from a word or phrase in the context that has the opposite meaning. Look at the following sentence: "Although some women are loquacious, others hardly talk at all." The context of this sentence (particularly the words although, some and others) suggests that a loquacious woman is other than silent –She is talkative.

Most often when an opposite or contrasting meaning is given; there is a signal word or phrase in the sentence which indicates a change in the direction of the thought. Most commonly used are these signal words or phrases: on the other hand, however, while, but, nevertheless, although, on the contrary.

d Context Clues in the Logic of a Passage:

One of the most common ways in which context provides clues about the meaning of an unknown word is through general reasoning or applying logic to the content of the sentence or paragraph or about the relationship of ideas within a sentence. Suppose that before you read the following sentence you did not know the meaning of the word 'kust down'

Mohan was sitting under a mango tree. He was deeply thinking of his lost dog. At that time a ripe mango 'kust down' near him on the ground.

From this paragraph, you can easily infer or reason the meaning of the words

'Kust down'. Here, the construction of this paragraph suggests that the words 'Kust down' refer to fall down.

1. 2. Review of the Related Literature

A number of researches related to vocabulary have been carried out inside and outside Nepal.

Horn (1926) attempted a research on “Basic writing vocabulary.” His main purpose was to find out the nature and extend of overlap between vocabularies of one class of business letters and all the personal letters including the determination of the most common words used in business letters”. It was based on finding the overlapping of the vocabulary items in one class of business letters and other class of letters. (as cited in Gyawali 2004, p. 47).

Rongong (1975) conducted a research on "A study of the spoken vocabulary of the primary school children of Nepal." His study has shown that when children are learning to read, they should use the words they known.

Wallace (1982) in his book “Teaching Vocabulary” has shown some symptoms of bad vocabulary learning and teaching. He was not only pointed out symptoms of bad vocabulary learning and teaching but also clarified the principles and techniques of teaching and learning vocabulary.

Chudal (1997) carried out a research on “A study of English vocabulary an achievement of the students of grade six in Jhapa district”. The purpose of the study was to investigate the students' achievement of English vocabulary of grade six and to make gender-wise comparison of the vocabulary achievement. The finding was that the achievement of English vocabulary was poor. The students of urban area had better result than that of rural ones. Girl's proficiency was better in rural area than that of boys' but vice versa in urban area.

Karki (2000) in his M. Ed thesis has studied "The vocabulary achievement of the students of grade eight". The objective of this study was to explore the students' achievement of English vocabulary used in the English textbook for grade eight. He also trend to compare the vocabulary achievement in the nouns with the achievement in the verbs. His finding was that the achievement in nouns in comparison with verbs was better.

Tiwari (2001) carried out a research on "A Study of English vocabulary achievement by the students of grade ten." The purpose of the study was to find out students' proficiency in the achievement of English vocabulary used in the new English text of grade ten. It also made an attempt to analyze the difficulty level of the vocabulary on the basis of the student's intellectual maturity. His study has shown that 52% of the students were below the average and 43% of vocabulary items were quite difficult for the level of the students.

Gyawali (2004) carried out a research work on "A study on vocabulary teaching through direct and indirect techniques: Practical study". The objective of this study was to find the effectiveness of indirect technique over direct technique in teaching vocabulary and came up with a conclusion that the former was more effective than latter.

Poudyal (2005) carried out a research study to investigate the student's achievement of English vocabulary items used in the English textbook of grade six. It was found that achievement of English vocabulary in context words was satisfactory in total.

Phokhrel (2005) conducted a study to investigate English vocabulary achievement (noun and verb) of students of grade five and to compare the achievement of nouns with that of verbs. He also wanted to analyze the difficulty level of them. The findings of the study showed that the achievement of the students in nouns was grater than their achievement in verbs (i.e. 66.90% and 60.15% respectively) and boys' performance was

greater than girls' in total. It was also found that there was no great disparity in achievements (i.e. 31.58% and 31.68%).

Chaudhary (2007) carried out a research work to find out the effectiveness of teaching vocabulary through song and rhymes. The main finding of this thesis was that teaching vocabulary through song and rhymes technique at grade five was more effective than teaching without using song and rhymes.

Besides them, there are also some other researchers who did their M. Ed. theses on different topics related to vocabulary but till now no study has been done on contextualized use of lexical items in English. Therefore, the present researcher attempts to find out the contextualized use of lexical items in determining their meaning in textbook material.

1.3. Objectives of the Study

The objectives of the present study were as follows:

- 1 To find out the contextualized use of lexical items in determining their meanings in the textbook materials.
- 2 To suggest some pedagogical implications on the basis of the findings of the study.

1.4. Significance of the Study

The findings of this study will be helpful to subject experts, curriculum designers, textbook writers, language trainers, and to all who are keenly interested in second language teaching and learning. More specifically, the study will be very important for teachers and students who are directly or indirectly involved in teaching and learning of English as a second language (L2).

CHAPTER - TWO

METHODOLOGY

Research methodology is sequential procedures and methods to be adopted in a systematic study. In this regard, the researcher has tried to find out the contextualized use of lexical items in English at grade eight. The methodology that has been adopted during this study is discussed below:

2.1 Sources of Data

The researcher used both primary and secondary sources for data collection. The primary source was used for collecting data and the secondary source was used to facilitate the research.

2.1.1 Primary Source of Data

The primary source of data of the study was the students of Grade Eight studying in Mahottary and Dhanusha districts. The data from the primary source was collected by administering a test. The test item was same for all the sample.

2.1.2 Secondary Source of Data

He studied various books, theses, reports, and journals related to the present research to facilitate the present study. Some of them were as follows: Joffe (1988), Mc-Whorter (1992), Chudal (1997), Richards (2001), Tiwari (2000), and Ur (2000).

2.2 Population of the Study

The students of Class Eight were population of the study.

2.3 Sampling Procedure

The sample population of this study was altogether 80 students of Grade Eight studying in four different public schools of Mahottary and Dhanusha districts (i.e. two schools of each district). Twenty students of each school were sampled through disproportionate stratified random sampling procedure by applying the technique of fishbowl drawing. On the basis of gender, equal number of boys and girls were included from each school.

2.4 Tools for Data Collection

The main tool for collection of data from the primary source was the test items. The test was developed to measure the targeted reading passages given in the context. The test items which were prepared from our English Book, Grade Eight published by HMG included the items for writing. They are based on two types of words i.e. existent words and non-existent words. (See the test items in appendix- I).

