VOCABULARY ACHIEVEMENT OF MADRASAS VS PUBLIC SCHOOLS STUDENTS OF GRADE FIVE

A Thesis
Submitted to the Department of English Education, University Campus, Kirtipur
In Partial Fulfillment for the Master's Degree in Education
(Specialization in English Language Education)

By
Sita Aryal

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2006

1

VOCABULARY ACHIEVEMENT OF MADRASAS VS PUBLIC SCHOOLS STUDENTS OF GRADE FIVE

**A Thesis
Submitted to the Department of English Education,
University Campus, Kirtipur
In Partial Fulfillment for the Master's Degree in Education
(Specialization in English Language Education)**

**By
Sita Aryal**

**Faculty of Education, Tribhuvan University
Kirtipur, Kathmandu, Nepal
2006**

T. U. Registration No: 23805-93   Date of Approval of
Examination Symbol No 28295   Thesis Proposal: 15/3/2063
                                       Date of Submission: 4/5/2063

RECOMMENDATON FOR ACCEPTANCE

This is to certify that Mrs. Sita A   as prepared this dissertation entitled **"Vocabulary Achievement of Madrasas and Public Schools Students of Grade Five"** under my guidance and supervision.

I recommended this dissertation for acceptance.

Date: …………

                                        _____

Dr. Bal Mukunda Bhandari

[Guide]

Lecturer

Central Department of English

Language Education

Faculty of Education

University Campus, Kirtipur

RECOMMENDATION FOR EVALUATION

The following **"Research Guidance Committee"** has recommended this dissertation for evaluation.

Dr. Chandreswor Mishra   ……………
Reader and Head   Chairperson
Department of English Language Education

Dr. Bal Mukunda Bhandari   ……………
Lecturer   Member
Department of English Language Education   [Guide]

Saraswati Dawadi   …………….
Lecturer   Member
Department of English Language Education

Date:…………………

EVALUATION AND APPROVAL

This dissertation has been evaluated and approved by the following **"Thesis Evaluation Committee"**

Dr. Chandreswor Mishra   ……………………
Reader and Head   Chairperson
Department of English Language Education

Dr. Shanti Basnyat   ……………….
Professor and Chairperson   Member
English and Other Foreign Language
Education Subject Committee

Dr. Bal Mukunda Bhandari   …………………
Lecturer   Member
Department of English Language Education [Guide]

Date:………………

DEDICATION

To my parents whose ideals have been guiding my life along a valuable educational journey

To my brothers Shaligram Aryal and Hari Aryal whose help, support and care inspired me to be a good student

To my husband, Ramchandra, whose care and support made my 'uni-life' easier

To all my teachers who gave a thousand lights of knowledge

ACKNOWLEDGEMENT

ABSTRACT

This study attempts to find the students' achievement of vocabulary items included in the textbook of grade four. The students in this study are altogether eighty in numbers, ten students from each of four Madrasas and four public schools of Kathmandu valley were selected for this study.

The researcher prepared a list of content words (nouns, verbs, adjectives and adverbs) used in the English textbook of grade four and counted their frequency. She selected the 80 words having high frequency. Thirteen test items were constructed consisted of 80 individual vocabulary items including 34 nouns, 27 verbs, 12 adjectives and 7 adverbs. The data were provided by the 80 students of four Madrasas and four public schools of Kathmandu valley.

The researcher visited four Madrasas and four public schools with a prepared set of test items. Ten students from each school were selected by using simple random sampling approach in order to administer the test. The test was administered in the classroom for one and half an hours.

The data obtained were analyzed and interpreted using descriptive approach and simple statistical tools i.e. mean and percentage. The finding of the study showed that the English vocabulary achievement of Madrasa students was found satisfactory but achievement of public school students was not found satisfactory. Madrasa students' achievement was found better than that of public school students' achievement. The vocabulary achievement of girls in adjectives and adverbs was found better than that of boys but in nouns and verbs, boys' performance was better than that of girls.

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

LIST OF ABBREVIATONS

A.D.	-	Anno Domini
A.J.I.D.Y.	-	Al-Jamiatul Islamia Darul Yatama
Adj.	-	Adjective
Adv.	-	Adverb
CERID	-	Research Centre for Educational Innovation and Development
et al	-	And other people, et alii (in Latin)
etc.	-	Etcetera
F.M.	-	Full Marks
G.S.S.	-	Gorakhnath Secondary School
i.e.	-	That is
J.G.A.B.	-	Jamia Gausia Ahsanul Barakat
J.V.L.S.S.	-	Jana Vikas Lower Secondary School
M. A. T.	-	Madrasa Al-Tulharmain
M. I.	-	Madrasa Islamia
No.	-	Number
P.K.P.S.	-	Pancha Kumari Primary School
S.N.	-	Serial Number
V. I.	-	Vocabulary Item
Vol	-	Volume
vs	-	Versus
Y.S.S.S	-	Yuba Sahabhagita Secondary School

List of Figures

TABLE OF CONTENTS

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of communication through which we share our ideas, feelings, thoughts and emotions. Language is so essential for human being that it is almost impossible to survive without it. In fact, the uniqueness of human lies in the way he/she communicates with language. It is language that makes him/her different from other animals.

In the Encyclopedia Britannica (vol.13) language is defined as "an arbitrary system of vocal symbols by means of which human being as member of social group and participants in a culture interacts and communicates".

Language is manifested through speech and writing. We can find different languages being used in different communities of people. It may differ from one country to another country, one community to another community and one caste to another caste. Wardaugh (1998:1) defines it as 'what the members of a particular society speak.'

Discussing the purpose of language teaching and learning, Jesperson (1961) writes: "we learn language…..(our native tongue as well as others) so as to be enabled to get sensible first hand communication about the thoughts of others and so as to have for ourselves too (if possible) a means of making others part-takers of our own thoughts."

Similar ideas have been expressed by Wilkins (1979) who says that 'we learn and use a language as a form or means of communication.' In this

opinion 'expression' or speech is the central substance of communication as it takes place easily in any situation.

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.'

While teaching a language, we must not ignore its components. The basic components of every language are phonology, lexicon, grammar and semantics. All these components make the totality of the language. So all the components should be learned or taught at the time of learning language. But all the components can not be taught at the same time, this whole realm of English teaching can be divided into pronunciation teaching, vocabulary teaching grammar teaching and teaching of language skills.

1.1.1 English Language

Several languages are spoken in the world. However, English has been recognized as an international language. English is spoken as first, second and foreign language in many parts of the world. Most of the important books on different areas are written in English. English language has therefore, become an inevitable source of medium for non-English speakers too.

English is an international language. It is the prestigious language of the world. It is a standard language. It is spoken as mother tongue in the countries like America, Britain, Canada, Australia etc. It serves the function of Lingua-franca worldwide. Most of the significant deeds in any discipline of the world are found in English. It has the largest body of vocabulary and the richest body of literature. It is not only a principal language for

international communication, but also a gateway to the world body of knowledge. Because of such significance of English language, the curriculum designers have changed the present curriculum in communicative functional aspect of language.

1.1.2 English in Nepal

Though English is an international language, its history in the context of Nepal, doesn't date back more than 1989 A. D. Teaching learning of English was started in our country with the foundation of Durbar High School. It is at the moment, taught as a compulsory subject right from grade one to bachelor degree. In addition, it is used as an access language or library language and a means of instructional evaluation at the higher level of evaluation. English is the mother tongue of two hundred and fifty million people in the world. Nearly, hundred million people speak English as a second language or foreign language. (Kholi: 1978: 2)

1.2 Vocabulary

Broadly speaking, vocabulary refers to the words which are used in our day to day life for expressing our thoughts, emotions and feelings.

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

Similarly, Harmer (1991: 153) defining the term vocabulary says "if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". Crystal (1995:111) says 'Vocabulary is the Everest of a language'. The height and importance of vocabulary can be realized from this very statement.

In communication selection of an appropriate word plays an important role. In this regard, Bhattarai (2000) says, "In order to communicate our thoughts effectively we need to select the appropriate vocabulary and combine them together with the help of underlying rules. Unless we select the right vocabulary items even the grammatically correct sentences fail to express intended meaning."

1.2.1 Types of Vocabulary

Vocabulary can be classified on the basis of different criteria. Fundamentally, there are mainly two types of vocabulary: active and passive. Some words of the language are very common and we use them very frequently in speech and writing. Such words are called active vocabulary. On the other hand, there are words which are known to us but are used very rarely are called passive vocabulary. Whenever those words appear before us in spoken or written form, we can recognize them. So, they are known as passive or recognition vocabulary. (Sachdeva: 1990: 169)

According to Harmer (1991: 153) "Active vocabulary refers to vocabulary that students have been taught or learnt and which they are expected to be able to use while the latter refers to the words, which the students will recognize when they meet them but which they will not be able to produce".

Active vocabulary of one person may differ from the active vocabulary of another. There are some words which are actively used by one person may not be used actively by another. Thus the active vocabulary of one person may be the passive vocabulary of another and vice versa.

The vocabulary also can be classified into two categories on the basis of the types of meaning they convey: concrete and abstract. If a word refers to an object with a concrete shape, it is called concrete vocabulary e.g. house, bag etc. On the contrary, if it signifies which has no shape, size or measurement and is entirely dependent on our personal imagination, it is called abstract vocabulary, for example love, kindness bravery etc.

Frisby (1954:94) says that we have four vocabularies. We have our speaking vocabulary, our listening vocabulary, our writing vocabulary and our reading vocabulary. The speaking vocabulary is the smallest and the reading vocabulary is the largest.

Fries (1945:44-50) classifies English words into four groups. They are (i) function words (ii) substitute words (iii) grammatically distributed words, and (iv) content words. The function words primarily perform grammatical functions, for example 'do' signaling questions. The substitute words i.e. he, she, they etc. replace class of words. Grammatically distributed words, i.e. some, any etc. show unusual grammatical restriction in distribution. The number of words in the first three groups is rather small say 200 in round numbers in English. The fourth group, content words constitute the bulk of the vocabulary of the language.

1.2.2 Importance of Teaching Vocabulary

Although sounds are the building block of language, a word is the most important unit of it. The primary function of language is to communicate. If we do not know the words of a language, we can not speak the language. In this regard, Langacker (1973:27) says 'A language can be viewed as an instrument of communication. It serves to establish sound-

meaning correlations. So that, message can be sent by the exchange of overt ocustic signals. The meaning of a sentence is determined by the meanings of the words from which it is constructed and the basis for the sound meaning correlation established by a language is thus to be found in the relations between individual words and their meanings. The bond between word and its meaning is for the most part arbitrary or conventional with only marginal qualification.'

It is obvious that a word is most important unit of language. No one can express his thoughts and feelings if he does not know the words of a language. For effective communication in target language, only the knowledge of the structure of that language is not sufficient. It is vocabulary which is much more important as it provides the vital organs and flesh of the structure of language.

Stressing the importance of vocabulary, Wilkins (1972: 111) says "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". In fact, the importance of vocabulary teaching-learning relies on making the students competent language users.

1.2.3 Aspects of learning words

There are many things about words that use need to know. In this regard Harmer (1997:158) says knowing a word means far more than just understanding its meanings. Knowing a word implies knowing four different aspects of vocabulary. Based on Harmer (1997) we can summarize that 'knowing word' comprises-

- word meaning (meaning in context and sense relation)
- word use (metaphor and idiom, collocation and style and resister)

- word formation (parts of speech, prefixes and suffixes, spelling and pronunciation)

- word grammar (nouns: countable and uncountable, verb complementation phrasal verbs etc. and adjectives and adverbs: position etc.)

Short description of each aspect is given below:

Word meaning

Most words have more than one meaning. So, we can't decipher the meaning of a word in isolation. It needs the context which it is used. For example, the word 'bank' has two meanings: an organization that provides various financial services and the side of the river. So, the meaning of the word 'bank' can't be deciphered in isolation but it need context in which it is used. The other way to understand the meaning is sense relation. Sometimes words have meanings in relation to other words. For example, the word 'furniture' is used to any one of the number of things, eg: chair, table, sofa etc. We also understand the meaning of a word like 'good' in relation to a word like 'bad' (antonyms) and so on.

Word use

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

Word formation

Word formation means knowing how words are written and spoken and how can they change their form. We need to know how suffixes and prefixes change the shape and meaning of the word. For example, if we add

'im' to the word perfect and 'ly' to the word 'slow' both word form and meaning will be entirely changed. So, it needs to know word formation process.

Word grammar

Words not only change according to their grammatical meaning but they can also trigger the use of certain grammatical patterns. For example, a countable noun can be both singular and plural (one chair, two chairs) but an uncountable noun only be singular (furniture). This difference is reflected in grammatical rules: the word 'chair' can collocate with plural verbs where as the word 'furniture' never can. So, we need to know many more grammatical behaviors of words.

Thus, knowing a word implies knowing its meaning, use, information and grammar. So, while teaching vocabulary we should treat all the aspects of each and every vocabulary item.

1.2.4 Criteria for selecting vocabulary

Regarding the selection of vocabulary Harmer (1997:154) says 'one of the problems of vocabulary teaching is how to select what words to teach'. Thus selecting vocabulary to the particular level is a difficult task. However, there are certain criteria which are used to select the vocabulary.

a) **Frequency:** This principle maintains that the words which are most commonly used should be selected and taught first. The most commonly used words being those which frequently occur. Thus, words like 'book' or 'dog' are more frequently used than 'encyclopedia' or 'proliferation'. Therefore the first should be taught first. However, frequency count is heavily influenced y the type of

text we read or listen. The words which are more frequent in scientific books may be less frequent in legal documents. Therefore, one can not depend solely on frequency principle alone.

b) **Range:** There are some words which have more structural value than others. Words such as a, an, the, this etc have the widest range. A word which is found everywhere is more important than a word which is found only in a particular situation. Those words have wide range should be selected.

c) **Coverage:** Some words can cover a large conceptual or semantic field than other. For example, the word 'house' can cover the concept of hut, cottage, building etc. The words with large coverage should get priority in selection.

d) **Availability:** According to this criterion, words that are readily available should be selected. The frequency of a word relating to a particular topic is called its availability. The words book, blackboard, chalk etc. have low range but they are readily available for the students and they should be selected.

e) **Learnability:** Some words are very difficult to learn and some are easy. Similarly clarity, brevity, regularity, and learning load determine the degree of difficulty. The words that are easy to learn should be selected.

f) **Productivity:** There are some words out of which more words can be produced by means of prefixes and suffixes. Such words are more productive than others. So, they should be selected. For example, the word 'man' has more productivity as we can have words like manly, unmanly, manliness, and manhood by adding prefixes and suffixes.

1.3 Introduction to Madrasa School

Government of Nepal has implemented various educational programs in compliance with the world declaration on Education For All. But the Muslim community is still unserved. The Muslims have their own educational institutions, called Madrasas, which have a history beginning in the Malla period. The Madrasas provide free education, lodging and food facilities. In spite of these facilities, the literacy rate in the Muslim community is just 16% and the female literacy is only negligible.

Madrasas are Muslim educational institutions. These institutions are established for the purpose of providing religious as well as academic education to Muslim children. The Muslim community itself establishes and looks after the management of these institutions. It also bears the financial donations provided by Muslims.

The history of Muslim education began with the period of Prophet Mohammed. He was the founder of Islam religion. He used to teach his followers in his own residence. His followers have been increasing day by day. By this cause, he taught them in the Mosque and afterwards in Dare Arqum (the Arqum house) of Mecca. This school is known as first Muslim Madrasa in the history of Islam.

Muslim education began in the Indian subcontinent in the 8th century with the coming of the Muslims here. In 1780, the English education was introduced in Madrasa by the pressure of British governors who ruled in India. Similarly, Madrasas were modified many times and got academic establishment. Today there are two types of Madrasas in India, Nepal, Pakistan and Bangladesh. Some Madrasas teach some modern subjects along Islam specific subjects, while the other Madrasas are till traditional in nature.

In the context of Nepal, there are two types of Madrasas: one which is following their own traditional Islamic education system and the other is following modern education along with Islamic education. So, English language is teaching only in those Madrasas who follow modern education system. In some Madrasas English is teaching as a compulsory subject and in some Madrasas it is teaching as optional. Thus, English enters very later in Muslim education and Madrasas.

1.4 Review of the literature

In the department of English Education, several studies have been carried out on the achievement of different language items. Some of the studies done in the past have been reviewed as follows:

Chudal (1997) has studied the achievement of English vocabulary by the students of grade six. His study has shown that the students' vocabulary achievement was poor in total. The boys' vocabulary achievement was better than that of girls. Similarly urban school students' achievement was better than rural school students' achievement.

