CHAPTER III

THE REVIEW OF THE RELATED LITERATURE

1. Types of Vocabulary
2. Research work done in English language
3. Research work done in Indian languages.
4. Research work done in Marathi language
A good number of studies in vocabularies in different languages in different countries have been carried out. Some of them dealt with different types of vocabularies. Here it is attempt to take bird's eyeview of the works of researchers in this area.

3.1 Type of Vocabulary Study:

The importance of word-values for school children has been very well realised in foreign countries. During the last fifty years, comprehensive studies in connection with vocabulary are being carried out by a good number of investigators. Many of them devised ways and means to estimate the vocabulary of children and adults. Some of the researches were scientifically conducted while others were on empirical lines. It is, therefore, of immense interest to know various types of vocabularies on which researches were carried out. The various types of vocabularies in which the foreign scholars undertook the investigations could be categorised in the following manner.
1) The Recognition Vocabulary (E.L. Thorndike).

2) Reproduction Vocabulary (Horn, H.D. Rinsland Jones, Fitzgerald.)

3) Reading Vocabulary (A.J. Gates, C.R. Stones.)

4) First Elementary Vocabulary for foreign children (A.S. Hornby, L. Faucett, H.E. Palmer, L. McKee.)

5) Vocabularies of special subjects like science of Social Studies (Curtis Pressey.)

6) Active and Passive Vocabulary (Pell)

7) To determine the vocabulary of different grades (Dolch)

8) The best method of learning vocabulary (Huse)

3.2 (1) Recognition Vocabulary:

E.L. Thorndike made pioneering efforts in the field of vocabulary researches. His work proved to be the perennial source of inspiration to others who concentrated on this topic for further advanced studies. After working hard on this project, Thorndike published three kinds of word lists.

(a) The Teacher's word book of 10,000 words in 1921.
(b) The second word list of 20,000 words in 1931.
(c) The third word list of 30,000 words in 1944.

The praiseworthy observation of his work was that he exploited all kinds of sources which would be available in his times. They were text books of all
types, story books, newspapers, correspondence, Bible and books on cooking, sewing and trades, Encyclopaedia Britanica, ladies Home Journal, Novels, Fables etc. His work was toilsome, his word list is very extensive, comprehensive and much useful to the teachers for their teaching programmes in the classroom situations.

Another important aspect of his study is that he took into consideration the frequency as well as range of the word. He improved upon his previous project by giving credit to each word in the second list. He took into account the following principles at the time of word counting.

(1) No separate entries were made for plurals ending in 's', plurals where 'y' is replaced by 'ies'.
(2) Adverbs formed by 'ly' were not entered separately.
(3) Comparative and superlative degrees formed by adding 'er' and 'est' were not counted separately.
(4) Verb forms in 's', 'd', 'ed' and 'ing' were not counted separately.
(5) Adjectives formed by adding 'n' to proper nouns were not considered as separate words.

(2) Reproduction Vocabulary:
Besides the work of Thorndike, Horn, Rinsland, Jones, and Fitzgerald were the scholars who made
devout efforts for preparing the lists of reproduction vocabulary of children and adults. Horn’s efforts were mainly directed towards the Reproduction Vocabulary lists for adults while Rinsland, Jones and Fitzgerald devoted themselves to the preparation of the Reproduction Vocabulary lists for elementary school children. Horn sampled a large amount of material from the writings of eminent persons in the field of education and 30% of words from the contents of business letters. In 1926, he combined the results of Ayres, Nicholson, Cook O’Shea, Anderson, Housen and Clarke and prepared on the norm of frequency a 'Basic Writing Vocabulary' containing 10,000 words which are likely to be used by the adults in writing. His findings were:

(a) 5,000 words of highest frequency appear consistently in different types of writings.

(b) All except 170 words out of 5,000 words are found in Thorndike’s book - The Teacher’s word-book of 10,000 words.