2.5 Process of Data Collection

The researcher collected the data from the primary source by conducting a test. For this purpose, he adopted the following steps:

- i. At first, he went to the concerned schools and talked to the authority (Head teacher of each school) to get permission and explained him/her the purpose and process of the research.
- ii. After getting permission from head teacher of each school, he consulted English teachers of grade eight and requested him/her to inform and convince the sample for taking part in the research.
- iii. After that, he requested the students to take the test in the classroom within 1:30 hrs. And process was the same as other examinations.
- iv. Then, he distributed the questionnaire (question papers) to collect data, and for data collection, he took the help of his colleagues. While taking a test, he checked and moved around the class and helped them where necessary.
- v. At last, when the time duration of the test was over, the researcher along with his colleagues collected the answer sheets of each student thanking them for their kind cooperation. He checked the answer sheets very carefully and tabulated the marks for analysis.

2.6 Limitations of Study

The proposed study had the following limitations:

- i. The study was limited to four public schools of Mahottary and Dhanusha districts (i.e. two schools of each district).
- ii. Only the class eight students of four public schools were included as the sample of this study.
- iii. The study was limited to only eighty students.
- iv. The test items were only the tool for data collection.
- v. The study was focused on the contextualized use of lexical items in English.

CHAPTER - THREE

ANALYSIS AND INTERPERETATION

This chapter includes the analysis and interpretation of data. As this is the facet of the research, the data obtained from due effort of field survey were analyzed, interpreted and compared descriptively and statistically using tables in this section such as: average, rank and percentage .The main aim of this research was to explore the contextualized use of lexical items in determining their meanings in textbook materials .To fulfil the objective of the study objective vocabulary test items including existent and non – existent words were administered and the responses of students to each question were marked according to the standard system of examination.

After awarding marks to their answers (see appendix II) the students were grouped according to the stratum they belonged to. The obtained marks were calculated into average and percentage to find out and compare their knowledge in the contextualized use of lexical items in determining their meaning in textbook materials. As such, the data were presented comparatively under the following headings:

- i. Boys vs Girls
- ii. Shree Sankat Mochan Ders Sharon Ramrati Secondary school, Janakpur vs Shree Janki Secondary school, Janakpur
- iii. Shree Bhai .Gu. Lo. Janata secondary school , Bathnaha vs shree Ram Narayan Ayodhya Higher Secondary school, Pipra
- iv. Dhanusha vs Mahottary
- v. Item-wise comparison and contrast

Table No.1

3.1 Marks Preserved by Total Students in Terms of Area/Items

S.N	Items	Marks allotted to each item	No. of students	Expected Total marks	Obtained Total	
					Marks	Percentage
1	Non-existent word	10	80	800	555	69.38
2	Dictionary meanings of words	5	80	400	244	61
3	Synonyms	5	80	400	148	37
4	Antonyms	2.5	80	200	47	23.50
5	Completion of sentences with words from brackets	5	80	400	259	64.75
6	Partial word production	2.5	80	200	48.5	24.25
7	Word puzzle	2.5	80	200	84	42
8	Matching words	2.5	80	200	101.89	50.95
9	Completion of sentences using the word from list	5	80	400	295	73.75
10	Synonyms and Antonyms from passage	10	80	800	255	31.88

The table presented above represents the item- wise comparison of obtained marks and percentage with different areas of contextualized use of lexical items in English .It also shows the number of test items, marks allocated to each of them, number of students and their expected total marks.

The obtained percentage of the test items was : 69.38% in non- existent word 61% in dictionary meanings of words,37% in synonyms ,23.50% in antonyms, 64.75% in completion of sentences with words from brackets , 24.25% in partial word production ,42% in word puzzle , 50.95% matching the words ,73.75% in completion of sentences using the word from list and 31.88% synonyms and antonyms from the passage.

On the basis of obtained percentage the most difficult to least difficult are as can be placed in the hierarchical order as presented below:

-) Antonyms
-) Partial word production
-) synonyms and antonyms
-) synonyms
-) word puzzle
-) Matching the words
-) Dictionary meanings of the word
-) Completion of sentences with words from brackets
-) Non –existent words
-) completion of sentences using the word from the list

Table No.-2

3.2 Marks Obtained by SSMDRSS Students in Terms of Sex

S.N	Sex	No. of students	Items	1	2	3	4	5	6	7	8	9	10	Total
			Full mark	10	5	5	2.5	5	2.5	2.5	2.5	5	10	50
1.	Boys	10	Average	7.5	3.1	2.3	0.65	2.9	0.6	0.65	1.67	3.3	2.8	25.47
			percentage	75	62	46	26	58	21	26	66.8	66	28	50.94
2.	Girls	10	Average	6.9	3	1.5	0.75	3.2	0.25	0.6	0.92	3.7	2.2	22.22
			percentage	69	60	30	30	64	10	24	36.8	74	22	44.44
Total		20	Average	7.2	3.05	1.9	0.7	3.05	0.43	0.63	1.3	3.5	2.5	23.85
			percentage	72	61	38	28	61	17.2	25.20	52	70	25	47.7

The table presented above shows SSMDRSS students' knowledge in the contextualized use of lexical items .In total, the students obtained 23.85 (47.7%) average marks out of full marks.

Comparing by sex, the boys obtained 25.47(50.94) and the girls obtained 22.22(44.44%) marks. The comparison indicated great differences. In the item –wise comparison the boys excelled in item numbers 1,2,3,6,7,8 and 10 whereas the girls excelled in the item numbers 4,5and 9 . While contrasting the items , item numbers 3,6,8 and 9 where found in the greatest difference with 46%,24%, 66.8% and 66% marks obtained by the boys and 30%,10% ,36.8%and 74%marks obtained by the girls respectively.

Table No.-3

3.3 Marks Obtained by SJSS Students in Terms of Sex

S.N.	Sex	No. of students	Items	1	2	3	4	5	6	7	8	9	10	Total
			Full mark	10	5	5	2.5	5	2.5	2.5	2.5	5	10	50
1.	Boys	10	Average	6.8	3.2	1.6	0.35	3.7	0.65	0.8	1.07	3.4	3.8	25.37
			percentage	68	64	32	14	74	26	32	42.84	68	38	50.74
2.	Girls	10	Average	7.5	3	1.5	0.35	3.3	0.1	1.1	1.95	3.2	3.4	25.40
			percentage	75	60	30	14	66	4	44	77.88	64	34	51.80
Total		20	Average	7.15	3.1	1.55	0.35	3.5	0.38	0.55	1.51	3.1	3.6	25.38
			percentage	71.50	62	31	14	70	15.20	38	60.4	66	36	50.76

The given table is a representation of SJSS students' knowledge in the contextualized use of lexical item. The average mark obtained by the total students was 25.38 (50.76%) out of 50 full marks .In sex-wise comparison, there was not any significant distinction between the boys secured 25.37

(50.74%) marks and the girls secured 25.40(51.80%) ones. While having item-wise comparison the boys excelled in item numbers 2,3,5,6,9 and 10 whereas the girls excelled in item numbers 1,7 and 8 .Both the boys and girls obtained equal marks in item number 4. While contrasting the items, the item number 5 and 6 bore great difference .In item number 5, the boys obtained 74% and the girls obtained 66% whereas in item number 6, the former obtained 26% marks and the latter obtained 4% marks.