Khatri (2000) made a study to find out the achievement of English vocabulary of the students of grade eight. The result of the test showed the students' vocabulary achievement in total was satisfactory. The achievement of the students in noun (67.9%) was found better than in verbs (59%).

Tiwari (2001) has carried out a study on English vocabulary achievement of the students of grade ten. 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.

Upadhyaya (2002) has carried out a study on achievement of phrasal verbs of the students of higher secondary level. The study has shown that the achievement of commerce students is highest. They achieved 83.24%. Phrasal verb achievement of the students was found satisfactory in total because the percentage of all streams (education, arts, science and commerce) were above 50%.

Poudyal (2005) in her thesis entitled 'A study of English vocabulary achievement by the students of grade nine' has made an attempt to investigate students' achievement of English vocabulary used in English textbook of grade nine. The findings of the study reveal that the vocabulary achievement of the students in content words was found satisfactory in total and the achievement of nouns was better than that of verbs, adjectives and adverbs.

Research Centre for Educational Innovation and Development (CERID) (1982) conducted a study on the achievement of primary school children. The finding of the study showed that there was no significant difference in the performance of students living in remote or non-remote areas. The study also showed that students were poor in the tests on comprehension, writing sentences with understanding and dictation exercises.

Madrasa Janchbujh Karyadal (1995) conducted a study about Madrasa schools. It listed out the numbers of Madrasas, names of Madrasas and the Muslim population surrounding the Madrasa schools. At that time total number of Madrasas were 225, total number of teachers were 1,185, number

of boy students were 26,129 and girls students were 11,292 and the Muslim population surrounding Madrasas were 9, 40,986.

CERID (1998) carried out a research on 'Enhancing Educational Awareness in the Rural Muslims'. The findings of the study show that Muslim women blamed their guardians and parents for their illiteracy and showed curiosity for learning.

Parwez (2003) made a study on 'Access of Muslim children to education'. The findings of the study showed that economic, cultural, and religious factors are the main factors hindering the access of the Muslim children to education.

Parwez (2004) conducted a research on 'Access of Muslim children to education'. The finding of the research showed that only 23.43% of household heads were literate, 10.62% were mainstream literate and remaining 13.41% were Madrasa literate. The total literacy rate of Muslim was 43.76%, which was lower than the national literacy rate of 53.7%.

Gautam (2003) made a study to find out the achievement level in English of grade ninth students. The achievement level of grade nine students of Dang district was found satisfactory in English. Sex was not the determining factor in the performance of English subject in Dang district, though boys perform slightly better than girls.

K.C. (1996) conducted a study on 'Teaching English vocabulary'. The findings of the study show that the students of urban area were ahead of the students of rural area. Similarly the students of public schools of Baglung district were weak in vocabulary learning in comparison with the students of public schools of Kathmandu district.

Rongong (1974) carried out a study 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 know.

1.5 Objectives of the study

The objectives of present study are as follows:

1. To find out the Madrasa students' achievement of English vocabulary items used in the English textbook of Grade Four.

2. To find out the vocabulary achievement of public school students.

3. To compare the vocabulary achievement of Madrasa vs public school students.

4. To suggest some pedagogical implications.

1.6 Significance of the study

English is taught as a foreign language in Nepal. It is a compulsory subject from grade one to university degree level. It means people understand the importance of English language. Unfortunately, influence of English can not touch sufficiently in Muslim community. English is not included in the curriculum of Madrasa except some Madrasas. So the researcher intends to know the English vocabulary achievement of students of Madrasas. The main significances of this study can be listed as follows:

1. This study will provide valuable insights to the people involved in teaching English in Madrasas.
2. This study will be helpful to investigate the students' proficiency in the acquisition of the vocabulary used in the English textbook of grade four.
3. It provides an insight on the nature of vocabulary to be selected while designing the English textbook for grade four.

4. This study will be helpful to determine whether the difficulty level of those vocabularies used in the English textbook of primary level is appropriate to the intellectual maturity of students or not.

CHAPTER TWO
METHODOLOGY

In this study, the researcher tried to find out the proficiency of the students of grade five of English vocabulary. The essential methods for the study are mentioned below.

2.1 Sources of Data
2.1.1 Primary Sources:

Most of the activities depend upon field study. The researcher selected four Madrasas within Kathmandu Valley for the purpose of data collection. There are six Madrasas in Kathmandu Valley. Among them, only in four Madrasas English language was taught. So the researcher used the purposive sampling procedure for the selection of Madrasas. But for the selection of public schools the researcher used the simple random sampling methods. Similarly for the selection of students, the researcher used the simple random sampling approach. There were 40 students of grade five studying in Madrasas and 40 students of grade five studying in public schools of Kathmandu valley were the primary source of data collection.

2.1.2 Secondary Sources:

The secondary source of data in study include various books journals and articles on language testing, apart from English textbook of grade four and five for the purpose of data collection.

2.2 Tools for Data Collection

To meet the study objectives, the researcher prepared a list of different content words consisting of nouns, verbs, adjectives and adverbs from the English textbook of grade four. The frequency of each word included in the list was counted. The words were selected on the basis of their frequency included in the textbook. Vocabularies having high frequency items were chosen. Then a set of test items was constructed for collecting the data. Different types of test items such as multiple choices fill in the blanks, word matching, rearrangement jumbled letters, using words in sentences, writing words meaning, writing single words, fill in the crossword puzzle etc. were used for the study. Similarly, the whole test consisted of 80 individual vocabulary items including 34 nouns, 27 verbs, 12 adjectives and 7 adverbs.

2.3 Process of Data collection

The researcher visited four Madrasas and four public schools which are already mentioned in the sources of data with the prepared set of test items. Then she requested the head teacher and subject teacher of the selected schools to assign her a convenient time and date for the administration of the test to the concerned students.

Ten students from each school were selected by using simple random approach in order to administer the test. They were required to write their answer on their question papers. The test was administered in the classroom for one and half an hours.

Finally, the researcher used same procedures for the collection of data in all the schools selected for this purpose. The answer papers were marked as accurately and systematically as possible and the score obtained by the

students were analyzed by comparing the percentage and the number of the students with correct responses with the total score made by them.

The tabulated data were analyzed and interpreted by using descriptive approach and the simple statistical tools i.e. mean, percentage etc.

2.4 Limitation of the study

The basic limitations of the study were as follows:

(i)   This study was limited to only four Madrasas and four public schools of Kathmandu valley.

(ii)   The research was limited to only eighty students.

(iii) Only ten students from each school were selected.

(iv)   The students studying in class five in Madrasas and public schools in Kathmandu valley were taken for the data collection.

(v)   The study was limited to the achievement of content words (nouns, verbs, adjectives and adverbs) by the fifth graders based on the English textbook of grade four.

(vi)   The study was limited to the meaning aspect of vocabulary.

(vii) The study was limited to the vocabulary items having high frequency.

(viii) The medium of language was limited to written English.

(ix)   Schools were selected on the basis of simple random sampling.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

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

The analysis and interpretation of data has been carried out under the following headings:

1. School wise analysis of vocabulary achievement.

2. Total vocabulary achievement.

3. Analysis of vocabulary achievement on the basis of word classes (Nouns, Verbs, Adjectives, Adverbs)

4. Comparison of vocabulary achievement between boys and girls in Madrasas.

5. Comparison of vocabulary achievement between boys and girls in public schools.

6. Comparison of vocabulary achievement between Madrasas and public schools.

3.1 School-wise Analysis of Vocabulary Achievement

The achievement of each vocabulary item by the students of each school is separately described in the following sub-sections. The words are placed into two groups on the basis of total average obtained by the students.

3.1.1 Analysis of Vocabulary Achievement of Al-Jamiatul Islamia Darul Yatama

Achievement ratio of nouns in Al-Jamiatul Islamia Darul Yatama

Students' achievement of nouns is presented below:

Table 1: Achievement Ratio of Nouns in Al-Jamiatul Islamia Darul Yatama

Above Average				Below Average			
S.N	Vocabulary Items	No.of Students with Correct Response	%	S. N.	Vocabulary Items	No.of Students with Correct Response	%
1	bird	10	100	1	bed	0	0
2	child	9	90	2	landlord	0	0
3	cow	10	100	3	friend	0	0
4	vocabulary	10	100	4	morning	0	0
5	picture	8	80	5	text	1	10
6	race	8	80	6	letter	0	0
7	dog	10	100	7	elephant	0	0
8	student	8	80	8	tortoise	0	0
9	girl	9	90	9	question	3	30
10	day	10	100	10	sentence	0	0
11	pair	9	90	11	teacher	0	0
12	answer	10	100	12	time	0	0
13	people	8	80		Total	4	
14	school	9	90				
15	class	9	90				
16	boy	9	90				
17	name	10	100				
18	out	7	70				
19	football	9	90				
20	year	7	70				

21	man	7	70
22	word	8	80
	Total	175	

The above table shows the status of vocabulary achievement of nouns in Al-Jamiatul Islamia Darul Yatama. The total average score obtained by the students was 5.26. Out of 34 nouns, most of students responded 22 nouns correctly but a few number of students responded correctly to these 12 nouns. It was found that majority of the students achieved good marks in nouns. 100% correct nouns are bird, cow, vocabulary, dog, day answer and name, which indicate the highest position. But 10 nouns were found in the lowest rank (0%). Those nouns were bed, landlord, friend, morning, letter, elephant, tortoise, sentence, teacher and time.

Achievement of Verbs in Al-Jamiatul Islamia Darul Yatama

The achievement ratio of verbs in Al-Jamiatul Islamia Darul Yatama is presented as follows.

Table 2: Achievement Ratio of Verbs in Al-Jamiatul Islamia Darul Yatama

Above Average				Below Average			
S.N.	Vocabulary Item	No.of Students with Correct Response	%	S.N.	Vocabulary Item	No.of Students with Correct Response	%
1	ask	10	100	1	look	0	0
2	dance	8	80	2	find	4	40
3	do	10	100	3	say	3	30
4	eat	8	80	4	run	1	10
5	go	10	100	5	stop	0	0
6	like	7	70	6	sing	0	0
7	born	10	100		Total	8	
8	come	10	100				
9	help	10	100				
10	jump	10	100				
11	listen	10	100				
12	play	9	90				
13	laugh	10	100				
14	live	9	90				

35

15	write	6	60
16	get	8	80
17	make	8	80
18	read	8	80
19	see	6	60
20	work	7	70
21	touch	8	80
	Total	182	

The above table shows the total average score obtained by the students was 7.03. Out of 27 verbs, majority of the students responded correctly. But a few responses were unsatisfactory. Verbs like, do, go, born, come, help, jump, listen, laugh were found in the highest rand but look, stop and sing were found in the lowest rank (i.e.0%).

Vocabulary Achievement of Al-Jamiatul Islamia Darul Yatama in Adjectives

The achievement ratio of adjectives in Al-Jamiatul Islamia Darul Yatama is presented in the table below:

Table 3: Achievement Ratio of Adjectives in Al-Jamiatul Islamia Darul Yatama

Above Average				Below Average			
S.N.	Vocabulary Item	No.of Students with Correct Response	%	S.N.	Vocabulary Items	No.of Students with Correct Response	%
1	brave	10	100	1	blind	4	40
2	clever	10	100	2	long	5	50
3	following	8	80	3	good	0	0
4	beautiful	9	90		Total	9	
5	intelligent	10	100				
6	fun	10	100				
7	bad	9	90				
8	short	10	100				
9	tall	6	60				
	Total	82					

Table No.3 shows the vocabulary achievement of the students of Al-Jamiatul Islamia Darul Yatama in adjectives. The total average of the students was 7.58. Out of 12 adjectives, most of the students succeeded to respond but some of the students could not succeed. So, the result makes clear that most of the students achieved satisfactory result in adjectives. The correct responses of adjectives 'brave, clever, intelligent, fun and short' were found in the highest rank (100%). Only one adjective 'good' was found in the lowest position (i.e.0%)

Vocabulary Achievement of Al-Jamiatul Islamia Darul Yatama in Adverbs

The achievement status of adverbs in Al-Jamiatul Islamia Darul Yatama is shown in the table no.4.

Table 4: Achievement Ratio of Adverbs in Al-Jamiatul Islamia Darul Yatama

Above Average				Below Average			
S.N	Vocabulary Items	No.of Students with Correct Response	%	S.N	Vocabulary Item	No.of Students with Correct Response	%
1	never	10	100	1	sometime	0	0
2	about	8	80	2	very	0	0
3	also	10	100				
4	all	7	70				
5	fast	6	60				
6	Total	41					

The above table shows the vocabulary achievement of Al-Jamiatul Islamia Darul Yatama in adverbs. The total average score obtained by the

students was 5.85. Out of 7 adverbs, two adverbs 'never and also' were answered correctly by all students. So, those adverbs were found in the top position. But 'sometime' and 'very' were found in the bottom position (i.e. 0%).
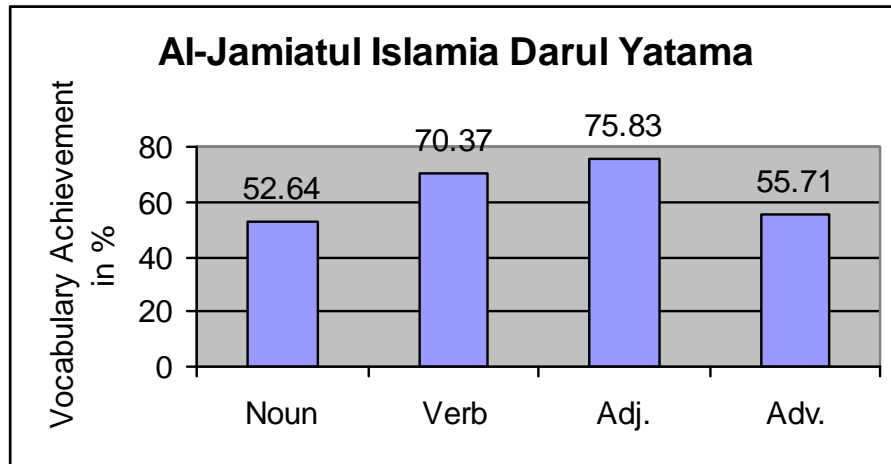
Figure 1: Noun-Verb-Adjective-Adverb comparison in total

The above diagram presents the achievement of the students of Al-Jamiatul Islamia Darul Yatama in content words. The diagram reveals that the percentage of the correct responses in adjectives was better than that of noun, verbs and adverbs. Similarly the achievement of verbs and adverbs was found in second and third position respectively. But the percentage of the correct responses shows the satisfactory achievement in all nouns, verbs, adjectives and adverbs.

3.1.2 Analysis of Vocabulary Achievement of Madrasa Al-Tulharmain

The vocabulary achievement of students is presented below:

Vocabulary achievement of nouns in Madrasa Al-Tulharmain

The status of the students in the achievement of nouns in Madrasa Al-Tulharmain is presented in the given table.

Table 5: Achievement of Nouns in Madrasa Al-Tulharmain

	Above Average				Below Average		
S.N.	Vocabulary Items	No. of students with correct response	%	S.N.	Vocabulary Items	No. of students with correct response	%
1	bird	10	100	1	landlord	0	0
2	bed	10	100	2	morning	1	10
3	child	10	100	3	text	0	0
4	vocabulary	6	60	4	letter	2	20
5	picture	10	100	5	people	2	20
6	race	10	100	6	tortoise	3	30
7	cow	10	100	7	teacher	0	0
8	dog	8	80	8	year	4	40
9	friend	8	80	9	football	0	0
10	student	8	80	10	time	0	0
11	girl	10	100	11	word	0	0
12	day	9	90	12	man	0	0
13	pair	10	`100		Total	12	
14	answer	10	100				
15	elephant	10	100				
16	school	8	80				
17	question	10	100				
18	sentence	9	90				
19	class	10	100				
20	boy	7	70				
21	name	10	100				
22	out	8	80				
	Total	201					

The above table shows the vocabulary achievement of the students of Madrasa Al-Tulharmain in nouns. The total average was 6.26. Out of 34 nouns, majority of the students succeeded to respond to these nouns correctly. 100% correct responses of these nouns 'bird, bed, child, cow, picture, race, girl, pair, answer, elephant, question, class, name shows the

highest rank. Similarly, zero response of nouns 'landlord, text, teacher, football, time, word, man' shows the lowest position. The students of Madrasa Al-Tulharmain were found satisfactory in the achievement of nouns.