(c) Sex differences, socio-economic strata, educational status and geographical localities will not affect 4,000 or 5,000 most important words of Horn. His contribution in this field was considered
as the pioneering effort which encouraged his associate workers. The sources for gathering materials used by Ainsland, Jones and Fitzgerald were the writings of elementary school children, letters, stories, poems, compositions and papers written in various subjects of the curriculum.

Ainsland had written letters to superintendents of 1,500 schools selected in different geographical, economic and social areas with a request that original, genuine material written by children should be despatched to him.

His observations were:

(a) Children used more words than we expect.
(b) In grade I children have used 5,099 different words from 2,53,874 running words and
(c) In grade VIII 17,930 different words out of a total of 10,88,343 running words were used by children - a number which materially surpassed one's imagination.

Rinsland's list is very useful as one can find at a glance how many times each word is used in different classes.

Jones's finding is that children used only 4,532 different words. As he neglected the frequency aspect
of words, his list cannot be considered very useful.

Fitzgerald's findings were the combined work of Mckee, Ashabough, Dillon and Smith. The researches of these investigators provided very important and useful guidelines to the educationists.

(a) The crying need in the research of spellings of children was established.

(b) There are many types of writings that may be legitimately required or encouraged in connection with compositions or with other school subjects.

(c) It is from the writing done by children in satisfying legitimate purposes, both in and out of school, those words should be tabulated to furnish the data needed for the purpose of determining the grade placement of words in the spelling course of study.

From the above studies, a number of investigations of words most frequently misspelt in letters and compositions in various grades were undertaken.

(3) Reading Vocabulary:

A.J. Gates and C.R. Stones have worked on the reading vocabulary of primary children. Primary readers and primary reading materials were the sources used by them to collect the data. A.J. Gates has constructed the vocabulary of children for Primary Grades. It is a list of 1,811 words of greatest value.
in primary reading, arranged in groups of 500
selected from various sources. His list has been
widely used as a check-list in the preparation of
textbooks for the primary grades.

C.R. Stones has prepared a graded vocabulary
of Primary Reading. The list contains 2,000 words
of greatest value in Primary Reading based mainly
on word counts of Primary Readers. This list also
includes the "Most important 150 words for"
"Beginning Reading." The words were graded into
ten reading levels.

(4) **First Elementary Vocabulary for foreign children:**

H.E. Palmer and A.S. Hornby have compiled a
suitable list entitled "Thousand Word English" for
the use of foreign students of English who are to be
acquainted with the first elementary vocabulary.
Their work resembles the work undertaken by
L. Faucett and I. McKee.

Palmer and Hornby used Jone's Dictionary as the
source. Whenever the reader is in doubt the meaning
of the word is given. Under each entry are found its
chief derivatives and compounds.

L. Faucett and I. McKee have also prepared a
list of words captioned "A study of English word
values statistically determined from the Latest
Extensive word-counts " which is a combination of the previous lists of Thorndike and Horn and is meant for English, American and foreign children.

(5) Vocabulary of special subjects like science and Social Studies:

Curtis and Pressey's work is quite similar to each other, the only difference is that Curtis carried out investigation into vocabulary burden in the field of science while Pressey prepared the basic vocabulary of social studies.

Curtis analysed thirty text books in science. His conclusions were as under:

(a) Both technical and non-technical words of too great difficulty value appeared in science text books.
(b) Inadequate provision was made for repetition of difficult scientific terms and the scientific terms used by the authors were not defined in clear words. Pressey devoted his study to the basic vocabulary of social studies. He arrived at the following conclusions.

(a) The correlation of 0.79 between scores on tests of social terms and reading comprehension involving these terms was found.
(b) The correlation of 0.67 between the former tests and pupil's marks in History was found.
The Active and Passive Vocabulary:

Pell dealt with the problem of active and passive vocabulary. For this purpose, he selected a sample of 3,000 first, second and third year students. His findings mostly agree with the findings of Moryan, Oberdick, Dickson and Share.