Table No.-4

3.4 Marks Obtained by SBGLSS Students in Terms of Sex

S.N	Sex	No. of students	Items	1	2	3	4	5	6	7	8	9	10	Total
			Full mark	10	5	5	2.5	5	2.5	2.5	2.5	5	10	50
1.	Boys	10	Average	6.9	2.9	2	0.65	2.9	1.1	1.4	1	4	3.9	26.75
			percentage	69	58	40	26	58	44	56	39.88	80	39	53.50
2.	Girls	10	Average	6.1	2.8	1.6	0.35	3.8	0.65	1.15	1.35	3.8	3.4	25
			percentage	61	56	32	14	76	26	45	53.88	76	34	50
Total		20	Average	6.5	2.85	1.8	0.5	3.35	0.88	1.28	1.17	3.9	3.65	25.88
			percentage	65	57	36	20	67	35	51	46.88	78	36.5	51.76

The table above reflects SBGLJSS student's knowledge in the contextualized use of lexical item .The aggregate marks obtained by the total students was 25.87 (51.78%) out of 50 full marks.

In the comparison between the boys and the girls, the former group obtaining 26.75 (53.49%) marks were found better than the latter obtaining 25 (50%) marks. Item- wise comparison shows that the boys excelled in all the items

except items number 5 and 8. While contrasting among the test items performance of the boys in items numbers 1,3,4,6 and 7 were found having great difference and the performance of the girls in item numbers 5 and 8 were also found in great difference.

Table No.-5

3.5 Marks Obtained by SRNAHSS Students in Terms of Sex

S.N	Sex	No. of students	Items	1	2	3	4	5	6	7	8	9	10	Total
			Full mark	10	5	5	2.5	5	2.5	2.5	2.5	5	10	50
1.	Boys	10	Average	7.2	3.6	2.4	1	2.9	0.85	1.4	1.67	3.8	3.1	27.92
			percentage	72	72	48	40	58	34	56	66.8	76	31	55.84
2.	Girls	10	Average	6.6	2.8	1.9	0.6	3.2	0.65	1.3	0.58	4.3	2.9	24.83
			percentage	66	56	38	24	64	26	52	23.88	86	29	49.66
Total		20	Average	6.9	3.2	2.15	0.8	3.05	0.75	1.35	1.15	4.05	3	26.4
			percentage	69	64	43	32	61	30	54	46	81	30	52.8

The above table shows SRNAHSS student's knowledge of the contextualized use of lexical item. The total respondents obtained 26.4 (52%) average marks out of 50.

The comparison between the boy and girls displays that the former group who obtained 27.92(55.8%) marks was far better than the latter group who obtained 24.83(49.66%) marks .Similarly, items wise comparison shows that the boys excelled in item numbers 1,2,3,4,6,7,8 and 10 whereas the girls excelled in item numbers 5 and 9. While contrasting the items, item numbers 2, 4 and 8 were found with the greatest difference. The boys obtained 72%, 40% and 66.6% whereas their counterparts obtained 56%, 24% and 23.86 marks.

Table No.-6

3.6 Marks Obtained by Total Students in Terms of Schools in Mahottary District

S.N	District	No. of students	Items	1	2	3	4	5	6	7	8	9	10	Total
			Full mark	10	5	5	2.5	5	2.5	2.5	2.5	5	10	50
1.	SSBGLJSS	20	Average	6.5	2.85	1.8	0.5	3.35	0.88	1.28	1.17	3.9	3.65	25.88
			percentage	65	57	36	20	67	35	51	46.88	78	36.5	51.76
2.	SRNASS	20	Average	6.9	3.2	2.15	0.8	3.05	0.75	1.35	1.15	4.05	3.0	26.40
			percentage	69	64	43	32	61	30	54	46	81	30	52.8
Total		40	Average	6.7	3.03	1.98	0.65	3.2	0.82	1.32	1.16	3.98	3.33	26.17
			percentage	67	60.6	39.6	26	64	32.8	52.8	46.4	79.6	33.3	52.34

The table above is a representation of the students' contextualized use or lexical items in English. The average marks obtained by the total students of Mahottary school was 26.17(52.34%) out of 50 full marks. The comparison between SBGLJSS students and SRNAHSS did also not show any significant difference because the former group obtained 25.88(51.76%) and the latter group obtained 26.4(52.8%) marks. Item-wise comparison shows that SBGLJSS students excelled in item numbers 5,6,8 and 10 Whereas RNAHSS students excelled in the remain item numbers . While contrasting the test items , item numbers 2,3,4,5,6and 10 bore the greatest difference where SBGLJSS students obtained 57%,36%, 20%, 67%, 35%, and 36.5% whereas SRNAHSS students obtained 64%, 43%, 32%, 61%, 30% and 30%.

Table No.7

3.7 Marks secured by Total Students in Terms of Schools on Dhanusha District

S.N	School	No. of students	Items	1	2	3	4	5	6	7	8	9	10	Total
			Full mark	10	5	5	2.5	5	2.5	2.5	2.5	5	10	50
1.	SSMDRSS	20	Average	7.2	3.05	1.9	0.7	3.05	0.43	0.63	1.3	3.5	2.5	23.85
			percentage	72	61	38	28	61	17.2	25.2	52	70	25	47.7
2.	SJSS	20	Average	7.15	3.1	1.55	0.35	3.5	0.38	0.95	1.51	3.3	3.6	25.38
			percentage	71.5	62	31	14	70	15.2	38	60.4	66	36	50.76
Total		40	Average	7.18	3.08	1.73	0.53	3.28	0.41	0.79	1.41	3.4	3.05	24.62
			percentage	71.8	61.6	34.6	21.2	65.6	16.4	31.6	56.4	68	30.5	49.24

The table above is a reflection of the students' contextualized use of lexical items in English in terms of school in Dhanusha. Shree Sankat Mochan Devsharan Ramrati secondary school , Janakpur and Shree Janki secondary school .The average marks obtained by the total students was 24.62(49.24%) out of 50 full marks.