Vocabulary Achievement of Verbs in Madrasa Al-Tulharmain

Achievement ratio of Verbs in Madrasa Al-Tulharmain is given below:

Table 6: Achievement of verbs in Madrasa Al-Tulharmain

Above Average				Below Average			
S. N.	Vocabulary Item	No. of students with correct response	%	S.N.	Vocabulary Item	No. of students with correct response	%
1	ask	10	100	1	eat	5	50
2	look	9	90	2	play	5	50
3	dance	9	90	3	find	4	40
4	do	10	100	4	live	1	10
5	go	9	90	5	make	5	50
6	like	8	80	6	see	0	0
7	born	10	100	7	run	0	0
8	come	6	60	8	work	0	0
9	help	8	80	9	touch	2	20
10	jump	10	100	10	stop	0	0
11	listen	8	80	11	sing	0	0
12	laugh	10	100		Total	22	
13	write	10	100				
14	get	7	70				
15	read	10	100				
16	say	6	60				
	Total	140					

The table mentioned above displays the vocabulary achievement by the student of Madrasa Al-Tulharmain in verbs. The total average was 5.25. Out of 27 verbs, most of the students were correct in 16 verbs. On the other hand, a few students answered correctly to 6 verbs. But there were no correct response for these 5 verbs. The correct response of verbs 'ask, do, born, jump, laugh, write, read were found in the highest position (i.e. 100%). But five verbs 'see, run, work, stop, sing' were found in the lowest position (i.e.0%).

Vocabulary Achievement of Madrasa Al-Tulharmain in Adjectives

Achievement ratio of adjectives in Madrasa Al-Tulharmain is given below:

Table 7: Achievement of Adjectives in Madrasa Al-Tulharmain

Above Average				Below Average			
S.N.	Vocabulary Item	No. of Students with correct response	%	S.N.	Vocabulary Item	No. of students with correct response	%
1	brave	10	100	1	clever	5	50
2	blind	8	80	2	bad	5	50
3	following	8	80	3	long	5	50
4	beautiful	8	80	4	short	0	0
5	intelligent	8	80	5	tall	0	0
6	fun	10	100	6	good	0	0
	Total	52			Total	15	

The above table shows the vocabulary achievement of Madrasa Al-Tulharmain. The total average was 5.58. Out of 12 adjectives, most of the students were found correct in these 6 adjectives but most of the students could not respond these 6 adjectives correctly. Two adjectives 'brave' and 'fun' were found in the top (i.e.100%). Where as, three adjectives 'short, tall, good' were found in bottom position (i.e.0%).

Vocabulary Achievement of Madrasa Al-Tulharmain in Adverbs

The status of the students of Madrasa Al-Tulharmain in adverbs is given below:

Table 8: Achievement Ratio of Adverbs in Madrasa Al-Tulharmain

Above Average				Below Average			
S.N.	Vocabulary Item	No. of Students with correct response	%	S. N.	Vocabulary Item	No. of students with correct response	%
1	never	8	80	1	sometime	2	20
2	about	10	100	2	very	0	0
3	also	10	100	Total		0	
4	all	10	100				
5	fast	9	90				
Total		47					

The above table presents the vocabulary achievement of Madrasa Al-Tulharmain in adverbs. The total average mark obtained by the students was 7. Out of seven adverbs most of the students successfully responded to these five adverbs where as very few students successfully responded one adverb. But there was no correct response for one adverb. Three adverbs 'about, also, all' were in the top position (i.e. 100%).Only one adverb 'very' was in bottom position (i.e. 0%).
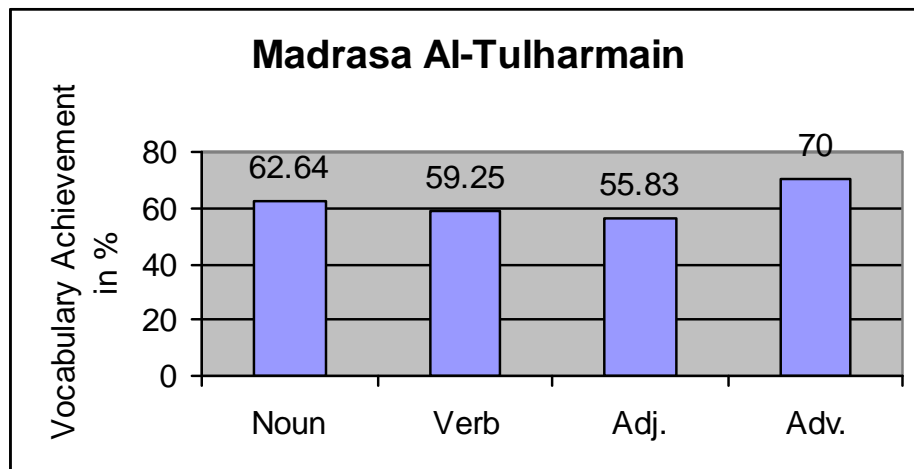
Figure 2: Noun-verb-adjective-adverb comparison in total

The diagram mentioned above represents the achievement of the students of Madrasa Al-Tulharmain in content words. The diagram presents the percentage of the correct responses in adverbs displays that the achievement of adverbs is better than that of nouns, verbs and adjectives. The lower percentage was found in adjectives (i.e. 55.83%). The achievement of nouns and verbs was found in the second and third position respectively. The lower percentage in adjectives indicates that the achievement of adjectives was not better than that of nouns, verbs and adverbs in Madrasa Al-Tulharmain.

3.1.3 Analysis of Vocabulary Achievement of Jamia Gausia Ahsanul Barakat

The marks obtained by the students of Jamia Gausia Ahsanul Barakat is presented below:

Table 9. Achievement ratio of Nouns in Jamia Gausia Ahsanul Barakat

Above Average				Below Average			
S.N	Vocabulary items	No. of students with correct response	%	S.N.	Vocabulary Items	No. of students with correct response	%
1	bird	10	100	1	bed	2	20
2	child	9	90	2	vocabulary	4	40
3	cow	10	100	3	race	4	40
4	picture	9	90	4	friend	0	0
5	dog	10	100	5	landlord	0	0
6	day	10	100	6	morning	0	0
7	pair	10	100	7	students	0	0
8	answer	10	100	8	text	0	0
9	letter	8	80	9	girl	1	10

S.N.	Vocabulary Item	No.	%	S.N.	Vocabulary Item	No.	%
10	elephant	10	100	10	people	5	50
11	school	10	100	11	class	2	20
12	tortoise	6	60	12	time	0	0
13	question	10	100	13	word	5	50
14	sentence	10	100		Total	23	
15	teacher	10	100				
16	boy	9	90				
17	name	10	100				
18	out	8	80				
19	football	7	70				
20	man	6	60				
21	year	7	70				
	Total	189					

The table mentioned above shows the vocabulary achievement of the students of Jamia Gausia Ahsanul Barakat in nouns. The total average score was 6.23. Most of the students succeed to respond to these 21 nouns. In the remained 13 nouns only few students succeed to respond correctly. The table also makes clear that the majority of the students achieved satisfactory marks in nouns. The correct response of nouns 'bird, cow, dog, day, pair, answer, elephant, school, question, sentence, teacher, name' were found in the highest position (i.e. 100%). But nouns 'friend, landlord, morning, student, text, time' were found in the lowest rank (i.e.0%).

Vocabulary Achievement of Verbs in Jamia Gausia Ahsanul Barakat

The achievement ratio of verbs in Jamia Gausia Ahsanul Barakat is presented below:

Table 10: Achievement Ratio of Verbs in Jamia Gausia Ahsanul Barakat

Above Average				Below Average			
S.N.	Vocabulary Item	No. of students with	%	S.N.	Vocabulary Items	No. of students with	%

		correct response				correct response	
1	ask	7	70	1	look	0	0
2	dance	6	60	2	eat	2	20
3	do	7	70	3	live	4	40
4	go	7	70	4	see	0	0
5	like	6	60	5	work	4	40
6	born	9	90	6	close	0	0
7	come	7	70	7	stop	0	0
8	help	10	100	8	sing	0	0
9	jump	10	100		Total	10	
10	listen	9	90				
11	play	8	80				
12	laugh	10	100				
13	find	9	90				
14	write	10	100				
15	get	8	80				
16	make	9	90				
17	read	9	90				
18	say	8	80				
19	run	6	60				
	Total	155					

The above table shows the vocabulary achievement of Jamia Gausia Ahsanul Barakat in verbs. The total average score of students was 6.11. Out of 27 verbs, most of the students responded to these 19 verbs correctly but few students correctly responded to these 8 verbs. The table shows that most of the students gained good result in verbs. The correct response of verbs 'help, jump, laugh, write' were found in the highest rank (i.e.100%) but five verbs 'look, close, stop, see, sing' were found in the lowest rank (i.e. 0%).

Vocabulary Achievement of Jamia Gausia Ahsanul Barakat in Adjectives

Achievement ratio of adjectives is shown as follows:

Table 11: Achievement Ratio of Adjectives in Jamia Gausia Ahsanul Barakat

Above Average				Below Average			
S.N.	Vocabulary Items	No. of students with correct response	%	S.N.	Vocabulary Items	No. of students with correct response	%
1	brave	10	100	1	clever	4	40
2	beautiful	9	90	2	blind	0	0
3	intelligent	8	80	3	following	1	10
4	fun	10	100	4	tall	5	50
5	bad	8	80	5	good	1	10
6	long	8	80		Total	11	
7	short	8	80				
	Total	61					

The above table shows the vocabulary achievement of Jamia Gausia Ahsanul Barakat in adjectives. The total average score obtained by the students was 6. Out of 12 adjectives, most of the students responded correctly to these 7 adjectives whereas a few students answered correctly to these 5 adjectives.

The table also displays that majority of the students were found satisfactory in adjectives. The correct responses of adjectives 'brave' and 'fun' were found in the top position (i.e. 100%). Similarly, only one adjective 'blind' was found in the bottom position (i.e. 0%).

Vocabulary Achievement of Jamia Gausia Ahsanul Barakat in Adverbs

Achievement ratio of adverbs is shown below:

Table12: Achievement Ratio of Adverbs in Jamia Gausia Ahsanul Barakat

	Above Average				Below Average		
S.N.	Vocabulary Item	No. of students with correct response	%	S.N.	Vocabulary Items	No. of students with correct response	%
1	never	9	90	1	sometime	0	0
2	about	10	100	2	very	0	0
3	also	9	90				
4	all	9	90				
5	fast	8	80				
	Total	45					

The table mentioned above shows the vocabulary achievement of Jamia Gausia Ahsanul Barakat in adverbs. The total average of the marks obtained by the students was 6.42. Most of the students achieved good marks in these 5 adverbs (never, about, also, all, fast) but all of the students could not achieve marks in these two adverbs (sometime, very).

It was seen that majority of the students were correct in adverbs in Jamia Gausia Ahsanul Barakat. 100% correct responses of adverb 'about' indicates highest rank but two adverbs 'sometime' and 'very' indicate the lowest rank (i.e. 0%).
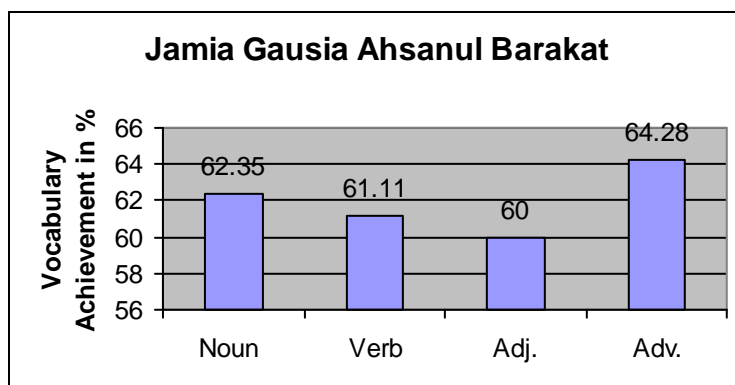
Figure 4: Noun-verb-adjective-adverb comparison in total

The above diagram represents the achievement of the students of Jamia Gausia Ahsanul Barakat in content words. The diagram reveals that the percentage of the correct response in adverbs displays that the achievement of adverbs was better than that of nouns, verbs and adjectives. Similarly the achievement of nouns and verbs was found in second and third position respectively. The percentage of the correct answers in adjectives shows that the achievement of adjectives was not better than nouns, verbs and adverbs. In total, the vocabulary achievement of the students of Jamia Gausia Ahsanul Barakat in content words was almost satisfactory because the percentage was above 60%.

3.1.4 Analysis of Vocabulary Achievement of Madrasa Islamia

The vocabulary achievement of the students of Madrasa Islamia is presented below.

Vocabulary achievement of nouns in Madrasa Islamia

The achievement of nouns in Madrasa Islamia is given below:

Table 13: Achievement ratio of nouns in Madrasa Islamia

Above Average				Below Average			
S.N.	Vocabulary	No. of	%	S.N.	Vocabulary	No. of	%

	Items	students with correct response			Items	students with correct response	
1	bird	6	60	1	morning	1	10
2	bed	10	100	2	text	0	0
3	child	10	100	3	people	3	30
4	cow	9	90	4	tortoise	4	40
5	vocabulary	8	80	5	out	4	40
6	picture	10	100	6	time	0	0
7	race	10	100		Total	12	
8	dog	8	80				
9	friend	7	70				
10	landlord	7	70				
11	student	9	90				
12	girl	7	70				
13	day	10	100				
14	pair	10	100				
15	answer	10	100				
16	letter	9	90				
17	elephant	10	100				
18	school	10	100				
19	question	10	100				
20	sentence	10	100				
21	teacher	9	90				
22	class	8	80				
23	boy	9	90				
24	name	9	90				
25	football	10	100				
26	year	10	100				
27	man	9	90				
28	word	10	100				
	Total	254					

The table mentioned above shows the vocabulary achievement of nouns of the students of Madrasa Islamia. The total average was 7.82. Most

of the students responded to these 28 nouns correctly. But most of the students did not respond these 6 nouns correctly.

The table also makes clear that most of the students of Madrasa Islamia were correct in nouns. 100% correct responses of these nouns 'bed, child, picture, race, day, pair, answer, elephant, school, question, sentence, football, year, word' indicate the highest position (i.e. 100%). But these two nouns 'text' and 'time' indicate the lowest position (i.e. 0%).

Vocabulary Achievement of Madrasa Islamia in Verbs

Achievement ratio of verbs is given in the below table.

Table 14: Achievement Ratio of Verbs in Madrasa Islamia

	Above Average				Below Average		
S.N.	Vocabulary Items	No. of students with correct response	%	S.N.	Vocabulary Item	No. of students with correct response	%
1	ask	10	100	1	look	0	0
2	dance	9	90	2	like	1	10
3	do	6	60	3	play	4	40
4	eat	6	60	4	live	5	50
5	go	10	100	5	say	4	40
6	born	9	90	6	see	0	0
7	come	8	80	7	run	0	0
8	help	10	100	8	stop	4	40
9	jump	10	100	9	sing	0	0
10	listen	10	100		Total	18	
11	laugh	10	100				
12	find	7	70				
13	write	9	90				
14	get	9	90				
15	make	7	70				
16	read	9	90				
17	work	7	70				
18	touch	9	90				
	Total	155					

Table no. 14 displays the vocabulary achievement of the students of Madrasa Islamia in verbs. The total average mark obtained by the students was 6.40. Out of 27 verbs, most of the students of Madrasa Islamia responded 18 verbs correctly but most of the students responded to these 9 verbs incorrectly.

It was found that most of the students of Madrasa Islamia were correct in verbs. Majority of the students achieved good marks in the verbs. The

verbs 'ask, go, help, jump, listen, laugh' were in the highest rank (i.e. 100%). But four verbs 'look, see, run, sing' were found in the lowest rank (i.e. 0%)

Vocabulary Achievement of Madrasa Islamia in Adjectives

The achievement status of adjectives in Madrasa Islamia is presented below:

Table 15: Achievement Ratio of Adjectives in Madrasa Islamia

Above Average			
S.N.	Vocabulary Items	No. of students with correct response	%
1	brave	8	80
2	clever	8	80
3	blind	9	90
4	following	8	80
5	beautiful	9	90
6	intelligent	9	90
7	fun	10	100
8	bad	10	100
9	long	7	70
10	short	10	100
11	tall	8	80
12	good	6	60
	Total	102	

In the above table, the total average score of the students of Madrasa Islamia was 8.5. In the case of the achievement of adjectives, all the students responded correctly. So, there was no single one adjective below average. Among 12 adjectives, three adjectives 'fun, bad, short' were found in the highest rank (i.e. 100%). But only one adjective 'good' was found in the lowest rank (i.e. 60%).