(a) The range of difference between the highest and the lowest score within the same group was the greatest in the first year. The least is in the second year.

(b) The passive vocabulary exceeded the active vocabulary.

(c) The ratio of the passive vocabulary to the active vocabulary decreased with each year of study.

(d) The rate of decrease was much more rapid between the first and the second year.

(e) The difference in favour of passive vocabulary remained appreciable throughout the three years of study.

To determine the vocabularies of different grades:

Dolch undertook an experiment on the vocabularies of different grades. For this study, 16,026 children were instructed to write all the words they could think of within the time of fifteen minutes. In this way 23,120,000 running words were collected and out
of which 12,622 different words were found. He adopted the same methods for word counting like E.L. Thorndike. In addition to these rules, proper nouns, abbreviations or poetic, verb forms were not recorded. The data collected was analysed in the following manner.

A frequency of two was decided upon for placement of words in grades. Using this frequency, 9583 words were graded. The large number of different words were used only once due to the free association method and to the size of the group of subjects. He obtained the following results:

(a) The total number of words in each grade agrees quite well with various estimates of children's vocabulary.

(b) In general the grading in this case is lower and this was due to the free association method used by the investigator.

8. The Best method of learning Vocabulary:

Muse worked on the problem of 'The best method of learning vocabulary.'
His findings were:

(a) In short word lists there were no striking gains from grouping the words according to difficulty, grammatical classification or meaning when the recall is not similarly organised.

(b) Presenting units of expression in combination with other unfamiliar units (in a fixed unfamiliar sentence context) is extremely wasteful if intention is to teach the meaning of these units separately or in varying combinations.

(c) When the words were presented individually with their meanings, needed only 15 repetitions to learn them for recall, either individually or in combination.

(d) When the same items were presented in phrases, 33 repetitions were noted for recall.

2.2 Miscellaneous information:

It is very interesting to know the vocabulary studies in different fields, keeping different objectives in view. There are some most important studies undertaken in the vocabulary field which need mention here.

Professor Stern, however by actually counting the words, has demonstrated that a girl of two or a boy of two and a half, uses 300 words. Professor Terman about the accuracy of whose findings, there can be
little doubt, gives 3,600 words as the vocabulary of an average child of eight, a number which rises to 9,000 when he reaches the age of fourteen. An ordinary adult has a knowledge of 11,700 words and a superior adult as the Americans term him, has a knowledge of 13,500. ¹

The report of Iowa University in 'Educational tests and Measurements' gives us a fair idea of the size of a reproduction vocabulary. 3,723 letters totalling 2,511,184 running words were scrutinized and it was found that the reproduction vocabulary of Iowa pupils consisted of 2,977 words only. ² The Interim Report on Vocabulary Selection (1936) was prepared by a Committee consisting of Thorndike from U.S.A., Dr. West from Bengal, Dr. Palmer from Tokyo and Dr. Faucett from China. The main purpose of forming this Committee was to coordinate the activities of these great educationists and prepare a consolidated list. They, therefore, considered 1,500 words with the highest ratings in the Faucett-McKee - Thorndike - Horn word lists. With the help of the above sources the Committee prepared a list of 2,000 words representing a foundation vocabulary for school use in the teaching of English to non-English speaking pupils from 12 to 19 years of age. The list of 2,000 words is classified into
structural and content words. Verbs and nouns are further classified according to topics. In Part V of the report the varieties of meaning and use of the selected words are given.

During the period of 1930-37, many research scholars were busy in solving the problem 'what vocabulary is essential for a given purpose and by what means vocabulary learning may be improved.'

Such kind of study was not only limited to English language but also in French, German and Spanish. Very remarkable thing about these researches is that most of them got similar results. The results can be epitomized as follows:

(a) The vocabularies of the grammar and reading texts which supplied the content of this course of study had a low correlation in respect of vocabulary items.

(b) The vocabulary of the second year books was more than three times the size of the first year.