The comparison between SSMDRSS students and SJSS students did not show any significant difference because the former group obtained 23.85 (47.50%) and the latter group obtained 25.38 (50.77%), marks. Item-wise comparison shows that SSMDRSS students excelled in item numbers 1,3,4,6 and 9 whereas SJSS students excelled in item numbers 2,5,7,8 and 10 while contrasting the test items, the item numbers 7 bore the greatest difference where SSMDRSS students obtained 25.20% whereas SJSS students obtained 38%.

Table No.8

3.8 Marks Secured by Total Students in Terms of Sex within Mahottary District

S.N	Sex	No. of students	Items	1	2	3	4	5	6	7	8	9	10	Total
			Full mark	10	5	5	2.5	5	2.5	2.5	2.5	5	10	50
1.	Boys	20	Average	7.05	3.25	2.2	0.83	2.9	0.98	1.4	1.34	3.9	3.5	27.34
			percentage	70.5	6.5	44	33	58	39	56	53.4	78	35	54.368
2.	Girls	20	Average	6.35	2.8	1.75	0.78	3.5	0.65	1.23	0.97	4.05	3.15	24.92
			percentage	63.5	56	35	31.2	70	26	49.2	38.8	81	31.5	49.84
Total		40	Average	6.7	3.03	1.98	0.81	3.2	0.82	1.32	1.16	3.98	3.33	26.13
			percentage	67	60.5	39.5	32.1	64	32.5	47.6	46.1	79.5	33.25	52.26

The above table reveals various facts. It basically compares the performance of boys and girls in the contextualized use of lexical items in English in their own district. The average mark secured by the total students of Mahottary schools was 26.13 (52.26%) out of 50 full marks.

The contextualized use of lexical items of boys and girls was 27.34(54.68%) and 24.92(49.84%) respectively. It displays that the performance of boys was found satisfactory since they crossed the average and the performance of girls seemed weaker since their performance was found below the average.

From item-wise analysis, it is obvious that boys excelled in item numbers 1,2,3,4,6,7,8 and 10 whereas girls excelled in item numbers 5 and 9. While contrasting the test items the item numbers 1,2,3,5,6 and 7 revealed the greatest difference where boys secured 70.5,65,44,58,39 and 56 percent whereas their counterparts secured 63.5,56,35,70,26 and 49.2 % respectively. The item-wise result shows that boys were found better than girls except in the item number 7.

Table No.9

3.9 Marks Secured by Total Students in Terms of Sex within Dhanusha District

S.N	Sex	No. of students	Items	1	2	3	4	5	6	7	8	9	10	Total
			Full mark	10	5	5	2.5	5	2.5	2.5	2.5	5	10	50
1.	Boys	20	Average	7.15	3.15	1.95	0.5	3.3	0.63	0.73	1.37	3.05	3.3	25.42
			percentage	71.5	63	39	20	66	25	29	54.80	67	33	50.24
2.	Girls	20	Average	7.2	3	1.5	0.55	3.25	0.18	0.85	1.44	3.45	2.8	23.81
			percentage	72	60	30	22	65	7	34	57.40	69	28	47.62
Total		40	Average	7.18	3.08	1.73	0.53	3.28	0.27	0.79	1.42	3.4	3.05	24.62
			percentage	71.75	61.5	34.5	21	65.5	16	31.5	56.1	68	30.5	49.23

From the table it is clear that the average marks scored by the total students in Dhanusha Schools was 49.24% .The students in the contextualized use of lexical items did not score above the average.

The contextualized use of lexical items of boys and girls in English was 50.84 and 47.62 % respectively. It was found that the boys were better than the girls.

The item-wise comparison displays that the boys excelled in item numbers 2,3,5,6 and 10 whereas the girls excelled in item numbers 1,4,7,8 and 9.

Contrasting the test items, the item numbers 3, 6, 7and 10 bore the greatest difference in which the boys scored 39, 25, 29 and 33 percent whereas the girls obtained 30,7,34 and 28 % respectively .It shows that boys were better than girls in these four items except one.

Table No.10

3.10 Marks Secured by Total Students in Terms of Sex Both Districts

S.N	Sex	No. of students	Items	1	2	3	4	5	6	7	8	9	10	Total
			F.M.	10	5	5	2.5	5	2.5	2.5	2.5	5	10	50
1.	Boys	40	Average	7.1	3.2	2.08	0.66	3.1	0.8	1.06	1.34	3.63	3.4	26.37
			percentage	71	64	41.6	26.4	62	32	42.4	53.6	72.6	34	52.74
2.	Girls	40	Average	6.78	2.9	1.63	0.51	3.38	0.41	1.04	1.2	3.75	3.98	25.58
			percentage	67.8	58	32.6	20.4	67.6	16.4	41.6	48	75	39.8	51.16
Total		80	Average	6.94	3.05	1.86	0.59	3.24	0.61	1.05	1.27	3.69	3.69	26.49
			percentage	69.4	61	37.2	23.6	64.8	24.4	42	50.8	73.8	36.9	52.98

The table shows the students' contextualize use of lexical item in English in terms of both districts. The total respondents have obtained 26.49 (52.98%) average marks out of 50 full marks.

In the comparison by sex , the boys obtained 26.37 (52.74%) and the girls obtained 25.58(51.16%) marks .The comparison did not indicate any significant difference .In item-wise comparison ,the boys excelled in item numbers 1,2,3,4,6,7 and 8 whereas the girls excelled in item numbers 5,9 and10 .while contrasting the items, the item numbers 2,3,4,5,6,8 and 10 were found with great difference where the boys obtained 64%, 41.6% ,26.4%, 62%, 32%, 53.6% and 34% whereas their counterparts obtained 58%, 32.60%, 20.40%, 67.60% , 16.40%, 43% and 39.89%.

Table No.-11

3.11 Marks Obtained by Total Students in Terms of District

S.N	District	No. of students	Items	1	2	3	4	5	6	7	8	9	10	Total
			Full mark	10	5	5	2.5	5	2.5	2.5	2.5	5	10	50
1.	Mahottary	40	Average	6.7	3.03	1.98	0.65	3.2	0.82	1.32	1.16	3.98	3.33	26.17
			percentage	67	60.6	39.6	26	64	32.8	52.8	46.4	79.6	33.3	52.34
2.	Dhanusha	40	Average	7.18	3.08	1.73	0.53	3.28	0.41	0.79	1.41	3.4	3.05	24.86
			percentage	71.8	61.6	34.6	21.2	65.6	16.4	61.6	55.5	68	30.5	49.72
Total		80	Average	6.94	3.06	1.86	6.54	3.24	0.61	1.06	1.29	3.69	3.19	25.53
			percentage	69.4	61.2	37.2	23.6	64.8	24.4	42.4	51.6	73.8	31.9	51.06

The table above presents the students' knowledge of the contextualized use of lexical items in English in terms of districts: Mahottary and Dhanusha. The average mark obtained by the total respondents was 25.53 (51.06%) out of 50 full marks.