Vocabulary Achievement of Madrasa Islamia in Adverbs

The vocabulary achievement ratio of adverbs is presented below:

Table 16: Achievement Ratio of Adverbs in Madrasa Islamia

Above Average				Below Average			
S.N.	Vocabulary Item	No. of students with correct response	%	S.N.	Vocabulary Items	No of students with correct response	%
1	never	10	100	1	sometime	0	0
2	about	10	100	2	very	0	0
3	also	9	90				
4	all	8	80				
5	fast	7	70				
Total		44					

The above table shows the vocabulary achievement of the students of Madrasa Islamia. The total average mark obtained by the students was 6.28. Out of 7 adverbs, most of the students succeeded to respond correctly to these five adverbs whereas no students were able to answer correctly to these two adverbs. Two adverbs 'never' and 'about' were found in the highest rank (i.e.100%). Similarly, two adverbs 'sometime' and 'very' were found in the lowest rank (i.e. 0%)
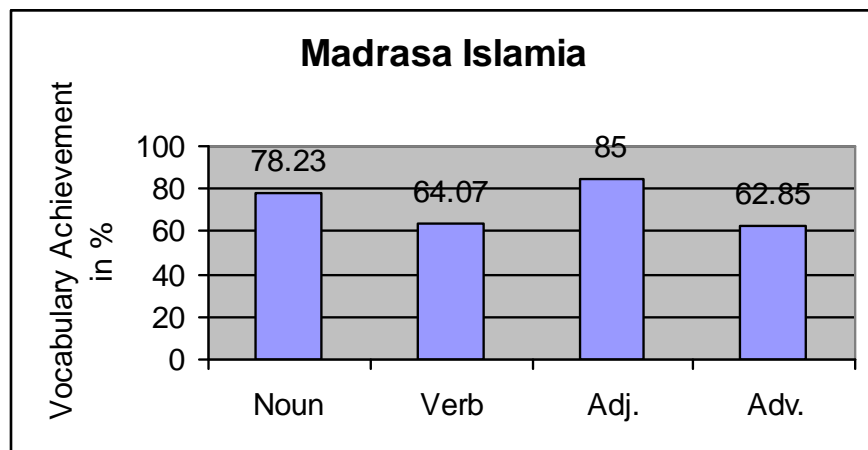

Figure 4: Noun-verb-adjective-adverb comparison in total

The above diagram presents the vocabulary achievement by the students of Madrasa Islamia. The diagram shows that the higher percentage (i.e.85%) of the correct responses was found in adjectives and lower percentage (i.e.62.85%) in adverbs. The percentage of achievement in nouns (i.e.78.23%) and verbs (i.e.64.07%) stand in second and third position respectively. The lower percentage in adverbs represents that the achievement of adverbs was not better than that of nouns, verbs and adjectives in Madrasa Islamia. The vocabulary achievement by the students of Madrasa Islamia in content words was almost satisfactory.

3.1.5 Analysis of Vocabulary Achievement of Gorakhnath Secondary School

The vocabulary achievement of the students of Gorakhnath Secondary School is presented as follows:

Vocabulary achievement of nouns in Gorakhnath Secondary School

The achievement of nouns in Gorakhnath Secondary School is given below:

Table 17: Achievement Ratio of Nouns in Gorakhnath Secondary School

Above Average				Below Average			
S.N.	Vocabulary Items	No. of students with correct response	%	S.N.	Vocabulary Items	No. of students with correct response	%
1	bird	9	90	1	bed	0	0
2	child	10	100	2	vocabulary	5	50
3	cow	7	70	3	picture	5	50
4	race	8	80	4	friend	5	50
5	dog	9	90	5	landlord	0	0
6	morning	7	70	6	text	0	0

55

7	student	10	100	7	pair	5	50
8	girl	9	90	8	letter	5	50
9	day	6	60	9	people	5	50
10	answer	6	60	10	tortoise	0	0
11	elephant	7	70	11	sentence	4	40
12	school	10	100	12	out	4	40
13	question	6	60	13	time	5	50
14	teacher	6	60	14	year	5	50
15	class	6	60	15	word	0	0
16	boy	6	60		Total	48	
17	name	9	90				
18	football	9	90				
19	man	8	80				
	Total	148					

The table mentioned above shows the vocabulary achievement of the students of Gorakhnath Secondary School in nouns. The total average score was 5.76. Achievement of nouns by the students was found to be satisfactory. Out of 34 nouns, majority of the students succeeded to respond to these 19 nouns correctly. On the other hand, a very few students succeeded to respond in the next 15 nouns. Three nouns 'child, student, school' were found in the highest rank (i.e.100%) but five nouns 'bed, landlord, text, tortoise, word' were found to be in the lowest rank (i.e.0%).

Vocabulary Achievement of Verbs in Gorakhnath Secondary School

Achievement ratio of verbs in Gorakhnath Secondary School is shown below:

Table 18: Achievement of Verbs in Gorakhnath Secondary School

Above Average				Below Average			
S.N.	Vocabulary Items	No. of Students with correct response	%	S.N.	vocabulary Item	No of students with correct response	%

56

1	look	7	70	1	ask	1	10
2	dance	7	70	2	do	1	10
3	go	8	80	3	eat	1	10
4	born	7	70	4	come	0	0
5	live	7	70	5	help	3	30
6	work	9	90	6	jump	5	50
	Total	45		7	listen	3	30
				8	play	1	10
				9	laugh	1	10
				10	find	0	0
				11	write	5	50
				12	get	1	10
				13	make	3	30
				14	read	4	40
				15	say	3	30
				16	see	3	30
				17	run	5	50
				18	touch	0	0
				19	stop	0	0
				20	sing	0	0
				21	like	1	10
					Total	41	

The above table shows that the vocabulary achievement of verbs by the students of Gorakhnath Secondary School. The total average of the score was 3.18. Out of 27 verbs, only six verbs were responded satisfactorily. Remained 21 verbs were not responded satisfactory. So, the achievement of students in verbs is not satisfactory. The correct response of the verb 'work' was found in the highest rank (i.e. 90%) but these five verbs 'come, find, touch, stop, sing' were found in the lowest rank (i.e. 0%).

Vocabulary Achievement of Gorakhnath Secondary School in Adjectives

The achievement status of adjectives in Gorakhnath Secondary School is shown below in table no. 19.

Table 19: Achievement of Adjectives in Gorakhnath Secondary School

Above Average				Below Average			
S.N.	Vocabulary Items	No of Students with correct response	%	S.N.	Vocabulary Items	No of Students with correct response	%
1	following	9	90	1	brave	0	0
2	beautiful	7	70	2	clever	4	40
3	shot	9	90	3	blind	3	30
4	tall	6	60	4	fun	1	10
Total		31		5	bad	5	50
				6	long	2	20
				7	intelligent	3	30
				8	good	3	30
				Total		21	

Table no. 19 shows the vocabulary achievement of the students of Gorakhnath Secondary School in adjectives. The total average of the student was 4.33. Out of 12 adjectives, only four adjectives were answered correctly. Remained 8 adjectives were not answered satisfactorily. It indicates that the achievement of students in adjectives is not satisfactory. Two adjectives 'following' and 'short' were found in the top position (i.e. 90%) whereas only one adjective 'brave' was found in the bottom position (i.e.0%).

Vocabulary Achievement of Adverbs in Gorakhnath Secondary School

The achievement status of adverbs in Gorakhnath Secondary School is shown in table no. 20.

Table 20: Achievement of Adverbs in Gorakhnath Secondary School

Above Average				Below Average			
S.N.	Vocabulary Items	No of Students with correct response	%	S.N.	Vocabulary Items	No of Students with correct response	%
1	never	8	80	1	all	4	40
2	about	6	60	2	sometime	0	0
3	also	8	80	3	fast	2	20
4	very	7	70	Total		6	
Total		29					

The table mentioned above shows the achievement of adverbs by the students of Gorakhnath Secondary School. The total average of the student was 5. The students' achievement of adverbs is satisfactory. Two adverbs 'never' and 'also' were found in the highest rank (i.e.80%) whereas only one adverb 'sometime' was found in the lowest rank (i.e.0%).
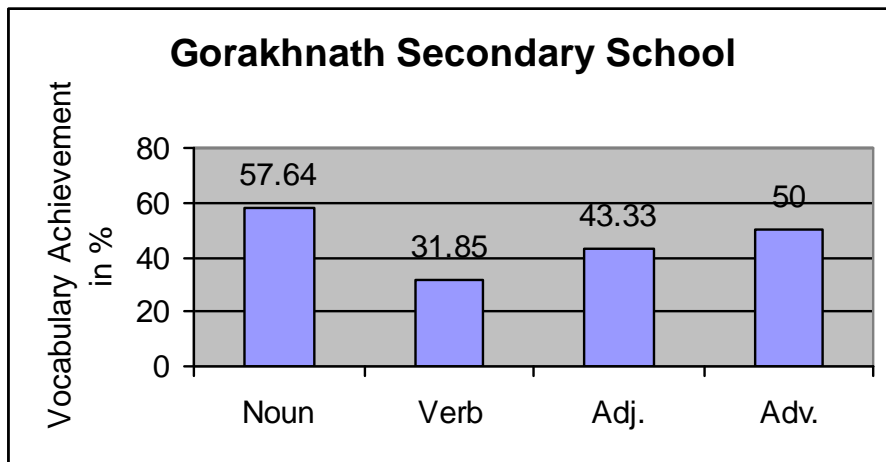
Figure 5: Noun-verb-adjective-adverb comparison in total

The above diagram presents the vocabulary achievement of the students of Gorakhnath Secondary School in content words (i.e. nouns, verbs, adjectives, adverbs). The diagram also the percentage of the correct

60

responses in nouns displays that the achievement of nouns (i.e.57.64%) was better than that of verbs, adjectives and adverbs. Similarly the achievement of adverbs (i.e.50%) was found in second position and the achievement of adjectives (43.33%) and verbs (31.85%) in third and fourth position respectively. The lower percentage in verbs indicates that the achievement of verbs is not better than nouns, adjectives and adverbs. The percentage of the correct answers in verbs and adjectives show that the achievement of verbs and adjectives was not found satisfactory because the percentage was below 50%. The student of Gorakhnath Secondary School did not secure satisfactory achievement in content words.

3.1.6 Analysis of Vocabulary Achievement of Yuba Sahabhagita Secondary School

The vocabulary achievement of students is presented as below:

Vocabulary Achievement of Nouns in Yuba Sahabhagita Secondary School

The status of the students in the achievement of nouns in Yuba Sahabhagita Secondary School is presented in the given table.

Table 21: Achievement of Nouns in Yuba Sahabhagita Secondary School

Above Average				Below Average			
S.N.	Vocabulary Items	No of Students with correct response	%	S.N.	Vocabulary Items	No of Students with correct response	%
1	child	9	90	1	bird	2	20
2	cow	9	90	2	bed	4	40
3	picture	8	80	3	vocabulary	5	50
4	race	7	70	4	landlord	5	50
5	dog	10	100	5	answer	4	40
6	friend	9	90	6	people	4	40

7	morning	6	60	7	tortoise	0	0
8	text	6	60	8	out	2	20
9	girl	10	100		Total	26	
10	student	6	60				
11	day	10	100				
12	pair	7	70				
13	letter	6	60				
14	elephant	9	90				
15	school	10	100				
16	question	7	70				
17	sentence	7	70				
18	teacher	6	60				
19	class	6	60				
20	boy	7	70				
21	name	9	90				
22	football	9	90				
23	time	9	90				
24	year	8	80				
25	man	9	90				
26	word	7	70				
	Total	206					

Table no. 21 shows the vocabulary achievement of the students of Yuba Sahabhagita Secondary School in nouns. The total average mark obtained by the students was 6.82. Out of 34 nouns, majority of the students succeeded to respond to these 25 nouns correctly. On the other hand, a very few students were able to answer correctly to these 8 nouns. Four nouns 'dog, girl, day, school' were found in the highest position (i.e. 100%) but only one noun 'tortoise' was found in the lowest position (i.e.0%). It was seen that majority of the students achieve satisfactory marks in nouns.

Vocabulary Achievement of Yuba Sahabhagita Secondary School in Verbs

Achievement ratio of verbs in Yuba Sahabhagita Secondary School is presented below:

Table 22: Achievement of Verbs in Yuba Sahabhagita Secondary School

Above Average				Below Average			
S.N.	Vocabulary Items	No of Students with correct response	%	S.N.	Vocabulary Items	No of Students with correct response	%
1	look	7	70	1	ask	3	30
2	dance	10	100	2	do	3	30
3	go	7	70	3	eat	1	10
4	born	10	100	4	like	4	40
5	help	9	90	5	come	1	10
6	jump	7	70	6	play	1	10
7	listen	8	80	7	laugh	3	30
8	find	8	80	8	touch	2	20
9	live	7	70	9	stop	5	50
10	write	9	90	10	sing	0	0
11	get	9	90	Total		23	
12	make	6	60				
13	read	8	80				
14	say	6	60				
15	see	7	70				
16	run	6	60				
17	work	9	90				
Total		133					

The above table shows the achievement of students in verbs by the students of Yuba Sahabhagita Secondary School. The total average score obtained by the students was 5.77. Out of 27 verbs, most of the students responded correctly to these 17 verbs. On the other hand, a few students responded correctly to these 10 verbs. Two verbs 'dance' and 'born' were found in the top position (i.e.100%) and only one verb 'sing' was found in the bottom position (i.e.0%). The score obtained by the students in verbs is satisfactory.

Vocabulary Achievement of Yuba Sahabhagita Secondary School in Adjectives

Achievement ratio of adjectives in Yuba Sahabhagita Secondary School is presented below:

Table 23: Achievement of Adjectives in Yuba Sahabhagita Secondary School.

Above Average				Below Average			
S.N.	Vocabulary Items	No of Students with correct response	%	S.N.	Vocabulary Items	No of Students with correct response	%
1	brave	10	100	1	fun	5	50
2	clever	7	70	2	good	5	50
3	blind	9	90		Total	10	
4	following	8	80				
5	beautiful	10	100				
6	intelligent	10	100				
7	bad	8	80				
8	long	7	70				
9	short	6	60				
10	tall	6	60				
	Total	81					

The table mentioned above shows the students' achievement in adjectives of Yuba Sahabhagita Secondary School. The total average score obtained by the students was 7.58. Out of 12 adjectives these 10 adjectives were responded correctly where as these two adjectives were responded correctly by only few students. Three adjectives 'brave, beautiful, intelligent' were found in the top rank but two adjectives 'fun' and 'good' were found in the bottom rank (i.e.50%). It was found that majority of the students achieved satisfactory marks in adjectives.

Vocabulary Achievement of Yuba Sahabhagita Secondary School in Adverbs

The status of the students of Yuba Sahabhagita Secondary School in adverbs is presented below:

Table 24: Achievement of Adverbs in Yuba Sahabhagita Secondary School.

Above Average				Below Average			
S.N.	Vocabulary Items	No of Students with correct response	%	S.N.	Vocabulary Items	No of Students with correct response	%
1	never	10	100	1	sometime	1	10
2	about	8	80	Total		1	
3	also	7	70				
4	all	8	80				
5	fast	7	70				
6	very	6	60				
Total		46					

The above table presents the vocabulary achievement of Yuba Sahabhagita Secondary School in adverbs. The total average mark obtained by the students was 6.71. Out of 7 adverbs, most of the students successfully responded to these 6 adverbs whereas very few students successfully responded to the only one adverb (i.e. sometime). The table reveals that most of the students were found satisfactory in adverbs. 100% correct response of the adverb 'never' indicates the highest position but the adverb 'sometime' was found in the lowest rank (i.e.10%).
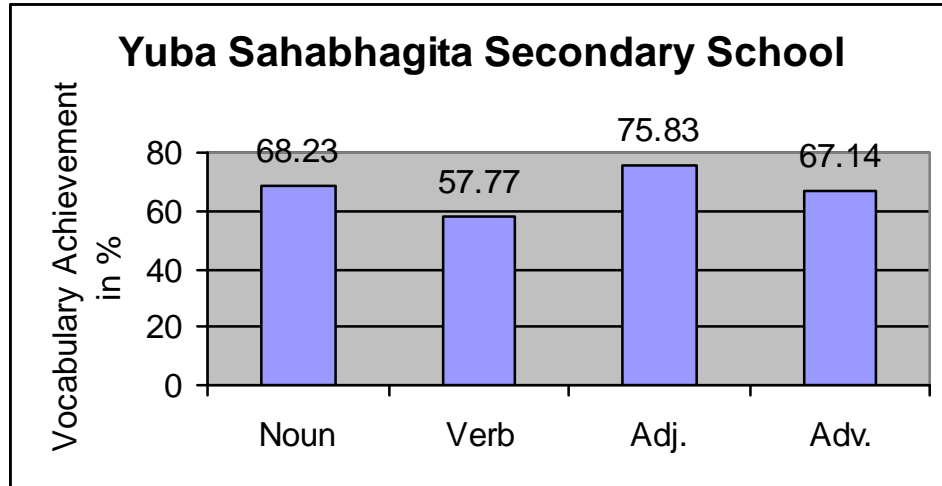
Figure 6: Noun-verb-adjective-adverb comparison in total

The above diagram displays the achievement of the students of Yuba Sahabhagita Secondary School in content words. The diagram reveals that the correct responses in adjectives show that the achievement of adjectives was better than that of nouns, verbs and adverbs. Similarly, the achievement of nouns and adverbs was found in second and third position respectively. The achievement of the students of Yuba Sahabhagita Secondary School in content words was almost satisfactory.