(c) Nearly one half of the total number of words occurred in only one reading text.
2.3 Vocabulary research in Indian languages:

It can easily be gathered that much exhaustive research work in the field of vocabularies has been done in the foreign countries. The Indian scholars have also made significant contribution in this field in the past 30 years.

The brief summary of the work of the research scholars is described here.

**Hindi:** J.C. Koenig, S.L. Sharma, R.C. Rukmani, L. Shankar.

**Kannada:** V.K. Javli, B.K. Chandrashekhari.

**Tamil:** V. Arunajatai and C. Srinivasachari.

**Gujarati:** Dr. K.S. Vakil, R.T. Ravali, U.T. Lakdawala, N.P. Dave, N.N. Shukla.


The above mentioned research workers have carried out researches in the regional languages keeping in mind different objectives.

1. Research work done in Hindi language.
2. Research work done in Kannada language.
3. Research work done in Gujarati language.
4. Research work done in other languages.
3.3 Research work done in Hindi language:

(1) In India, the first pioneering effort to measure the importance of Hindi words was made by Rev. J.C. Koenig. Rukmani R.C., Shankar L., Sharma S.L. are the other investigators in this field of Hindi vocabulary studies.

Koenig's work is quite similar to Thorndike's work. His objective of the study was to prepare a list of important Hindi words which are useful to the teachers and authors. He prepared a list of 4,000 important Hindi words. Children's Literature consisting of 40 school readers of standards I to IV, 104 miscellaneous books and magazines was the main source for his word count. He followed the word count method. The rules observed while counting the words were the same as those of Thorndike. The findings of his research can briefly be enumerated as under:

(a) Approximately 10,000,000 (One million) running words were noted and out of which 12,500 words were the different words.

(b) He found out 4,000 words with a frequency of 10 or more and 8,000 words with a frequency of less than 10. The range of frequency was from 1 to 40,000.
(c) He concluded that the vocabulary burden of Hindi series varied from 2.3 to 11.8. A vocabulary burden of 14 is considered satisfactory while most readers aim at 20. In comparison with American vocabulary burden, Hindi Primary Series have a very low vocabulary burden.

The work undertaken by Rukmani, Shankar and Sharma was mostly similar to each other. The common objectives of these three workers were:

1. To find out basic Hindi Vocabulary of particular age group.
2. To provide the text book writers a glossary of words with the difficulty values, so that they can prepare graded text books and extra reading material.
3. To provide teachers and radio speakers with the word lists.

Rukmani's study was confined to second grade pupils that is age group of 7+ in the schools located in Rajasthan. Two interesting objectives of this study were:

(a) To evolve criteria for vocabulary suitable to the second grade.
(b) To compare the range of vocabulary of boys and girls of age group 7+.
The procedure for collecting the data was normative survey method and observation method. The sample consisted of 20 children of age 7+ reading in the second grade from 5 different schools in and around Udaipur. The spoken vocabulary of the children was prepared using different stimuli such as pictures of home, school and playground, story narration and consequent relevant conversation. The following are the conclusions of the above study:

(1) Total number of words in the consolidated list of the spoken vocabulary is 1232, whereas it is 821 in the nationalised text books.

(2) The difference of words indicates that the collective vocabulary output of the children (different number of words known and used by them) is much more than the words included in the text books.

(3) In spoken vocabulary and text books vocabulary the nouns predominated the percentage 62.50 and 51.58 respectively. The total number of words common to both the lists was 436 (53.85% of the text book vocabulary and 35.40% of the basic vocabulary).

(4) Out of the other words included in the text books, other than these 124 words were known to the selected sample of children and 61 words were of the appreciation level of the children of 75.
The inclusion of the remaining words in the text books cannot be justified. It is suggested that the size of the text book vocabulary may be increased.

Shankar's study is restricted to "An investigation into the basic Hindi Vocabulary of children of Sixth class in the State of Haryana."