In the comparison by district M students obtained 26.17 (52.34%) marks and D students obtained 24.62 (49.24%) marks. The comparison did not indicate any significant difference. In item-wise comparison, M students excelled in item numbers 3,4,6,7,9 and 10 while D students excelled in 1,2,5 and 8 . While contrasting the test items, the item numbers 3,6,7,8 and 9 bore the greatest difference where M students obtained 39.6% ,32.8%, 52.8%, 46.4%, and 79.60% whereas D students 34.6%, 16.4%, 31.6%, 56.4% and 68%.

CHAPTER - FOUR

FINDING AND RECOMMENDATIONS

4.1 Findings

The findings of this study have been made on the basis of analysis and interpretation of data. The collected data analyzed and interpreted descriptively and statically using tables were based on the contextualized use of lexical items in English .On the basis of responses in contextualized use of lexical items in English, the researcher has drawn the following findings.

1. The overall contextualized use of lexical items of the grade eight students in English was satisfactory since they secured 51.06 % marks in totality which is above the average (50%) marks.
2. In Schools:
 - a. The performance of students of three schools but one in the contextualized use of lexical items in English was found to be satisfactory. Students proficiency in all three Schools (i.e., SJSS 50.77%, SBGLJSS 51.78% and SRNAHSS 52.8%) was above the average and one school's percentage (SSMDRSS 47.7) % was below the average.
 - b. The performance of the boys was found to have great difference in all there schools apart from SJS School. In SJS School, the girls were slightly better than the boys. The girls secured 51.80% and the boys secured 50.74%. However, the difference was not significant.
3. District Level Sex –Wise Comparison
 - a. In case of the status of contextualized use of lexical items in English by sex, the responses given by the boys were found to be slightly satisfactory (52.74%) than the girls (51.16%) in their district.

- b. In Dhanusha district, the responses given by the boys were found better (50.84%) than the girls (47.62%).
 - c. The responses given by the boys were found to be more satisfactory (54.68%) than the girls (49.84%) in Mahottary district.
4. In District School –Wise Comparison
- a. In case of comparison of contextualized use of lexical items in English by School, students of Mahottary schools were found to have answered better (52.34%) than the students of Dhanusha district (49.24%) which is below the average marks.
 - b. In Mahottary district, the responses of students of SRNAHS school (52.8%) were slightly better than SBGLJSS counterparts (51.76%)
 - c. The student of SJS School performed better in contextualized use of lexical items in English (50.77%) than the students of SSMDRS School (47.70%)
5. In Item-Wise Comparison
- Item-wise analysis of total students’ ability has been presented below:
- a. Student's performance in non-existent word ;dictionary meaning of word, completion of sentences with words from brackets, matching word and completion of sentences using words from the list was satisfactory since they secured 69.38%,61%,64.75%, 50.95% and 73.75% respectively which is above 50% in average.
 - b. Most of students made errors in the items viz. synonyms (37%), antonyms (23.50%), partial word production (24.25%), word puzzle (42%) and synonyms and antonyms from the passage (31.88%) which have been displayed below in average.
 - c. The most difficult to least difficult areas were found as presented below:
 - i. Antonyms

- ii. Partial word production
- iii. Synonyms
- iv. Word puzzle
- v. Matching the word
- vi. Dictionary meaning of the word
- vii. Completion of sentences with words from brackets
- viii. Non –existent word
- ix. Completion of sentences using word from the list.

4.2 Recommendations/ Pedagogical Implications

On the basis of findings of this study, the researcher would like to make the following recommendations or pedagogical implications to develop the learners' ability in contextualized use of lexical items in English as follows

- a. Lexical items should be taught in context but not in isolation so that they can use them whenever necessary rather than just recognizing them.
- b. Not only the selection of lexical items but also their teaching should be done with reference to L1 because lexical items in L1 show to be highly influenced in the production of contexts.
- c. Teaching and learning of English lexis should not be restricted to the course books .A course book can only serve as a guide to learning. It cannot possibly handle the complex nature of lexical items' acquisition. Teachers should encourage learners' creativity through the use of some aids to learning lexical items such as word matching, word puzzle, partial word production, synonym and antonyms exercise, logic of a passage and net works.
- d. Different sorts of exercises of lexical items in English should be provided to the students in the context while teaching in the classroom.

They will not only make students curious by using the lexical items in context but also help them to discover and acquire new lexical items if they are taught according to their level and standard, and they can also easily understand the meaning of the non-existent words .So, these sorts of exercises will help them to create new words.

- e. While teaching the textbook material, the English language teachers should focus their attention on the clues in sentences, paragraphs or passages which will help the learners to grasp the meaning of lexical items in language use. If this practice is adopted by each teacher, the performance of students will be highly affected in the acquisition of language.
- f. ESL learners should also be encouraged to make effective use of English Dictionaries, especially the ones written with learners in focus.
- g. Adequate attention should be drawn to dialects and register in which words are distinguished since certain words are more frequently used in one register rather than in other (e.g. 'kill' and 'homicide' 'truck' in British dialect whereas 'lorry' in American dialect).
- h. Different extra curricular activities and extra reading materials with contexts should be provided in schools to increase the students' language achievement, comprehension power and vocabulary. More emphasis should be given on student centered teaching rather than teacher-centered teaching so that students would pay high attention to language teaching learning activities and learn by doing.
- i. Vocabulary plays an important role in learning a language. "Words have changed the direction of history, opine Funk and Lewis (1987, p.5) .words can also change the direction of your life." So, the concerned people should give their care in teaching and learning vocabulary properly.

- j. The remedial teaching should be done for the students in reading textbook materials using contexts
- k. Grammar teaching activities should be practical, use based and inductive with sufficient materials and appropriate examples.
- l. Curriculum and course designers, methodologists and textbook writers should provide different types of appropriate context clues, lexical/sense relations and adequate practical exercises on the context, so that the teachers feel easy to provide their suggestions to the students while teaching the textbook.
- m. Teacher should use new approaches, methods and techniques in language teaching. They should follow the communicative approach to language teaching and create meaningful situation in the classroom using appropriate teaching materials.

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APPENDIX - I

VOCABULARY TEST ITEMS

(Existent and non-existent words)

The vocabulary test items have been prepared to draw data for the research work entitled "Contextualized Use of Lexical Items in English of Grade Eight Students" which is carried out under the guidance of Dr. Chandreshwar Mishra, Reader and Head, Central Department of English Education, Faculty of Education, T.U. Kirtipur, Kathmandu. I hope that you will give authentic and reliable data and that will be your invaluable contribution to accomplish this research work.