3.1.7 Analysis of Vocabulary Achievement of Shree Pancha Kumari Primary School

The vocabulary achievement of the students of Shree Pancha Kumari Primary School is presented.

Vocabulary achievement of nouns in Shree Pancha Kumari Primary School

The achievement of nouns in Shree Pancha Kumari Primary School is given in table no. 25.

Table 25: Achievement of Nouns in Shree Pancha Kumari Primary School.

Above Average				Below Average			
S.N.	Vocabulary Items	No of Students with correct response	%	S.N.	Vocabulary Items	No of Students with correct response	%
1	bed	9	90	1	bird	5	50
2	child	9	90	2	vocabulary	3	30
3	cow	10	100	3	race	2	20
4	picture	9	90	4	landlord	0	0
5	dog	10	100	5	morning	4	40
6	friend	9	90	6	text	0	0
7	student	6	60	7	letter	0	0
8	girl	6	60	8	people	2	20
9	pair	8	80	9	tortoise	5	50
10	answer	6	60	Total		21	
11	elephant	10	100				
12	school	9	90				
13	question	8	80				
14	sentence	7	70				
15	teacher	10	100				
16	class	6	60				
17	boy	10	100				
18	name	10	100				
19	out	8	80				
20	football	8	80				
21	time	6	60				
22	year	6	60				
23	man	7	70				
24	word	8	80				
25	day	9	90				
Total		204					

The table shows the vocabulary achievement of the students of Shree Pancha Kumari Primary School in nouns. The total average was 6.61.

Majority of the students responded to these 25 nouns. But most of the students did not respond to 9 nouns correctly.

The table also makes clear that majority of the students of Shree Pancha Kumari Primary School were correct in nouns. 100% correct responses of these 6 nouns 'cow, dog, elephant, teacher, boy, name' represent the highest position. But these two nouns 'text' and 'letter' represents the lowest position (i.e.0%).

Vocabulary Achievement of Shree Pancha Kumari Primary School in Verbs

Achievement ratio of verbs is given in the following table.

Table 26: Achievement of Verbs in Pancha Kumari Primary School.

Above Average				Below Average			
S.N.	Vocabulary Items	No of Students with correct response	%	S.N.	Vocabulary Items	No of Students with correct response	%
1	dance	8	80	1	ask	5	50
2	do	8	80	2	look	3	30
3	eat	8	80	3	go	5	50
4	like	6	60	4	come	0	0
5	born	10	100	5	help	2	20
6	write	6	60	6	jump	5	50
7	read	7	70	7	listen	3	30
	Total	53		8	play	0	0
				9	laugh	5	50
				10	find	5	50
				11	live	4	40
				12	get	3	30
				13	make	5	50
				14	say	3	30
				15	see	0	0
				16	run	3	30
				17	work	2	20

68

18	touch	0	0
19	stop	0	0
20	sing	0	0
	Total	53	

The table mentioned above represents the vocabulary achievement in verbs by the students of Shree Pancha Kumari Primary School. The total average mark obtained by the students was 3.92. Out of 27 verbs, only seven verbs were responded correctly and most of the students responded these 20 verbs incorrectly.

It was found that most of the students of Shree Pancha Kumari Primary School did not achieve good marks in verbs. So, the result shows that the achievement of verbs is not satisfactory. One verb 'born' was found in the top position (i.e.100%). But these six verbs 'come, play, see, touch, stop, sing' were found in the bottom position (i.e.0%).

Vocabulary Achievement of Shree Pancha Kumari Primary School in Adjectives

The achievement status of adjectives in Shree Pancha Kumari Primary School is presented below:

Table 27: Achievement of Adjectives in Pancha Kumari Primary School.

Above Average				Below Average			
S.N.	Vocabulary Items	No of Students with correct response	%	S.N.	Vocabulary Items	No of Students with correct response	%
1	brave	8	80	1	clever	0	0
2	beautiful	10	100	2	blind	5	50
3	intelligent	10	100	3	following	5	50
4	fun	7	70	4	tall	3	30

5	bad	8	80	5	good	0	0
6	long	7	70		Total	13	
7	short	8	80				
	Total	58					

In the table 27, the total average score of the students of Shree Pancha Kumari Primary School was 5.91 in adjectives. Majority of the students responded correctly to these 8 adjectives. But a few students responded correctly to these 5 adjectives.

It was found that the students of Shree Pancha Kumari Primary School obtained satisfactory marks in adjectives. Two adjectives 'beautiful' and 'intelligent' were found in the highest rank (i.e. 100%). Similarly two adjectives 'clever' and 'good' were found in the lowest rank (i.e.0%).

Vocabulary Achievement of Shree Pancha Kumari Primary School in Adverbs

The vocabulary achievement ratio of adverbs is presented as follows:

Table 28: Achievement of Adverbs in Shree Pancha Kumari Primary School.

Above Average				Below Average			
S.N.	Vocabulary Items	No of Students with correct response	%	S.N.	Vocabulary Items	No of Students with correct response	%
1	never	9	90	1	very	0	0
2	about	10	100		Total	0	
3	sometime	10	100				
4	also	8	80				
5	all	7	70				
6	fast	6	60				
	Total	50					

70

The table mentioned above shows the vocabulary achievement of the students of Shree Pancha Kumari Primary School in adverbs. The total average mark obtained by the students was 7.14. Out of 7adverbs, most of the students succeeded to respond correctly to these 6 adverbs whereas no students succeed in responding to one adverb 'very'.

The table also shows that most of the students responded to the adverbs correctly in Shree Pancha Kumari Primary School. 100% correct responses of these 2 adverbs 'about' and 'sometime' indicate the highest rank but 0% correct response of adverb 'very' indicates the lowest rank.
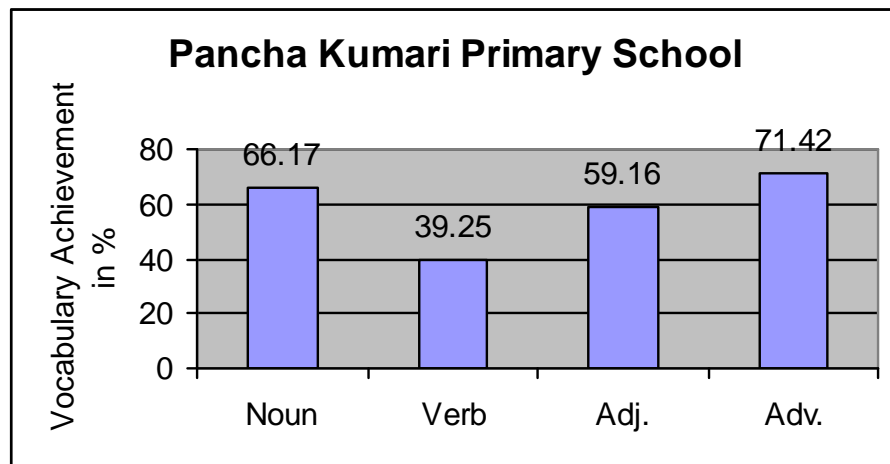
Figure 7: Noun-verb-adjective-adverb comparison in total

The above diagram presents the achievement of the students of Pancha Kumari Primary School in content words. The diagram shows that the achievement of adverbs (i.e.71.42%) was better than that of nouns, verbs and adjectives. Similarly the achievement nouns (i.e.66.17%) and adjectives (i.e.59.16%) was found in second and third position respectively. The percentage (39.25%) of correct answers in verbs shows that the achievement of verbs was not found satisfactory because the percentage was below 50%.

3.1.8 Analysis of Vocabulary Achievement of Shree Jana Vikas Lower Secondary School

The vocabulary achievement of students is presented as below:

Vocabulary Achievement of nouns in Shree Jana Vikas Lower Secondary School

The status of the students in the achievement of nouns in Shree Jana Vikas Lower Secondary School is presented below in the table 29.

Table 29: Achievement of Nouns in Shree Jana Vikas Lower Secondary School.

Above Average				Below Average			
S.N.	Vocabulary Items	No of Students with correct response	%	S.N.	Vocabulary Items	No of Students with correct response	%
1	bird	9	90	1	bed	0	0
2	child	8	80	2	vocabulary	4	40
3	cow	10	100	3	landlord	0	0
4	picture	8	80	4	morning	4	40
5	race	6	60	5	text	1	10
6	dog	9	90	6	pair	5	50
7	friend	7	70	7	answer	4	40
8	student	6	60	8	letter	4	40
9	girl	6	60	9	people	4	40
10	day	9	90	10	tortoise	0	0
11	elephant	7	70	11	question	4	40
12	school	8	80	12	sentence	5	50
13	class	7	70	13	teacher	3	30
14	boy	9	90	14	out	2	20
15	name	9	90	15	time	1	10
16	football	7	70	16	year	5	50
	Total	125		17	man	5	50
				18	word	3	30

	Total	54	

The table mentioned above shows the vocabulary achievement of the students of Shree Jana Vikas Lower Secondary School in nouns. The total average was 5.26. Out of 34 nouns, 16 nouns were responded correctly whereas remained 18 nouns were correctly responded by only a few students. It reveals that the students' achievement in nouns is not satisfactory. Only one noun 'cow' represents the highest rank (i.e.100%) and three nouns 'bed', landlord' and 'tortoise' represent the lowest rank (i.e.0%).

Vocabulary Achievement of Shree Jana Vikas Lower Secondary School in verbs

Achievement ratio of verbs in Shree Jana Vikas Lower Secondary School is shown below:

Table 30: Achievement of Verbs in Shree Jana Vikas Lower Secondary School.

Above Average				Below Average			
S.N.	Vocabulary Items	No of Students with correct response	%	S.N.	Vocabulary Items	No of Students with correct response	%
1	help	8	80	1	ask	2	20
2	live	7	70	2	look	3	30
3	write	6	60	3	dance	4	40
4	read	6	60	4	do	5	50
5	work	7	70	5	eat	1	10
Total		34		6	go	3	30
				7	like	3	30
				8	born	3	30
				9	come	0	0
				10	jump	2	20
				11	listen	2	20

73

12	play	0	0
13	laugh	5	50
14	find	1	10
15	get	4	40
16	make	0	0
17	say	1	10
18	see	2	20
19	run	4	40
20	touch	1	10
21	stop	0	0
22	sing	2	20
Total		48	

The above table displays the vocabulary achievement by the students of Shree Jana Vikas Lower Secondary School in verbs. The total average score of the students was 3.03. Most of the students were correct in these five verbs. On the other hand, a few students were able to answer correctly to these 22 verbs. So, the table reveals that the achievement of students in verbs is not satisfactory. One verb 'help' indicates the highest rank (i.e.80%) but 4 verbs 'come, play, make, stop' indicate the lowest rank (i.e.0%).

Vocabulary Achievement of Shree Jana Vikas Lower Secondary School in adjectives

Achievement ratio of adjectives in Shree Jana Vikas Lower Secondary School is presented below:

Table 31: Achievement of Adjectives in Shree Jana Vikas Lower Secondary School.

Above Average				Below Average			
S.N.	Vocabulary Items	No of Students with correct response	%	S.N.	Vocabulary Items	No of Students with correct response	%

1	beautiful	8	80	1	brave	4	40
2	intelligent	9	90	2	clever	5	50
3	fun	7	70	3	blind	3	30
4	bad	8	80	4	following	1	10
Total		32		5	long	4	40
				6	short	4	40
				7	tall	3	30
				8	good	3	30
				Total		27	

Table no. 31 shows the vocabulary achievement of Shree Jana Vikas Lower Secondary School in adjectives. The total average was 4.91. Out of 12 adjectives only four adjectives were responded correctly. Most of the students were found incorrect in these 8 adjectives. It was found that most of the student did not secure satisfactory score in adjectives. Only one adjective 'intelligent' was found in the highest position (i.e.90%). Similarly, only one adjective 'following' was found in the lowest position (i.e.10%).

Vocabulary Achievement of Shree Jana Vikas Lower Secondary School in Adverbs

The status of the students of Shree Jana Vikas Lower Secondary School in adverbs is presented below:

Table 32: Achievement of Adverbs in Shree Jana Vikas Lower Secondary School.

Above Average				Below Average			
S.N.	Vocabulary Items	No of Students with correct response	%	S.N.	Vocabulary Items	No of Students with correct response	%
1	about	9	90	1	never	4	40
2	very	8	80	2	sometime	0	0

75

Total	17		3	also	5	50
			4	all	3	30
			5	fast	2	20
				Total	14	

The table mentioned above presents the vocabulary achievement of Shree Jana Vikas Lower Secondary School in adverbs. The total average mark obtained by the students was 4.42. Out of 7 adverbs, most of the students successfully responded to these two adverbs whereas very few students successfully responded to these five adverbs. The table reveals that most of the students were not found satisfactory in adverbs. 90% correct response of the adverb 'about' indicates the highest rank but the adverb 'sometime' was found in the lowest rank (i.e.0%).
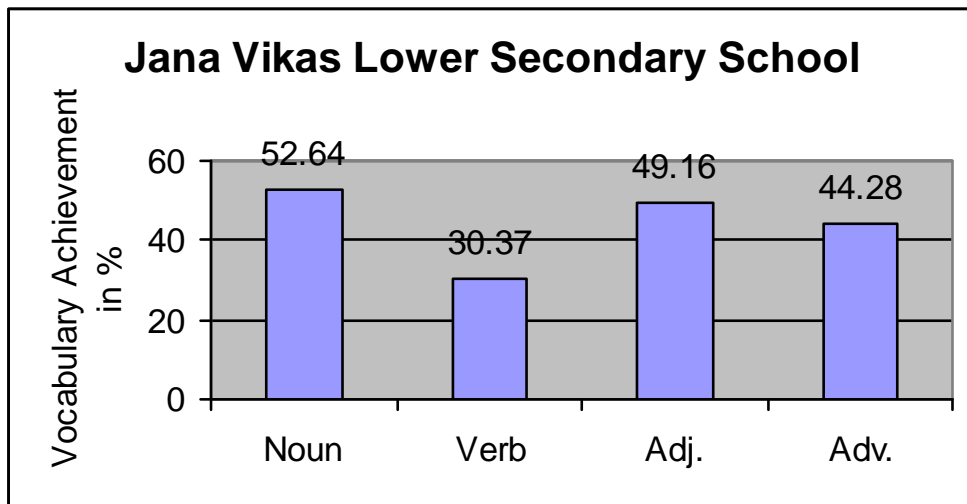
Figure 8: Noun-verb-adjective-adverb comparison in total

The above diagram presents the vocabulary achievement of the students of Jana Vikas Lower Secondary School in content words. The diagram shows the percentage of the correct responses in nouns displays that the achievement of nouns was better than that of verbs, adjectives and adverbs. Similarly, the achievement of adjectives was found in second

position and the achievement of adverbs in third position. The lower percentage in verbs points out that the achievement of verbs was not better than that of nouns, adjectives and adverbs. The students of Jana Vikas Lower Secondary School did not produce satisfactory achievement in verbs, adjectives and adverbs because the percentage of them was below 50%.

3.2 Total Vocabulary Achievement

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

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

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

Table 33: Status of Total vocabulary Achievement in all Schools

S N	V I	MAT	J.G.A .B.	A.J.I.D. Y.	M.I.	Y.S.S.S.	J.V.L.S. S.	P.K.P.S	G.S.S	Total no. of students with correct response	%
1	Noun	213	212	179	266	232	179	216	196	1693	62.24
2	Verbs	160	165	190	173	156	82	106	86	1118	51.75
3	Adjectives	67	72	91	102	91	59	80	52	614	63.95
4	Adverbs	49	45	39	44	47	31	50	35	340	60.71

Number of Students with correct response

The above table presents the total vocabulary achievement in content words. Out of 2720 responses, 1693 (i.e.62.24%) were correct in nouns but there were 2160 responses in verbs, 1118 (i.e.51.75%) were correct. Similarly, there were 960 items to be responded in adjectives. 614 (i.e. 63.95%) responses were correct. In the same way, there were 560 items to be responded in adverbs, 340 (i.e.63%) answers were correct.