In addition to the common objectives mentioned above, this study has another very interesting objective and that is 'to help teachers in the preparation of diagnostic tests for children with retarded language development.'

This study is being carried out in two phases.

The sample for the first phase of study consists of 297 boys and 103 girls of grade VI. The word lists were prepared of 520 new content words which were collected in consultation with teachers and books for grades IV and V recommended by the Punjab Education Department in 1966 and the National Council of Educational Research and Training in 1967. The lists were administered to the students. The words which had corrected proportion of 0.70 and above were selected. Finally a list of 303 words remained.

In the second phase 2,410 content words were selected from text books and supplementary readers prescribed for the pupils of sixth grade by

Th. 607C
and the words used in speech and writing 217 words from the first phase were distributed into sixteen check lists each containing 150 - 180 words with five alternate responses. These check lists were administered to each class clustering in pairs by distributing them to alternate students. The following were results of the study.

(1) Two glossaries of words were prepared. Glossary number I contains vowels from the text books of grades IV and V known to 70% students.

(2) Glossary second contains words from VI grade text books writings and speech of the students and also words known to less than 70% students of lower classes. These alphabetically arranged lists show the percentage of students who know the meanings.

Shama's study is limited to 'to find out the basic hindi Vocabulary of the class IV students of the State of Haryana.'

The sample of 1400 pupils of class IV (1% of the population) was selected on stratified representative sampling method. Large number of words were collected from different sources. 1627 words were selected and 12 check lists were prepared out of it. The responses of 1400 students to each
word were recorded. The following are the results of this study.

(1) With regard to some words the percentage of correct responses was low, meaning thereby that these words were difficult.

(2) With regard to some words the percentage was found to be high, indicating that these words were relatively easy.

(3) The total number of words having a percentage of less than 30 was 146 (difficult) and percentage above 71 was 231 (easy) and there were 1250 words ranging between 31% - 71% which were considered usable or more suitable for the class IV. A glossary of 1627 words with their difficulty value is also given at the end of the study.

Research work done in Kannada:

In Kannada language also, there are various research studies done in the vocabulary field. Chandrasekhariah B.K. and Javali V.K. are two research workers in this field. Chandrasekhariah's objective was to prepare a comprehensive basic graded vocabulary of about 4,000 to 5,000 words which could be understood by children in all parts of the state and which could be used as the basis
for all reading programmes and the production of reading materials for children of primary standards I to VII in Mysore State. Javali's objective was entirely different than that of Chandrasekhariah's objective. It says,

(1) To modify and adopt the intrinsic method to the teaching of Kannada to the first grade.
(2) To probe an experimental investigation into the diagnostic and remedial phases of reading difficulties. The following method was adopted.

A preliminary list of 5,757 words was prepared from different sources such as:

(i) departmental readers I to VII.
(ii) Word list published by the Adult Education Council, Mysore.
(iii) Word list prepared by V.K. Javli.
(iv) Word list published by the Mysore Education Federation.
(v) Word list prepared by Sahitya Rachanalaya trainees, and
(vi) Miscellaneous.

The following results were obtained. After the analysis of the grade-placement of the words 5,000 were selected to prepare the comprehensive
basic graded vocabulary. The allocation of words in each standard was as follows:

(a) I, II, III, IV - 7,000 words each.
(b) V - 750 words each.
(c) VI - 800 words each.
(d) VII - 650 words each.

V.K. Javli's experimental study was Teaching Beginners to read Kannada. The objectives of his study were (1) to modify and adapt the intrinsic method to the teaching of Kannada to pupils of the first grade on the lines of A. I. Gate's work and (2) to have an experimental investigation of the diagnostic and remedial phases of the reading problem by ascertaining the reading difficulties.