Please go through these different questions carefully and do as the instruction.

Name of School:	Researcher
Student's Name:	Parmeshwar Sah
Class:	M.Ed. 2nd Year
	Kirtipur, Kathmandu
Sex: Male () Female ()	

Vocabulary test item sheet

1. Tick the letter of the item which is the nearest in meaning to the non-existent word in italics.
 - i. Mohan was sitting under a mango tree. He was deeply thinking of his lost dog. At that time a ripe mango *kust down* near him on the ground. Here the words '*Kust down*' refer to

- (a) Keep out (b) Fall down
(c) Cut down (e) Clear away

ii. A *kusa* is a very small furry/hairy animal with a long and thin tail. It lives in the holes of field as well as in our food stores. Here the word *Kusa* refers to

- (a) Mouse (b) Rabbit
(c) Cat (d) Hare

iii. A *sula* is an object. It is a round folding frame of long straight pieces of metal covered with cloth. It protects people from the rain or from the hot sun. Here the closest meaning of the word *sula* is

- (a) House (b) Cottage
(c) Umbrella (d) Inn

iv. My grand father feels difficult to read anything. So he always uses *bish* to read a book. If he doesn't use it, he can not read a single sentence clearly. Here the word '*bish*' refers to

- (a) Microscope (b) Glasses/ Spectacles
(c) Binoculars (d) Telescope

v. Yesterday I saw a fight between a student and a driver at Janak Chowk. The bus driver took out a *kitol* from his pocket and shot at him. After shooting him, the driver ran away with his *kitol* in his hand which seemed to be a small gun. Here the word '*kitol*' refers to

- (a) Machine gun (b) Bomb
(c) Rifle (d) Pistol

vi. The greatest and most valuable things for married women are *hausali and buski* which are made up of silver and gold respectively. They wear in order to look attractive. Here the words *hausali and bulki* refers to:

- | | |
|---------------|-------------|
| (a) Jewellery | (b) Sari |
| (c) Jacket | (d) Garland |

vii. My little brother is one and a-half years old. He can not walk but he is able to stand shakily for a few seconds. He can slope very fast on his hands and feet. Here the word '*slope*' refers to:

- | | |
|-----------|----------|
| (a) Sleep | (b) Walk |
| (c) Crawl | (d) Run |

viii. Ram's parents are *perlet*. They love Ram too much. They like his freedom. They also whatever he likes. He also asks anything whatever he likes but his parents would not mind. Here the closest meaning of the word '*prelet*' means.

- (a) a person who likes the freedom of his own child.
- (b) a person who beats his child when he does a mistakes.
- (c) a person dislikes the freedom of child.
- (d) a person who doesn't love his children.

ix. Ram has got a good job in Rastriya Banijaya Bank. He earns a lot of money. In that bank, the highest salary is Rs. 16,000 a month. He gets it each month. So people say that his job it, *sulative*. Here the closest meaning of the word '*sulative*' is

- | | |
|-----------------|--------------------|
| (a) Highly paid | (b) Not a good job |
|-----------------|--------------------|

(c) Low Salary

(d) False

x. I bought sugar, mustard oil, cookies in Sangita's shop. She kept all these things in meaning of *mut* to carry it in hand. Here the closest meaning of *mut* is

(a) Sleeping bag

(b) Rucksack

(c) Sack

(d) Grocery bag

2. For each of the following passages, determine the meaning of the word in italics from among the choices given. Tick (✓) the best answer which is actually related to dictionary meaning of the word.

i. Parsa wildlife reserve has been a '*Sanctuary*' for wild animals/birds since 1984. It is the place where wild animals/ birds are protected and encouraged to breed.

(a) A place where animals/birds can be killed.

(b) Surround the area to kill the wildlife.

(c) A place of safety from harm.

(d) Grass and leaves cut to give to animals

ii. An '*harbour*' is an area of water at the coast which is protected from the sea by land or strong wall, so that boats can be left there safely.

(a) An area of water at the coast where boats can not be left.

(b) Boats can be left for ever.

(c) Boats can be tied on a strong wall.

(d) An area of calm water where ships are safe.

iii. John worked as a '*Journalist*' on the Kathamndu Post. He collects and writes news stories for newspapers, magazines, etc.

(a) A person who only writes a letter to the editor of newspaper.

(b) A person who gets news and writes for a newspaper, radio, television, etc.

(c) A person who reads only the newspapers.

(d) A person who sells the newspapers.

iv. A '*competition*' is an event in which many people take part in order to find out who is best at a particular activity.

(a) Contest

(b) Co-operation

(d) Collaboration

(d) Difficulty

v. In school, one of the boys took off his hat and '*flung*' it on the grass.

(a) Pile up

(b) Fall down

(c) Threw it with force

(d) Brought his hat quickly

3. Tick the right, synonyms of italicized word

i. If Rita had made her idea clear to her husband, she would never have been '*deserted*' by her husband

(a) Sweet food

(b) Left / abandon

- (c) Productive land (d) came back
- ii. The '*aboriginal*' people of a place are ones that have been there from the earliest known times.
- (a) Alien (b) Foreign
(c) Indigenous (d) Traitor
- iii. It is '*compulsory*' that you study English for the examination.
- (a) Regular (b) Dutiful
(c) Sure (d) Necessary
- iv. Shambhu and Shanti have won many prizes. So we can say that they have '*an eye*' for the prize.
- (a) Desire (b) Dishonest
(c) Unprepared (d) Observation
- v. See if there is any water in the '*reservoir*'.
- (a) A reservoiring plant (b) A place where water is stored
(c) A place where grains are stored (d) A workshop.
4. Choose the closest antonym of italicized words.
- i. Sangita worked '*industriously*' throughout the whole year. She was really a laborious woman.
- (a) Hard (b) Lazily
(c) Diligently (d) Continuously

ii. He has displayed a '*broad/ Comprehensive*' knowledge of the subject.

(a) Far reading

(b) Narrow

(c) Broad / Comprehensive

(d) Complete

iii. I thought about my exams during the '*following*' months

(a) Preceding

(b) Succeeding

(c) Advance

(d) Proceeding

iv. Rita is a laborious girl. She always does her homework. But today she '*abandoned*' (doing) her homework.

(a) Forsook

(b) Stopped/ gave up

(c) Took care

(d) Left

v. I never saw the man sitting in my community. I think that the man will be a '*strange*' neighbour.