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

3.3 Analysis of Vocabulary Achievement in Terms of word Classes

This step deals with the students' achievement on the basis of word classes (noun, verb, adjective and adverb)

3.3.1 Analysis of Vocabulary Achievement in Terms of word Nouns

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

Table 34: Status of Different Schools in the Achievement of Nouns

S.N.	Schools	Total Sample	F. M.	Marks Secured in Total	%
1	Madrasa Islamia	10	340	266	78.23
2	Madrasa Al- Tulharmain	10	340	213	62.64
3	Jamia Gausia Ahsanul Barakat	10	340	212	62.35
4	Al- Jamiatul Islamia Darul Yatama	10	340	179	52.64
5	Yuba Sahabhagita S. School	10	340	232	68.23
6	Jana Vikas L. S. School	10	340	179	52.64
7	Pancha Kumari P. School	10	340	225	66.17
8	Gorakhnath S. School	10	340	196	57.64

The above table shows the status of different schools in the achievement of nouns. There were 340 items to be responded. Out of them students of Madrasa Islamia secured the highest score in nouns. Similarly, Yuba Sahabhagita Secondary School secured higher score followed by Pancha Kumari Primary School, Madrasa Al-Tulharmain, Jamia Gausia Ahsanul Barakat, Gorakhnath Secondary School. It was found that out of eight schools, the total percentage of the students of Madrasa Islamia in

nouns was highest (i.e.78.23%) and the percentage of the students of Al-Jamiatul Islamia Darul Yatama and Jana Vikas Lower Secondary School were found the lowest (52.64%). Therefore, the students of Madrasa Islamia were found better than the other schools in nouns.

3.3.2 Analysis of Vocabulary Achievement in Terms of Verbs

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

Table 35: Status of different schools in the achievement of Verbs

S.N.	Schools	Total Sample	F. M.	Marks Secured in Total	%
1	Madrasa Islamia	10	270	173	64.07
2	Madrasa Al- Tulharmain	10	270	160	59.25
3	Jamia Gausia Ahsanul Barakat	10	270	165	61.11
4	Al- Jamiatul Islamia Darul Yatama	10	270	190	70.37
5	Yuba Sahabhagita S. School	10	270	156	57.77
6	Jana Vikas L. S. School	10	270	82	30.37
7	Pancha Kumari P. School	10	270	106	39.25
8	Gorakhnath S. School	10	270	86	31.85

The table mentioned above shows the analysis of vocabulary achievement in terms of verbs. The students of Al-Jamiatul Islamia Darul Yatama achieved higher score (i.e.70.37%) in verbs but Madrasa Islamia achieved (64.07) marks. Similarly, the students of Jamia Gausia Ahsanul Barakat, Madrasa Al-Tulharmain, Yuba Sahabhagita Secondary School, Pancha Kumari Primary School, Gorakhnath Secondary School and Jana Vikas Lower Secondary School secured the marks respectively. The table

also reveals that the percentage of the students of Al-Jamiatul Islamia Darul Yatama was found the highest and the percentage of Jana Vikas Lower Secondary School was the lowest. The status of the students of Pancha Kumari Primary School, Gorakhnath Secondary School and Jana Vikas Lower Secondary School was found not satisfactory in the achievement of verbs.

3.3.3 Analysis of Vocabulary Achievement in terms of Adjectives

The analysis of vocabulary achievement in terms of adjectives is presented below:

Table 36: Status of different schools in the achievement of Adjectives

S.N.	Schools	Total Sample	F. M.	Marks Secured in Total	%
1	Madrasa Islamia	10	120	102	85
2	Madrasa Al- Tulharmain	10	120	67	55.83
3	Jamia Gausia Ahsanul Barakat	10	120	72	60
4	Al- Jamiatul Islamia Darul Yatama	10	120	91	75.83
5	Yuba Sahabhagita S. School	10	120	91	75.83
6	Jana Vikas L. S. School	10	120	59	49.16
7	Pancha Kumari P. School	10	120	71	59.16
8	Gorakhnath S. School	10	120	52	43.33

The above table shows the analysis of vocabulary achievement of different schools in terms of adjectives. The score of the students of Madrasa Islamia in adjectives was 102 (i.e.85%) and the score of Al-Jamiatul Islamia Darul Yatama and Yuba Sahabhagita Secondary School were 91 (i.e.75.83%). Similarly the score of Jamia Gausia Ahsanul Barakat, Pancha

Kumari Primary School, Madrasa Al-Tulharmain, Jana Vikas Lower Secondary School and Gorakhnath Secondary School were in hierarchical order.

It was found that the achievement score of Madrasa Islamia in adjectives was highest and the score of Gorakhnath Secondary School was the lowest. The score of Jana Vikas Lower Secondary School and Gorakhnath Secondary School were found not satisfactory.

3.3.4 Analysis of Vocabulary Achievement in terms of Adverbs

The analysis of vocabulary achievement in adverbs is given below:

Table 37: Status of different schools in the achievement of Adverbs

S.N.	Schools	Total Sample	F. M.	Marks Secured in Total	%
1	Madrasa Islamia	10	70	44	62.85
2	Madrasa Al- Tulharmain	10	70	49	70
3	Jamia Gausia Ahsanul Barakat	10	70	45	64.28
4	Al- Jamiatul Islamia Darul Yatama	10	70	39	55.71
5	Yuba Sahabhagita S. School	10	70	47	67.14
6	Jana Vikas L. S. School	10	70	31	42.28
7	Pancha Kumari P. School	10	70	50	71.42
8	Gorakhnath S. School	10	70	35	50

The table mentioned above displays the analysis of the vocabulary achievement in terms of adverbs. The students of Pancha Kumari Primary School secured highest (i.e. 71.42%) marks, the students of Madrasa Al-Tulharmain secured (66.50%) marks. Similarly, Yuba Sahabhagita Secondary School, Jamia Gausia Ahsanul Barakat, Madrasa Islamia, Al-

Jamiatul Islamia Darul Yatama, Gorakhnath Secondary School and Jana Vikas Lower Secondary School secured the marks respectively.

The total percentage of adverbs by the students of Pancha Kumari Primary School was found the highest (i.e.71.42%) and the lowest by the Jana Vikas Lower Secondary School (i.e.44.28%). The achievement of adverbs of Gorakhnath Secondary School and Jana Vikas Lower Secondary School were found not satisfactory.

Similarly the status of the students of Madrasa Islamia was found the best in nouns and adjectives, Al-Jamiatul Islamia Darul Yatama in verbs and Pancha Kumari Primary School was found the best in adverbs.

3.4 Comparison of Vocabulary Achievement in Terms of Sex

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

3.4.1 Status of Vocabulary Achievement in Total by the girls

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

Table 38: Status of Girls in total Vocabulary Achievement

S N	V I	MAT	J.G.A .B.	A.J.I.D. Y.	M.I.	Y.S.S.S.	J.V.L.S. S.	P.K.P.S	G.S.S	Total no. of students with correct response	%
1	Noun	112	102	91	137	100	98	119	121	880	64.70
2	Verbs	76	85	84	86	73	48	55	50	557	51.57
3	Adjectives	30	34	43	53	48	33	36	31	308	64.16
4	Adverbs	24	23	20	22	24	19	27	19	178	63.57

Number of Students with correct response

3.4.2 Status of the Vocabulary Achievement in Total by the Boys

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

Table 39: Status of Boys in total Vocabulary Achievement

S N	V .I.	M.A.T.	J.G.A.B.	A.J.I.D.Y.	M.I.	Y.S.S.S.	J.V.L.S.S.	P.K.P.S.	G.S.S.	Total no. of students with correct response	%
1	Nouns	101	110	88	129	132	81	106	75	882	64.85
2	Verbs	86	80	106	87	83	34	51	36	563	52.12
3	Adjectives	37	38	48	49	43	26	35	21	297	61.87
4	Adverbs	25	22	21	22	23	12	23	16	164	58.57

Number of Students with correct response

Table no. 38 and 39 shows the comparison of vocabulary achievement between boys and girls. There were 1360 items to be responded in total nouns. Out of them, 880 (i.e.64.70%) nouns were responded correctly by girls whereas 882 (i.e.64.85%) were correctly responded by the boys. The greater percentage of the vocabulary achievement of the boys in nouns indicates that they performed better than the girls.

Likewise, there were 1080 items to be responded in the total verbs. Out of them, 557 (i.e.51.57%) were correctly answered by the girls but 563 (i.e.52.12%0 were correctly answered by the boys. So, the greater percentage of the correct response of boys indicates that the achievement of boys was greater than that of girls in verbs.

Similarly, there were 480 responses to be responded in adjectives. Out of them, 308 (i.e.64.16%) responses of girls were correct whereas 297 (i.e.61.87%) responses of boys were correct. So, the greater percentage of the correct responses of girls in adjectives shows that the achievement of girls was better than boys.

In the same way, there were 280 test items to be responded in adverbs. Out of them, 178 (i.e.63.57%) were correctly responded by the girls but 164 (i.e.58.57%) were correctly responded by the boys in adverbs. Therefore, the

greater percentage of girls indicates that the achievement of girls was better than that of boys in adverbs.

The boys achieved more in nouns and verbs than the girls but the girls achieved more in adjectives and adverbs than that of boys. However, the vocabulary achievement of the students both boys and girls in content words was not unsatisfactory.

3.5   Comparison of Vocabulary Achievement between boys and Girls in Madrasas

Table no. 40 represents the comparison of vocabulary achievement between boys and girls in Madrasas.

Table 40: Status of the Vocabulary Achievement by the Students in Madrasas

Boys				Girls		
S.N.	Vocabulary Items	No. of Students with correct responses	%	S.N.	Vocabulary Items	No. of Students with correct responses	%
1	Noun	428	62.94		Noun	442	65
2	Verbs	359	66.48		Verbs	331	61.29
3	Adjectives	172	71.66		Adjectives	160	66.66
4	Adverbs	90	64.28		Adverbs	89	63.57

The above table represents the comparison of vocabulary achievement between the boys and girls in Madrasas. Out of 680 responses, 428 (i.e.62.94%) responses of boys in Madrasas were correct nouns but out of 680 responses, 442 (i.e.65%) responses of girls were correct. The greater percentage of correct responses of girls indicates that the vocabulary achievement of girls in Madrasa was better than that of boys in nouns.

In the same way, out of 540 responses, 359 (i.e.66.48%) boys of Madrasas were correct in verbs but 331 (i.e.61.29%) girls were correct. The greater percentage of the correct responses in verbs of Madrasas' boys indicate the boys' vocabulary achievement was better than that of girls.

Similarly, there were 240 total responses in adjectives. Out of them, 172 (i.e.71.66%) responses of boys were correct whereas 160 (i.e.66.66%) responses of girls were correct in adjectives. The greater percentage of boys

indicates that the vocabulary achievement of boys was better than the girls of Madrasas in adjectives.

Likewise, there were 140 responses in adverbs. Out of them, 90 (i.e.64.28%) answers of boys were correct but 89 (i.e.63.57%) answers of girls were correct in adverbs. Therefore, the greater percentage of the correct response of boys indicates the achievement of boy was better than the girls of Madrasas in adverbs.

3.6 Comparison of Vocabulary Achievement Between boys and Girls in Public Schools

Table no. 41 presents the comparison of vocabulary achievement between the boys and girls in public schools.

Table 41: Status of the Vocabulary Achievement by the Students in Public Schools

| S.N. | Boys | | | S.N. | Girls | | |
	Vocabulary Items	No. of Students with correct responses	%		Vocabulary Items	No. of Students with correct responses	%
1	Noun	394	57.94	1	Noun	438	64.41
2	Verbs	204	37.77	2	Verbs	226	41.85
3	Adjectives	125	52.08	3	Adjectives	148	61.66
4	Adverbs	74	52.85	4	Adverbs	89	63.57

The above table presents the comparison of vocabulary achievement between boys and girls in public schools. There were 680 items to be responded in nouns. Out of them, 394 (i.e.57.94%) boys responded correctly but 438 (i.e.64.41%) girls responded correctly. The greater percentage of

girls indicates that the achievement of girls in noun was better than that of boys in public schools.

Similarly, there were 540 items to be responded in verbs. Out of them, 204 (i.e.37.77%) answers of boys were correct whereas 226 (i.e.41.85%) answers of girls were correct. Therefore, the higher percentage of the correct responses of girls in public schools in verbs was better than that of boys.

In the same way, there were 240 items to be responded in adjectives. Out of them, 125 (i.e.52.08%) responses of boys were correct but 148 (61.66%) responses of girls were correct. So, the greater percentage of the correct responses of girls in public schools in adjectives shows that the achievement of girls was better than boys in adjectives.

Likewise, there were 140 items to be responded in adverbs. Out of them, 74 (i.e.52.85%) responses of boys were correct whereas 89 (i.e.63.57%) responses of girls were correct in public schools. So, the greater percentage of girls in adverbs displays that the achievement of girls in adverbs was better than the boys in public schools.

3.7 Comparison of Vocabulary Achievement in terms of types of schools.

The topic represents the status of the vocabulary achievement by the students in Madrasa and public school

3.7.1 Comparison of the Vocabulary Achievement of the students between Madrasas and public schools.

Table 42 shows the comparison of the vocabulary achievement between Madrasas and public schools.

Table 42: Status of the Vocabulary Achievement by the Students of Madrasas and Public Schools

S.N.	Madrasas Vocabulary Items	No. of Students with correct responses	%	S.N.	Public Schools Vocabulary Items	No. of Students with correct responses	%
1	Noun	870	63.97	1	Noun	823	60.51
2	Verbs	688	63.70	2	Verbs	430	39.81
3	Adjectives	332	69.16	3	Adjectives	282	58.75
4	Adverbs	177	63.21	4	Adverbs	163	58.21

There were 1360 items to be responded in nouns, 870 (i.e.63.97%) answers were solved by the students of Madrasas correctly. But only 823 (i.e.60.51%) items were solved by the students of public schools. Therefore, the percentage of the students of Madrasas in nouns indicates that the vocabulary achievement of Madrasas' students was better than the public schools' students in nouns.

Likewise, there were 1080 items to be responded in verbs. Out of them, 688 (i.e.63.70%) answers of the students in Madrasas' students were correct whereas 430 (i.e.39.81%) were solved by the students of public schools. Such percentage of the students of Madrasas indicates that the achievement of verbs by the students of Madrasas was better than the public schools students' achievement.

Similarly, there were 480 items to be responded in adjectives. 332 (i.e.69.16%) responses of the students of Madrasas were correct whereas 282 (i.e. 58.75%) answers of the students of public schools were correct. So, the

greater percentage of the Madrasas' students' achievement was better than the public schools' students' achievement in adjectives.

In the same way, there were 280 items to be responded in adverbs. Out of them, 177 (i.e. 63.21%) questions were solved correctly by the students of Madrasas in adverbs whereas 163 (i.e.58.21%) questions were solved by the students of public schools. Therefore, the percentage of the Madrasa students in adverbs shows that the Madrasas students' achievement in adverbs was better than the public schools' students.

3.8 Religious Aspects of Muslim Community towards English Education

The researcher asked the questions about their cultural values and code of conduct. Most of the respondents were in support of English education. The experiences of Mulvis helped the understanding of Muslim community. According to Muslim parents to teach English is not found to be a great problem. English education may support to make their children's life easier. But they could not neglect their religious beliefs. Kuran stands as compulsory subject and their each activity are guided by the Kuran. They prefer Urdu and Arabic most than other languages. It means we can conclude that English education is in the third position. By realizing the importance of English education, parents send their children to public and other private schools. The enrollment of Muslim children in Madrasas is low because the main objective of Madrasas is to teach Kuran or build religious ideology. Some Muslim parents demand modern education along with religious education. On the basis of demand of parents Madrasas started to teach Modern education. Liberal Muslims are in favor of modern education. There is no cultural barrier between religious and modern education in the context of Nepal. But the ideology plays the role between them. Especially

Mulvis do not want to include the modern education in Madrasas. They want to establish Madrasas as pure religious institution but the parents' view seems slightly different. They are not against modern education. The religious and cultural practices hampered to the girls' education. Muslim parents are not in favor higher education for girls. The researcher also observed the participation of Muslim girls in Madrasas. The participation of girls is very low. There are two main causes of not sending the girls to Madrasas. The first reason is hostel system, due to the lack of separate hostel and the second reason is culturally and religiously, Muslim girls are bound. Religious education is compulsory for them. So, the Muslim parents send their daughter to Madrasas only for the purpose of religious knowledge and their code of conduct. Most of the Madrasas run primary and lower secondary level only. They register only for the classes up to five or eight. Only one Madrasa 'Madrasa Islamia' is registered to run the class up to secondary level. Unfortunately it can not continue secondary level due to the lack of students. So, it had returned to the lower secondary level. English education is accepted only for the language perspectives.