Two groups were formed in each of the two infants' classes chosen for experiment after administering the following tests: (1) Kamat's Intelligence Test; (ii) Selection of figures; (iii) Selection of the same and different figures; (iv) selection of the same and different letters and words and (v) selection of words, and phrases and blending. He followed two methods namely the phonic method and intrinsic method. The book contained 249 words and proper nouns were excluded. The vocabulary burden was 8.2.
Research work done in Gujarati language:

The work done in Gujarati language helped to a large extent to the research workers in Marathi language. Dr. K. S. Vakil, Dr. Raval R.T., Dr. Lakdawala U.T. made pioneering efforts in this area of investigations. The objectives of their studies are quite similar, the only difference was that everyone has selected different classes for.

Dr. K. S. Vakil selected standard V, Dr. R.T. Raval selected standard VI, Dr. U.T. Lakdawala selected standard VII. Dr. Vakil took a sample of 461 pupils from ten different schools out of which five schools were from rural area and five schools were from the urban area. Dr. Raval's work differs from Vakil's work in the following manner:

(i) He has investigated the recognition as well as reproduction vocabulary of children at the age of 12 i.e. children who normally completed standard VI. He has classified the list according to grammar, etymology, content and structural words.

(ii) The source of collecting Reproduction Vocabulary was the written compositions of the students on the different topics given. In this task, the participation of language teachers was sought.
Classification of the words according to the etymology i.e. to note from what language Gujarati words have retained their changed form.

He has not given importance to grammatical classification as his predecessors had (a) into various parts of speech recognised by grammar (b) according to their origin Dr. U.T. Lakdawala's work is very much similar to that of Dr. Vakil and Dr. Reval. The only thing is that this study was given enough importance to various grammatical classifications.

Research work done in other languages and their findings:

Arunajatai V. and Srinivasachari G. worked together in this field. Their objective was to study the functional vocabulary of children of age group of 4 to 7 so as to develop quickly the abilities in children to read and write.

For this purpose, 700 children of 30 to 60 months old were tested. Four supervisors and thirty trained observers collected data relating to the thought and language of the children. The words lists emerged out of children's vital experiences and activities. To study the sheets, they were chosen at random and recorded speeches of
seventy-four children were used to supplement the interim. Their findings were as follows:

1) The functional vocabulary of pre-school age Tamil children ranged from 1,500 to 2,000 words.
2) 425 new words appeared due to varied situations.
3) Non-school going children had a significantly higher mean than school going children. For the age group of girls it was considerably higher than the boys.
4) Children had considerable command of terminations of 3 persons, singulars and plurals and they used them in ordinary speech.
5) They were capable to use basic sentence patterns and about 50% of them were capable of constructing simple complex sentences.
6) The mean number of words in a sentence was 3.7 and the mean number of syllables was 9.7.
7) The average vocabulary of children of comparatively low socio-economic level, except in the first age group was higher than that of the upper income groups.
8) The average vocabulary of the majority of children with brothers and sisters was higher than that of a single child.
9) Nearly 39.5 percent speakers could be classed as ego-centric and 60.5 percent as socialised speech.

10) They compared favourably with American and English children of the same age group.

Pasricha P. and Das S.K., have made preliminary attempts at the analysis of the written vocabulary of the children studying in the sixth grade of Delhi schools. A sample of 527 students from different schools consisting of equal number of boys and girls was selected. The three levels of socio-economic strata were represented. Their findings were as under:

1) Girls are advanced in their language when compared with the boys of the same class and background.

2) This superiority of girls is consistent and spread over all the categories considered in this study.

3) Children coming from the upper socio-economic strata show a superiority over those coming from the lower socio-economic strata. With better environment and stimulation the child completes this process sooner than the children with poorer environment can afford to do so.

There is another very interesting study taken over by Keskar K.A. His objective of the study was
to produce a list of essential words which in this country should serve both for the readers of English in schools and as a bridge between core English at school and specialised English after school. He used about 10 sources to get the word list. Some of the sources were Indian and some of them foreign.

The final list prepared in this study will be useful to text book writers as well as to teachers.