(a) Familiar

(b) Unknown

(c) Poor

(d) Lovely

5. Complete the each of the following sentences with the suitable word which is given in the brackets.

a) She sat(besides/ beside) the fireplace.

b) It has been raining.....(continuously / continually) for the past 3 months.

c) I.....(differ/ difer) with you on this issues.

d. Now we can watch my educative(cereals / serials) on TV.

e. This is my (vacant/empty) period.

6. Write the meaning of the word for each of the following. The initial letter of the word is given.

- a. A very old city in china X.....
- b. Having good sense, cleverness able to understand W.....
- c. Giving a sudden feeling of excitement or fear T.....
- d. Speak with difficulty S.....
- e. A hollow container of a special shape into which soft material is put to form that shape M.....

7. Solve this word puzzle using words from the given clues in across and down.

Across:

- 2) To reach someone with a message
- 4) Enjoying harming others; morally bad and cruel.

						r
c				a		t
				e		e
e			l			

Down:

- 1) Picking one thing and not the others
- 3) A fight between armies

5) Without pity, without ordinary human feelings.

8. Read the passage carefully and match the items in the first column with their description in the second column.

A glacier is like a river of ice, hundreds of metres thick which moves a few metres every years. It carries earth and rocks which pile up along the edge and make the moraine. The moraine is a mass of earth, stones etc carried along by a glacier and left when it melts.

First Column	Second Column
1) Lacier	a) To become larger in quantity, accumulate. b) Make the mountain move to the south
2) Moraine	c) Big pile of mud and rocks d) A glacier river needed for a stone
3) Pile up	e) A moving mass of ice

9. Complete the following sentences using the word from the list

rearrange, rewrite, reheat, redraw, return, reorganize

a) The rice is cold. We need to _____ it.

b) That homework is dreadful. _____ it tonight.

- c) I'll have to _____ this diagram. I used the wrong scale.
- d) Please _____ all books to the library.
- e) The speaker can't come till 3 o'clock. So, we will ____ the programme.

10. Read the passage carefully and answer the questions.

In education sector people should not boast about something that they have done (do/ will do) better than others. They should not forget their past life. They should think of their future. Their condition of life will not remain the same tomorrow as today. Those who are proud of themselves for not giving up should never conquer steep mountains. They deeply regret what they did / said when the time comes.

In the story of Icarus, Daedalus who was engineer and inventor built the maze and also made men fly. One day he built the wings. He fastened the wings on to his son Icarus's arm and his own. They started to fly towards the glorious sunshine. They began to soar high in the sky like eagles. But his son forget his father's warning given at the time of making wings. The fastened wings started to fall out one by one due to the heat of sun. He plunged straight down like a falling star and disappeared into a silent sea. And at last Daedalus who declared himself a form of god flew down to the ground on weeping bitterly.

A. From the passage find the word which mean.

- a) Say proud things about yourself.
- b) Avoiding

c) Feel sorry about 5th you have done.

d) Joined together

c) Did not follow

d) Foce with difficulty

B. Find the opposite meaning of the following words from the same passage.

a) Appeared

b) Not beautiful and impressive

c) Join together

d) Flew up the sky

Thank you for your kind co-operation

APPENDIX - III

A) Shree Sankat Mochan Devsharan Ramrati Secondary School (SSMDRSS), Mahabir Chowk Janakpur.

Students of Class Eight (Boys)

S.N.	Test Item Number	1	2	3	4	5	6	7	8	9	10	Total
	Full Marks	10	5	5	2.5	5	2.5	2.5	2.5	5	10	50
	Name	OBTAINED MARKS										
1	Raju k. Pandit	5	3	2	1	2	0	0	2.5	4	0	19.5
2	Sujan Biswakarama	10	5	3	0.5	5	0	1	2.5	5	2	34
3	Hari pd. Sunuwar	6	1	1	0	2	0	0	0	3	0	13
4	Suman Pandey	7	2	2	0	2	1	0	1.66	3	0	18.66
5	Binod Pd. Sawan	8	4	4	1	5	1.5	2	2.5	5	9	42
6	Pankaj K. Das	4	1	2	0	2	0	0.5	2.5	3	0	15
7	Diwakar Jha	10	4	3	0.5	3	0.5	0	2.5	3	0	26.5
8	Purshottam K. Sah	7	3	1	1	2	0.5	0	0	1	2	17.5
9	Saroj K. Mandal	9	4	2	1.5	2	1	1.5	0.83	3	6	30.83
10	Kailash Chandra Yadav	9	4	3	1	4	1.5	1.5	1.66	3	9	37.66

Students of Class Eight (Girls)

S.	Test Item Number	1	2	3	4	5	6	7	8	9	10	Total
N.	Full Marks	10	5	5	2.5	5	2.5	2.5	2.5	5	10	50
	Name	OBTAINED MARKS										
1	Neha Jha	10	5	4	2	5	2	2	2.5	5	8	45.5
2	Mina K. Sah	9	4	2	0	5	0	0.5	0.83	3	1	25.33
3	Laxmi K. Mahato	8	3	1	1	3	0	0.5	0	2	0	18.5
4	Anita K. Shah	2	1	0	0	2	0	0.5	0.83	4	0	10.33
5	Priyanka Mishra	9	4	2	0.5	4	0	0	0.83	4	0	24.33
6	Kriti Datt	7	1	0	0	2	0	0	1.66	3	2	16.66
7	Pooja K. Sah	4	2	1	1	2	0	0	0	3	1	14
8	Aarti Gupta	5	2	0	0.5	3	0	0.5	0	3	0	14
9	Thakur Pragati	8	4	2	0.5	1	0	0	0	5	3	23.5
10	Ritu K.Jha	7	4	3	2	5	0.5	2	2.5	5	7	38

B) Shree Janki Secondary School, Janakpur**Students of Class Eight (Boys)**

S.N.	Test Item Number	1	2	3	4	5	6	7	8	9	10	Total
	Full Marks	10	5	5	2.5	5	2.5	2.5	2.5	5	10	50
	Name	OBTAINED MARKS										
1	Rahul Jha	10	5	4	1.5	5	2	2	2.5	5	5	42
2	Sunny K. Yadav	8	4	2	0	5	1	0.5	2.5	3	6	32
3	Jay Prakash Sah	8	4	3	1	4	1	1	0.83	5	3	30.83
4	Prashant K. Karna	5	4	1	0	1	0.5	0.5	0	1	3	16
5	Ravi K. Thakur	9	3	1	0	4	0.5	1	0.83	4	5	28.33
6	Kamal Narayan Labh Karn	2	0	1	1	2	0.5	0	0	1	3	10.5
7	Hari Shankar Mandal	9	4	2	0	4	0.5	0	0	4	6	29.5
8	Anmol Mishra	7	4	2	0	4	0	2	1.66	3	6	29.66
9	Satish K. Sah	3	1	0	0	4	0	1	0.83	4	5	18.83
10	Gauri Shankar Mandal	7	3	0	0	4	0.5	0	1.66	4	2	22.16