CHAPTER FOUR
FINDINGS AND RECOMMENDATIONS

The study mainly focused on investigating the students' achievement of English vocabulary used in the textbook of grade four. The purpose of the study was to compare the vocabulary achievement of Madrasas and general public schools.

The study was limited to the students' achievement of content words (nouns, verbs, adjectives and adverbs) used in the English textbook of grade four. The researcher selected four Madrasas and four public schools of Kathmandu valley. Ten students from each school of fifth grade were selected by using simple random sampling procedure. The test was administered among eighty students. The collected data were analyzed and interpreted using simple statistical tools i.e. mean and percentage. The vocabulary achievement of the students of above 50% was assumed to be satisfactory and below50% unsatisfactory. Maximum marks assumed to be the highest and minimum to be the lowest.

4.1 Findings

The study derived following findings:

1. The English vocabulary achievement of Madrasa students was found satisfactory.

2. The English vocabulary achievement of public school students was found not satisfactory.

3. While comparing Madrasas and public schools achievement of Madrasas was found better than that of public schools.

4. The English vocabulary achievement of the students of grade five in content words was found satisfactory in total but while doing school wise analysis, the students of Jana Vikas Lower Secondary School, Gorakhnath Secondary School and Pancha Kumari primary School were found not satisfactory in the use of verbs.

5. The students of Gorakhnath secondary School and Jana Vikas Lower Secondary School were found not satisfactory in adjectives.

6. The students of Jana Vikas Lower Secondary School were found not satisfactory in the use of adverbs.

7. In total vocabulary of all schools, the achievement of adjectives was better than that of nouns, verbs and adverbs but the achievement of verbs was not better than that of nouns and adverbs.

8. The students of Madrasa Islamia were found in the highest position in the achievement of nouns and adjectives. However, the students of Al-Jamiatul Islamia Darul Yatama were good in the achievement of verbs and Pancha Kumari Primary School's students were found good in the achievement of adverbs.

9. The vocabulary achievement of girls in adjectives and adverbs was better than that of boys but in nouns and verbs boys' performance was better than that of girls.

10. In Madrasas, the achievement of boys in verbs, adjectives and adverbs was found to be better than that of girls but the achievement of girls in nouns was found better than that of boys.

11. In public schools, the achievement of girls in nouns, verbs, adjectives and adverbs was found to be better than that of boys.

12. The achievement of Madrasas students in nouns, verbs, adjectives and adverbs was found better than that of public schools students' achievement.

4.2 Recommendations

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

1. As the students were found weak in the use of verbs more practice should be given them to increase their achievement level.

2. So far as the present study is concerned, in reference to primary level curriculum, it does not seem to have given much priority on vocabulary teaching and learning. This research word shows that the students of grade five have been found weaker in verbs than in other content words. So, much effort should be made on teaching verbs.

3. Teaching vocabulary consists not only the meaning of words but also other aspects of language like spelling, pronunciation and grammatical information. The meaning can be contextualized by giving students to read different types of text.

4. The findings show the achievement of the total vocabulary items. Therefore, further researches can be conducted to find out the cause of these variations.

BIBLIOGRAPHY

Benton, W.1960. Encyclopedia Britannica: Vol.13, London.

Bhattarai, A. 2000. A Current Trend of Teaching Grammar and Vocabulary. Kathmandu: Ratna Pustak Bhandar.

CERID (Research Centre for Educational Innovation and Development)1982. The Achievement of Primary School Children. A Research Report. Balkhu, Kathmandu.

CERID. 1998. Enhancing Educational Awareness in the Rural Muslims. A Study Report. Balkhu, Kathmandu.

Chudal, N. P. 1997. A Study of English Vocabulary Achievement of the students of grade six in Jhapa District. M.Ed. Thesis. Department of English Education, Faculty of Education, T.U. Kritipur.

Crystal, D. 1995. The Cambridge Encyclopedia of the English Language. Cambridge: University Press.

Fries, Charles C. 1945. Teaching and Learning of English as a Foreign Language. Ann Arbor: University of Michigan Press.

Gautam, T. 2003. The Ninth Grade Students' Achievement Level in English. M. Ed. Thesis. Department of Curriculum and Evaluation, Faculty of Education. T. U. Kirtipur.

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

Hornby, A.S. 2005. Oxford Advanced Learners' Dictionary of Current English. Delhi: Oxford University Press

Jesperson, O.1961. How to Teach a Foreign Language. George, London: Allen and Unwin Ltd.

K.C., Chandra B. 1996. Teaching of English Vocabulary. M. A. Thesis. Central Department of English, Faculty of Humanities and Social Sciences. T. U. Kirtipur.

Khatri, M.B. 2000. A Study of English Vocabulary Achievement of the Students of Grade Eight. M.Ed. Thesis. Department of English Education, Faculty of Education, T.U. Kritipur.

Madrasa Janchbujh Karyadal. 1995. A Study Report. Kathmandu.

Poudyal, Manju Shree. 2005. A Study on English Vocabulary Achievement By the Students of Grade Nine. M. Ed. Thesis. Department of English Education, Faculty of education. T.U. Kirtipur.

Prawez H. M. Zahid. 2003. Access of Muslim Children to Education. T. U. CERID.

Prawez H. M. Zahid. 2004. Access of Muslim Children to Education. T. U. CERID

Richards, J. et. al. 1985. Longman Dictionary of Applied Linguistics. Essex: Longman

Rongong, R.K. 1973. A study of the Spoken Vocabulary of the Primary School Children of Nepal. Ph. D. Thesis. College of Education, Curriculum and Instruction, Department of Secondary Education. Southern Illinois University.

Sachdeva, M.S. 1990. A New Approach to Teaching of English in India. Ludhiana: Educational Publishers.

Sapir, E. 1978. Language. Granada Publishing Ltd. London.

Tiwari, B. 2001. A Study on English Vocabulary Achievement by the Students of Grade Ten. M. Ed. Thesis. Department of English Education, Faculty of Education, T.U. Kritipur.

Upadhyaya, Prem. 2002. A Study on Achievement of Phrasal verbs of the Students of Higher Secondary Level. M. Ed. Thesis. Department of English Education, Faculty of Education, T.U. Kritipur.

Wilkins, D. A. 1972. Linguistics and Language Teaching. London: Edward Arnold.

Wilkins, D. A. 1979. Second Language Learning and Teaching. London: Edward Arnold Ltd.

APPENDICES

Appendix- A

List of Schools Selected for the Study

<u>Madrasas</u>

1. Madrasa Islamia [Ghantaghar]
2. Madrasa Al-Tulharmain [Godamechaur]
3. Jamia Gausia Ahsanul Barakat [Nayabazar]
4. Al-Jamiatul Islamia Darul Yatama [Swoyambhu]

<u>Public Schools</u>

1. Yuba Sahabhagita Secondary School
2. Jana Vikas Lower Secondary School
3. Pancha Kumari Primary School
4. Gorakhnath Secondary School

APPENDIX- B

Interview Guidelines

) Day to day practices of Muslim People

) Purpose of sending children to Madrasas

) Knowledge and importance of English education

) Concept upon gender education

) Understanding of modern education

) Preference of English education and Madrasas

) Contribution of Madrasas

Appendix-C

Frequency Counts of the vocabulary Items used in the English Textbook
of Grade IV
Nouns

S.N.	Vocabulary Items	No. of frequency	S.N.	Vocabulary Items	No. of frequency	S.N.	Vocabulary Items	No. of frequency
1	Act	5	37	Birthday	3	73	Cake	3
2	alphabet	5	38	Biscuit	2	74	Calf	5
3	animal	5	39	Bite	2	75	Call	11
4	**answer**	**38**	40	Black	2	76	Camera	1
5	apostrophe	1	41	Blackboard	2	77	Candle	1
6	apple	6	42	Blank	2	78	Capital	4
7	arrow	1	43	Blind	12	79	Car	1
8	article	1	44	Blonde	1	80	Carrot	4
9	attack	1	45	Blue	3	81	Cat	3
10	attempt	5	46	Board	2	82	Catch	7
11	baby	5	47	Body	1	83	Centre	2
12	back	3	48	Book	5	84	Chair	2
13	Bag	7	49	Bowl	1	85	Chalk	1
14	Ball	1	50	Box	5	86	Change	2
15	Balloon	3	51	**Boy**	**21**	87	Chant	11
16	Banana	1	52	Bracket	2	88	Chase	1
17	Basketball	6	53	Branch	1	89	Chat	1
18	Bat	1	54	Brave	8	90	Chatter	2
19	Bath	1	55	Bread	1	91	Cheese	3
20	Bathroom	2	56	Break	7	92	Chicken	1
21	Beak	1	57	Break fast	3	93	**Child**	**18**
22	Bean	1	58	Bridge	3	94	Chocolate	5
23	Bear	1	59	Broad	1	95	Choice	1
24	Beat	2	60	Brother	5	96	Cinema	3
25	**bed**	**7**	61	Brown	1	97	Circle	3
26	bee	3	62	Brush	3	98	Clap	2
27	behavior	1	63	Building	1	99	**Class**	**25**
28	bench	3	64	Bus	1	100	Classroom	4
29	bent	1	65	Bush	1	101	Clean	1
30	best	4	66	Butcher	1	102	Climb	12
31	Bingo	2	67	Buzz	1	103	Close	8
32	**Bird**	**10**	68	Cage	1	104	Cloth	3
33	Cluck	2	69	Defense	2	105	Fat	5
34	Coat	3	70	Degree	1	106	Father	8
35	Coffee	1	71	Dentist	2	107	February	2
36	Cold	1	72	Desert	1	108	Feel	12

109	Color	6	154	Die	1	199	Fell	3
110	Comb	2	155	Dish	2	200	Fellow	1
111	Comment	1	156	District	3	201	Female	1
112	Computer	1	157	Divide	5	202	Festival	4
113	Concentrate	1	158	Doctor	1	203	Field	3
114	consonant	1	159	**Dog**	**10**	204	Fifty	3
115	Contract	1	160	Doll	5	205	Fifty five	1
116	Conversation	8	161	Donkey	2	206	Fight	1
117	Cook	1	162	Door	1	207	Fill	1
118	Copy	3	163	Down	10	208	Film	1
119	**Cow**	**9**	164	Draw	3	209	Following	32
120	Cowshed	2	165	Dream	3	210	Find	10
121	Cracker	1	166	Dress	9	211	Finger	3
122	Creak	1	167	Drink	5	212	Finish	1
123	Cream	1	168	Duck	1	213	Fire	1
124	Cricket	2	169	Duster	2	214	First	16
125	Croak	2	170	Ear	1	215	Fish	4
126	Crocodile	1	171	Egg	2	216	Five	20
127	Crop	2	172	Eight	5	217	Flag	6
128	Cross	2	173	**Elephant**	**44**	218	Floor	1
129	Crossword	3	174	Eleven	6	219	Fly	3
130	Crow	2	175	End	1	220	foot	4
131	Cry	4	176	English	5	221	**Football**	**16**
132	Curd	2	177	Evening	1	222	Forefinger	1
133	cut	1	178	Event	1	223	Forest	2
134	Cycle	1	179	Example	7	224	Form	1
135	Dance	18	180	Exclamation	1	225	Forty four	1
136	Danger	1	181	Excuse	1	226	Four	15
137	Dark	4	182	Exercise	1	227	Fourteen	1
138	**Day**	**41**	183	Eye	4	228	Fourth	1
139	Dead	1	184	Face	4	229	Friday	1
140	Dear	1	185	Fail	2	230	**Friend**	**23**
141	December	1	186	Failure	1	231	Frog	3
142	Deed	4	187	Farmer	5	232	Front	3
143	Deep	1	188	Fast	15	233	Fruit	1
144	Fun	33	189	Hive	2	234	List	2
145	Future	1	190	Hole	1	235	Listen	47
146	Game	6	191	Holiday	2	236	Living	4
147	Game	11	192	Home	7	237	Look	76
148	Garland	1	193	Homework	5	238	Lot	5
149	Gift	1	194	Hoot	1	239	Love	4
150	**Girl**	**26**	195	Hop	1	240	Lunch	5
151	Girlfriend	1	196	Hope	2	241	Make	16
152	Give	13	197	Horse	3	242	Male	1
153	Goat	1	198	Hour	2	243	**Man**	**38**

244	God	3	289	House	4	334	Mark	3
245	Goddess	1	290	Howl	2	335	Market	2
246	Good	14	291	Hum	2	336	Mat	1
247	Goodbye	2	292	Ice-cream	3	337	Match	10
248	Grade	10	293	Idea	2	338	May	5
249	Grammar	7	294	Inch	2	339	Meaning	3
250	Grass	1	295	Invite	1	340	Meat	2
251	Great	7	296	Jogging	2	341	Meet	2
252	Green	5	297	July	1	342	Mess	1
253	Grocer	1	298	Jungle	1	343	Meter	5
254	Ground	2	299	Keep	2	344	Metre	4
255	Growl	2	300	Key	1	345	Milk	2
256	Guava	1	301	King	6	346	Mime	4
257	Guess	3	302	kitchen	1	347	Minute	1
258	Habit	1	303	**Landlord**	**15**	348	Mirror	1
259	Hair	10	304	Last	11	349	Miss	2
260	Hair	3	305	Laugh	22	350	Mistake	2
261	Half	3	306	Lay	1	351	Monday	4
262	Hand	1	307	Leap	2	352	Money	1
263	Hang	1	308	Leave	6	353	Monkey	4
264	Hard	4	309	Leg	11	354	Month	8
265	Hat	1	310	Lesson	2	355	Moo	5
266	Hate	2	311	Let	3	356	**Morning**	**21**
267	Head	7	312	**Letter**	**14**	357	Mother	8
268	Hello	3	313	Library	3	358	Motorbike	1
269	Help	2	314	Light	2	359	Mountain	4
270	Help	12	315	Like	57	360	Mountaineer	4
271	Hide	3	316	Line	8	361	Mouse	7
272	High	6	317	Lion	3	362	Move	5
273	Must	7	318	Person	2	363	Red	2
274	Nail	1	319	Picnic	2	364	Repeat	1
275	**Name**	**21**	320	**Picture**	**25**	365	Reptile	1
276	National	1	321	Piece	1	366	Rest	1
277	Neck	2	322	Pig	1	367	Return	2
278	Next	4	323	Pigeon	1	368	Rhyme	1
279	Night	3	324	Pitcher	1	369	Rice	1
280	Nine	5	325	Place	9	370	Riddle	2
281	Noise	2	326	Plain	1	371	Ride	1
282	Nose	1	327	Plant	2	372	Right	7
283	Number	1	328	Play	31	373	River side	1
284	Object	2	329	Player	4	374	Roar	1
285	Occasion	1	330	Plough	1	375	Role	2
286	October	1	331	Plural	5	376	Room	1
287	Ogre	8	332	Pocket	1	377	Rope	2
288	One	21	333	Poem	1	378	Rough	1

379	Open	2	424	Point	1	469	Round	1
380	Opposite	4	425	Polish	1	470	Run	26
381	Orange	1	426	Position	1	471	Runner	5
382	Order	2	427	Potato	2	472	Safety	2
383	**Out**	**19**	428	Present	3	473	Sari	1
384	Outside	1	429	Problem	1	474	Saturday	10
385	Over	7	430	Procedure	1	475	Save	2
386	Owl	1	431	Program	1	476	Say	95
387	Ox	1	432	Promise	1	477	Scarf	3
388	Paint	1	433	Punctuation	1	478	**School**	**26**
389	**Pair**	**25**	434	Pupil	3	479	Screech	2
390	Palace	2	435	Push	2	480	Scrub	1
391	Paragraph	8	436	Puzzle	4	481	Search	1
392	Parent	1	437	Quack	2	482	Second	8
393	Park	1	438	Quarrel	3	483	See	19
394	Parrot	2	439	Quarter	5	484	Seed	4
395	Part	1	440	**Question**	**21**	485	**Sentence**	**13**
396	Particular	1	441	Rabbit	4	486	Series	1
397	Party	8	442	**Race**	**18**	487	Servant	8
398	Pass	3	443	Rat	1	488	Set	3
399	Past	11	444	Reach	3	489	Seven	10
400	Pencil	2	445	Read	31	490	Sharp	1
401	**People**	**15**	446	Ready	3	491	Shed	3
402	Sheep	1	447	Stop	16	492	Toast	2
403	Shirt	4	448	Story	4	493	Toe	6
404	Shoe	2	449	Straight	1	494	Tomato	1
405	Shop	1	450	Stranger	2	495	Tomorrow	2
406	Short	19	451	Street	1	496	Tongue	1
407	Shot	1	452	Stretch	3	497	tooth	3
408	Shout	12	453	**Student**	**21**	498	Toothpaste	1
409	Sick	1	454	Study	9	499	**Tortoise**	**14**
410	Side	1	455	Stupid	1	500	Touch	13
411	Singular	3	456	Sunday	5	501	Town	4
412	Sister	7	457	Superlative	1	502	Tree	7
413	Six	19	458	Supper	1	503	Trial	1
414	Sky	2	459	Swan	3	504	Trouble	2
415	Smile	7	460	Sweat	2	505	True	4
416	Snack	1	461	Sweet	4	506	Trunk	2
417	Snake	6	462	Swing	1	507	Try	5
418	Snore	1	463	Table	5	508	Tuesday	2
419	So	11	464	Tail	2	509	Tusk	1
420	Soap	1	465	Take	5	510	Twelve	1
421	Song	11	466	Talk	5	511	Twenty	5
422	Sound	2	467	Tape	11	512	Twenty five	3
423	Sow	3	468	Tea	3	513	Twenty two	2