Students of Class Eight (Girls)

S.N.	Test Item Number	1	2	3	4	5	6	7	8	9	10	Total
	Full Marks	10	5	5	2.5	5	2.5	2.5	2.5	5	10	50
	Name	OBTAINED MARKS										
1	Rakhi Kumari Yadav	8	3	2	2	0	3	0.5	1.66	3	3	24.16
2	Kanchan Shivahare	7	5	2	0	3	0	2	2.5	4	6	31.5
3	Kanchan Bhagat	8	3	1	1	3	0	0.5	0	2	0	18.5
4	Kiran Karn	5	2	0	0.5	2	0	1	1.66	2	1	15.16
5	Puja Mishra	8	3	2	0	4	0	2	1.66	3	6	29.66
6	Sangita Sah	10	4	3	2	5	0	0.5	2.5	4	2	33
7	Kirti Pandey	6	2	1	0.5	3	0	0	0.83	3	1	17.33
8	Pinki K. Yadav	8	2	2	0	3	0.5	1	1.66	3	4	25.16
9	Manisha Ray	8	2	0	0.5	3	0	1	2.5	3	2	22
10	Aruna K. Singh	7	4	1	0	4	0	2	1.66	4	5	28.66

C) Shree Bhai Gu. Lo. Janta Secondary School, Bathnaha

Students of Class Eight (Boys)

S.N.	Test Item Number	1	2	3	4	5	6	7	8	9	10	Total
	Full Marks	10	5	5	2.5	5	2.5	2.5	2.5	5	10	50
	Name	OBTAINED MARKS										
1	Antu K. Mandal	9	2	4	1	3	2	1.5	0	3	4	29.5
2	Abhiram Jha	6	3	0	0	3	1	1	0.83	3	5	22.83
3	Divakar Jha	6	4	1	0.5	3	1.5	2.5	0.83	5	6	30.33
4	Dipendra Sah	8	2	3	1	2	2	1.5	0.83	4	3	26.83
5	Aashis K. Jha	8	4	1	1	3	0.5	1.5	0.83	4	4	27.83
6	Roshan K. Thakur	6	2	4	1	2	0.5	1	0.83	4	2	23.33
7	Sonu K. Sah	7	3	0	0	3	1.5	2	1.66	5	3	26.16
8	Rupesh K. Dubey	5	3	1	1	3	1.5	1	0.83	5	5	26.33
9	Haidar Nadaf	5	1	1	0	3	0.5	0.5	0.83	3	1	15.83
10	Chandan K. Jha	9	5	5	1	4	1	2	2.5	4	6	39.5

Students of Class Eight (Girls)

S. N.	Test Item Number	1	2	3	4	5	6	7	8	9	10	Total
	Full Marks	10	5	5	2.5	5	2.5	2.5	2.5	5	10	50
	Name	OBTAINED MARKS										
1	Nisha K. Ojha	5	1	1	1	5	1	1.5	1.66	5	6	28.16
2	Sarita K. Sah	7	3	1	0	5	1	2	0	3	4	26
3	Binita K. Singh	5	4	2	1	3	0	0.5	0.83	2	3	21.33
4	Samiksha K. Jha	6	4	2	0	3	1	1	1.66	4	3	25.66
5	Pooja K. Thakur	8	4	2	0.5	5	1	1.5	1.66	3	3	29.66
6	Rupi Yadav	7	4	2	0.5	5	1	1	1.66	5	1	28.16
7	Sundar K. Sah	7	2	1	0.5	5	0	2	2.5	5	4	29
8	Shobha Sah	3	3	2	0	3	0.5	1	0	3	4	19.5
9	Ritu Singh	6	2	2	0	1	0	0.5	0	3	2	16.5
10	Sangita Jha	7	1	1	0	3	1	0.5	2.5	5	4	25

D) Shree Ram Narayan Ayodhya Higher Secondary School, Pipra

Students of Class Eight (Boys)

S. N.	Test Item Number	1	2	3	4	5	6	7	8	9	10	Total
	Full Marks	10	5	5	2.5	5	2.5	2.5	2.5	5	10	50
	Name	OBTAINED MARKKS										
1	Rakesh K. Dubey	6	4	2	1	3	1	2	0	5	3	27
2	Suresh K. Yadav	10	5	3	1	4	0	0.5	2.5	5	3	34
3	Sudhir K. Sah	5	4	1	1	3	1.5	2.5	2.5	3	2	25.5
4	Manoj K. Thakur	10	4	3	1.5	3	1.5	2	2.5	4	3	34.5
5	Rupesh K. Tiwari	5	1	1	0	2	0.5	0.5	1.66	3	2	16.66
6	Sushil K. Sah	7	5	3	0.5	3	1.5	2	0.83	4	3	29.83
7	Anil K. Mishra	10	4	3	1.5	5	0	1	2.5	5	8	40
8	Anjit K. Jha	3	2	0	1	2	0	0	0.83	2	0	10.83
9	Mithilesh K. Mandal	9	4	4	1.5	2	1	1.5	0.83	3	3	29.83
10	Sunil Thakur	7	3	4	1	2	1.5	2	2.5	4	4	31

Students of Class Eight (Girls)

S.N.	Test Item Number	1	2	3	4	5	6	7	8	9	10	Total
	Full Marks	10	5	5	2.5	5	2.5	2.5	2.5	5	10	50
	Name	OBTAINED MARKKS										
1	Priyanka Jha	5	2	3	0	2	1	1	1.66	5	4	24.66
2	Puja K. Dubey	7	3	0	0	4	1	2	0	4	4	25
3	Chandani K. Jha	8	4	1	0	3	1	1	0	5	3	26
4	Neha K. Sah	9	3	3	1	4	0.5	1.5	2.5	3	4	31.5
5	Pooja K. Jha	8	4	3	1.5	4	0.5	1.5	0	5	4	31.5
6	Minu K. Jha	7	4	3	1	3	0.5	1.5	0	5	2	27
7	Babita K. Miahra	3	1	1	0	2	0	0.5	1.66	3	1	13.16
8	Ritu Yadav	7	2	2	0.5	3	0	1	0	3	2	20.5
9	Richa K. Miahra	6	2	2	1.5	3	1	1.5	0	5	2	24
10	Neha K. Jha	6	3	1	0.5	4	1	1.5	0	5	3	25