S.N.	Vocabulary	Freq	S.N.	Vocabulary	Freq	S.N.	Vocabulary	Freq
514	Space	2	540	**Teacher**	**33**	566	Two	20
515	Spear	3	541	Temple	1	567	Uncle	5
516	Special	1	542	Ten	12	568	Uniform	2
517	Spelling	7	543	Tense	1	569	Unit	11
518	Spoil	1	544	Test	2	570	Use	10
519	Spoon	1	545	**Text**	**15**	571	Vegetable	2
520	Sport	4	546	Thing	2	572	Verb	1
521	Spread	1	547	Think	5	573	Video	5
522	Squeak	3	548	Third	2	574	Village	1
523	Stair	1	549	Thirty three	1	575	Visit	3
524	Stand	7	550	Three	13	576	**Vocabulary**	**8**
525	Start	5	551	Throw	3	577	Volleyball	1
526	Statement	2	552	Thursday	1	578	Vowel	1
527	Stay	1	553	Tick	7	579	Wake	2
528	Step	3	554	Tiger	5	580	Walk	6
529	Still	4	555	**Time**	**24**	581	Wall	4
530	Stone	1	556	Tip	10	582	Want	4
531	Wear	9	557	Wide	1	583	Writing	8
532	Weather	1	558	Wife	3	584	Wrong	1
533	Wedding	3	559	Will	24	585	**Year**	**16**
534	Wednesday	1	560	Win	2	586	Yellow	5
535	Week	4	561	Window	1	587	Yes	5
536	**Word**	**23**	562	Wing	2	588	Yesterday	8
537	Work	16	563	Winner	4	589	Young	5
538	World	1	564	Witch	1	590	Zoo	5
539	Worship	7	565	Wolf	1	591	Woman	7

Verbs

S.N.	Vocabulary Items	No. of frequency	S.N.	Vocabulary Items	No. of frequency	S.N.	Vocabulary Items	No. of frequency
1	Achieve	1	14	Bite	2	27	Call	11
2	Act	5	15	Black	2	28	Catch	7
3	Add	1	16	Blank	2	29	Celebrate	3
4	Agree	2	17	Blind	12	30	Centre	2
5	Allow	1	18	Board	2	31	Chair	2
6	Argue	2	19	Book	5	32	Chalk	1
7	**Ask**	**17**	20	**Born**	**16**	33	Change	2
8	Attack	1	21	Bowl	1	34	Chase	1
9	Attempt	5	22	Box	5	35	Chat	1
10	Baa	1	23	Bracket	2	36	Chatter	2
11	Baby	5	24	Branch	1	37	Chicken	1
12	Back	3	25	Brave	8	38	Choose	4
13	Bag	7	26	Break	7	39	Circle	3

40	Ball	1	85	Break fast	3	130	Clap	2
41	Balloon	3	86	Bring	3	131	Class	25
42	Bat	1	87	Brown	1	132	Clean	1
43	Bath	1	88	Brush	3	133	Climb	12
44	Bear	1	89	Bump	1	134	Close	8
45	Beat	2	90	Busy	1	135	Cluck	2
46	Become	3	91	Butcher	1	136	Coat	3
47	Bed	7	92	Buy	3	137	Color	6
48	Begin	1	93	Buzz	1	138	Comb	2
49	Believe	1	94	Cage	1	139	**Come**	**29**
50	Best	4	95	Cake	3	140	Comment	1
51	Complete	8	96	English	5	141	Guess	3
52	Concentrate	1	97	Excuse	1	142	Hang	1
53	Contract	1	98	Exercise	1	143	Happen	1
54	Coo	2	99	Eye	4	144	Hard	4
55	Cook	1	100	Face	4	145	Hate	2
56	Copy	3	101	Fail	2	146	Have	9
57	Correct	6	102	Fall	5	147	Head	7
58	Cow	9	103	Fast	15	148	Hear	5
59	Creak	1	104	Father	8	149	**Help**	**2**
60	Cream	1	105	Feel	12	150	**Help**	**12**
61	Croak	2	106	Fell	3	151	Hide	3
62	Crop	2	107	Field	3	152	Hive	2
63	Cross	2	108	Fight	1	153	Hold	1
64	Crow	2	109	Fill	1	154	Hole	1
65	Cry	4	110	Film	1	155	Holiday	2
66	Cut	1	111	**Find**	**10**	156	Home	7
67	Cycle	1	112	Finger	3	157	Hoot	1
68	**Dance**	**18**	113	Finish	1	158	Hop	1
69	Denote	2	114	Fire	1	159	Hope	2
70	Desert	1	115	Fish	4	160	Horse	3
71	Die	1	116	Flag	6	161	House	4
72	Discuss	2	117	Floor	1	162	Howl	2
73	Dish	2	118	Fly	3	163	Hum	2
74	Divide	5	119	Follow	1	164	Inch	2
75	**Do**	**167**	120	Food	7	165	Invite	1
76	Doctor	1	121	foot	4	166	Jogging	2
77	Doll	5	122	Form	1	167	**Jump**	**19**
78	Down	10	123	Front	3	168	Keep	2
79	Draw	3	124	Fruit	1	169	Key	1
80	Dream	3	125	Garland	1	170	Know	13
81	Dress	9	126	**Get**	**32**	171	Last	11
82	Drink	5	127	Gift	1	172	**Laugh**	**22**
83	Dry	1	128	Give	13	173	Lay	1
84	Duck	1	129	**Go**	**71**	174	Leap	2

175	Earn	1	220	Grass	1	265	Leave	6
176	**Eat**	**33**	221	Green	5	266	Leg	11
177	Egg	2	222	Greet	1	267	Let	3
178	Encircle	1	223	Ground	2	268	Light	2
179	Encourage	1	224	Growl	2	269	**Like**	**57**
180	Line	8	225	Pair	25	270	Rat	1
181	List	2	226	Pant	2	271	Reach	3
182	**Listen**	**47**	227	Park	1	272	**Read**	**31**
183	**Live**	**23**	228	Parrot	2	273	Ready	3
184	Long	20	229	Part	1	274	Realize	4
185	**Look**	**76**	230	Party	8	275	Rearrange	1
186	Love	4	231	Pass	3	276	Receive	1
187	Lunch	5	232	Pencil	2	277	Repeat	1
188	**Make**	**16**	233	People	15	278	Rescue	1
189	Mark	3	234	Picnic	2	279	Rest	1
190	Market	2	235	Picture	25	280	Return	2
191	Match	10	236	Piece	1	281	Rhyme	1
192	Meet	2	237	Pig	1	282	Riddle	2
193	Mess	1	238	Place	9	283	Ride	1
194	Meter	5	239	Plant	2	284	Right	7
195	Milk	2	240	**Play**	**31**	285	Roar	1
196	Mime	4	241	Please	6	286	Room	1
197	Minute	1	242	Plough	1	287	Rope	2
198	Mirror	1	243	Pocket	1	288	Rough	1
199	Miss	2	244	Point	1	289	Round	1
200	Mistake	2	245	Polish	1	290	**Run**	**26**
201	Mother	8	246	Position	1	291	Save	2
202	Move	5	247	Practice	1	292	**Say**	**95**
203	Mow	1	248	Present	3	293	Scarf	3
204	Must	7	249	Pretend	1	294	School	26
205	Nail	1	250	Program	1	295	Screech	2
206	Name	21	251	Promise	1	296	Scrub	1
207	Near	3	252	Punctuate	2	297	Search	1
208	Neck	2	253	Punish	1	298	Second	8
209	Neigh	2	254	Purr	1	299	**See**	**19**
210	Nose	1	255	Push	2	300	Seed	4
211	Number	1	256	Put	7	301	Seek	1
212	Object	2	257	Puzzle	4	302	Sentence	13
213	Observe	1	258	Quack	2	303	Set	3
214	Occasion	1	259	Quarrel	3	304	Shed	3
215	Open	2	260	Quarter	5	305	Shoe	2
216	Order	2	261	Question	21	306	Shop	1
217	Out	19	262	Rabbit	4	307	Short	19
218	Paint	1	263	Race	18	308	Shout	12
219	Shy	1	264	Tail	2	309	Win	2

310	Sick	1	338	Take	5	366	Wing	2
311	Side	1	339	Talk	5	367	Wolf	1
312	**Sing**	**14**	340	Teach	4	368	**Work**	**16**
313	Sit	5	341	Tell	6	369	Worship	7
314	Sleep	2	342	Tense	1	370	**Write**	**28**
315	Smart	1	343	Test	2	371	Wrong	1
316	Smile	7	344	Thank	8	372	Yellow	5
317	Smooth	1	345	Thin	6	373	Stretch	3
318	Snack	1	346	Think	5	374	Study	9
319	Snore	1	347	Throw	3	375	Succeed	2
320	Soap	1	348	Tick	7	376	Swan	3
321	Solve	1	349	Time	24	377	Sweat	2
322	Sound	2	350	Tip	10	378	Swing	1
323	Space	2	351	Toast	2	379	Table	5
324	Speak	2	352	Toe	6	380	Way	1
325	Spear	3	353	**Touch**	**13**	381	Wear	1
326	Spoil	1	354	Trial	1	382	Weather	1
327	Spoon	1	355	Trouble	2	383	Weigh	2
328	Sport	4	356	Try	5	384	Welcome	1
329	Spread	1	357	Understand	2	385	Well	8
330	Squawk	1	358	Use	10	386	Will	24
331	Squeak	3	359	Visit	3	387	Stay	1
332	Squirm	2	360	Visit	3	388	Step	3
333	Stand	7	361	Wake	2	389	Still	4
334	Start	5	362	Walk	6	390	Watch	7
335	Statement	2	363	Wall	4	391	Water	6
336	Stone	1	364	Want	4	392	Wave	3
337	**Stop**	**16**	365	Wash	12	393		

Adjectives

S.N.	Vocabulary Items	No. of frequency	S.N.	Vocabulary Items	No. of frequency	S.N.	Vocabulary Items	No. of frequency
1	About	14	14	Angry	3	27	Beat	2
2	Afraid	1	15	Animal	5	28	**Beautiful**	**9**
3	After	4	16	Baby	5	29	Bent	1
4	Alive	1	17	Back	3	30	Best	4
5	Alone	1	18	**Bad**	**14**	31	Big	9
6	Black	2	19	False	3	32	Meaningful	1
7	Blank	2	20	Famous	1	33	National	1
8	Blind	12	21	Fast	15	34	Naughty	5
9	Blonde	1	22	Fat	5	35	Near	3
10	Blue	3	23	Fell	3	36	Next	4
11	Born	16	24	Fellow	1	37	Nice	3
12	**Brave**	**8**	25	Female	1	38	Noisy	1
13	Broad	1	26	**Following**	**32**	39	Old	11

40	Brown	1	85	Frighten	1	130	Only	4
41	Busy	1	86	Front	3	131	Open	2
42	Capital	4	87	Full	3	132	Opposite	4
43	Careful	3	88	**Fun**	**33**	133	Orange	1
44	Careless	2	89	Future	1	134	Outside	1
45	Chicken	1	90	Game	6	135	Particular	1
46	Chilly	1	91	Game	11	136	Past	11
47	Choice	1	92	**Good**	**14**	137	Plain	1
48	Class	25	93	Great	7	138	Plural	5
49	Clean	1	94	Greedy	1	139	Poor	3
50	**Clever**	**18**	95	Green	5	140	Popular	1
51	Cold	1	96	Ground	2	141	Powerful	1
52	Correct	6	97	Happy	5	142	Pretend	1
53	Cream	1	98	High	6	143	Problem	1
54	Cross	2	99	Home	7	144	Read	31
55	Cruel	3	100	Hungry	1	145	Ready	3
56	Curly	3	101	**Intelligent**	**5**	146	Red	2
57	Cute	2	102	Just	4	147	Right	7
58	Dangerous	3	103	Key	1	148	Rough	1
59	Dark	4	104	Large	11	149	Round	1
60	Dead	1	105	Late	4	150	Sad	8
61	Dear	1	106	Lay	1	151	Same	3
62	Deep	1	107	Light	2	152	Sensible	1
63	Different	2	108	Like	57	153	Set	3
64	Dirty	2	109	Little	16	154	Sharp	1
65	Down	10	110	Live	23	155	**Short**	**19**
66	Dry	1	111	Living	4	156	Shot	1
67	Early	1	112	**Long**	**20**	157	Shy	1
68	English	5	113	Male	1	158	Sick	1
69	Everyday	5	114	Mat	1	159	Similar	11
70	Exciting	1	115	Meaning	3	160	Singular	3
71	Sleepy	1	116	Superlative	1	161	Useful	1
72	Slippery	2	117	Sweet	4	162	Various	1
73	Small	9	118	**Tall**	**24**	163	Very	43
74	Smooth	1	119	Tense	1	164	Weak	1
75	Sometime	12	120	Then	9	165	Welcome	1
76	Sorry	1	121	Thin	6	166	Well	8
77	Sound	2	122	Tired	1	167	West	1
78	Special	1	123	Together	3	168	White	1
79	Stale	2	124	True	4	169	Whole	1
80	Still	4	125	Under	1	170	Wide	1
81	Straight	1	126	Unfamiliar	1	171	Wrong	1
82	Strange	1	127	Unhappy	1	172	Yellow	5
83	Strong	4	128	Uniform	2	173	Yellowish	1
84	Stupid	1	129	Untidy	1	174	Young	5

Adverbs

S.N.	Vocabulary Items	No. of frequency	S.N.	Vocabulary Items	No. of frequency	S.N.	Vocabulary Items	No. of frequency
1	**About**	**14**	38	Clean	1	75	Home	7
2	Across	2	39	Cold	1	76	Indeed	1
3	After	4	40	Dead	1	77	Just	4
4	Again	11	41	Dear	1	78	Last	11
5	Ahead	3	42	Deep	1	79	Late	4
6	**All**	**15**	43	Down	10	80	Light	2
7	Alone	1	44	Early	1	81	Like	57
8	Along	1	45	Either	2	82	Little	16
9	**Also**	**15**	46	Enough	1	83	Live	23
10	Always	17	47	**Fast**	**15**	84	Long	20
11	Any	3	48	Finally	3	85	Lot	5
12	Around	3	49	First	16	86	Loudly	1
13	Away	3	50	Following	32	87	Lovely	3
14	Back	3	51	Full	3	88	Luckily	1
15	Before	4	52	Generally	4	89	More	4
16	Below	1	53	Good	14	90	Most	2
17	Best	4	54	Great	7	91	Much	8
18	Big	9	55	Half	3	92	Near	3
19	Blind	12	56	Here	1	93	**Never**	**26**
20	Bravely	1	57	High	6	94	Next	4
21	Normally	1	58	Right	7	95	Sum	1
22	Now	5	59	Rough	1	96	Then	9
23	O'clock	11	60	Round	1	97	Thin	6
24	Often	12	61	Same	3	98	Tightly	1
25	Once	7	62	Second	8	99	Together	3
26	Only	4	63	Sharp	1	100	Tomorrow	2
27	Opposite	4	64	Short	19	101	Too	4
28	Out	19	65	Slowly	1	102	True	4
29	Outside	1	66	Smart	1	103	Under	1
30	Over	7	67	So	11	104	Usually	3
31	Part	1	68	Some	6	105	**Very**	**43**
32	Past	11	69	Something	1	106	Well	8
33	Plain	1	70	**Sometime**	**12**	107	West	1
34	Quickly	1	71	Sound	2	108	Wide	1
35	Quietly	1	72	Steadily	1	109	Wrong	1
36	Ready	3	73	Still	4	110	Yesterday	8
37	Really	3	74	Straight	1			

Note: The vocabulary items given in the bold face have been used in the test.