Bernard H. carried out the project in the year 1966 which aimed at getting a detailed picture of English Reading Vocabulary of P.U.C. and final year of secondary school students in Chhotanagpur area. It was hypothesised that the results of this project would form the first step towards a comparative study of P.U.C. students' recognition in Hindi speaking areas and in India as a whole.

3.4 Research work done in Marathi Language:

Shri. S.R. Bhatt's work is considered to be the pioneering work in this field. His study motivated other scholars like Shri. U.R. Seolekar and Shri. Tamhane S.N. All these investigators worked for students of primary schools, but their objectives were quite different from each other. Shri. S. R. Bhatt's objective was "to determine the recognition Vocabulary of children in the age group of 6 to 10
years residing in Bombay."

Shri. U.R. Seolekar's objective of the study was "to find out the reproduction vocabulary in Marathi of pupils who have completed the primary course in standard IV."

Shri. S.N. Tamhane's objective of the research was "to determine the list of most common and essential words in Marathi language which could be considered the formation vocabulary for the students in the age group 6 to 8 and 8 to 10.

According to Shri. S.R. Bhat, Bombay is a cosmopolitan place where children come from the Marathi speaking people. For the collection of data he used oral questioning method and the help from वाच्यिक चारिका edited by V. C. Apte to get the maximum vocabulary of 10 to 12 years of children. He got the following results:

An inquiry into the Marathi vocabulary attainments of children 5 to 9 years in the city of Bombay by S.R. Bhat gives the following information. His study has shown that a child of six has a vocabulary of 500 words and that a child of 10 has a vocabulary of 4,100 words. He also concluded that the vocabulary attainments of Marathi speaking children
from the 6th to the 10th year are less than those of children in the western countries, and that the growth of vocabulary is graded and concrete during these years. He also noticed that children of different classes belonging to the same age group use different words. He further compared his word lists with those of Thorndike and Koenig and found a correlation of 80 p.c. and 90 p.c. respectively.

Shri. U.R. Soolekar investigated into reproduction vocabulary. He selected the sample of 270 pupils from Taluka schools studying in standard V. They were asked to write three essays. Three types of essays such as narrative, descriptive and reflective. The following were the results:

(a) In the reproduction vocabulary of Marathi children there is a great recurrence of nouns, as most of the children are extremely curious to know about things, objects and naming them.

(b) Though the number of verbs is relatively low as compared with nouns they secure a count of 25 percentage in the total frequency of 1,00,134 words, which is really very high.

Tamhane S.N. worked on recognition as well as reproduction vocabulary. The sample of 9,000 children of standards I to IV of primary schools
of 8 districts of Vidarbha region was selected which provided a sample of 3,000 children for the age groups 6 to 8 and 5,000 for the age group 8 to 10.

Observations under controlled conditions and separately organised situations along with oral and written work sheets were used to identify reproduction and recognition vocabulary of the children. For determining the basic vocabulary, counting of the words was done according to proforma and principles borne out from the following results:

1) The total general vocabulary for the age group 6 to 10 was 4,550 words.
2) The total reproduction vocabulary for the lower age group 6 to 8 was 1,705 words.
3) The total recognition vocabulary for the same age group was 755 words.
4) The total recognition and reproduction vocabulary for the lower age group 6 to 8 was 246 words.
5) The total reproduction vocabulary for the higher group 8 to 10 was which formed a part of the general vocabulary of lower age group.
6) The recognition vocabulary of the higher age group was 2,090 words (excluding the words of lower age group's general vocabulary)
7) The tentative basic word list contained 2,045 words and the basic vocabulary contained 1,135 words. The works of Shri. Bhat, Seolekar and Tamhane on the M.Ed. dissertation level.

Very recently three research workers carried out the vocabulary studies at the university of Poona. Dr. (Mrs) S.C. Latkar, Dr. (Mrs) S.M. Katre and Dr. P.R. Naladkar. Their objectives and methods are quite similar to each other. Only difference lies that they selected the sample for investigation of different standards. Dr. P.R. Naladkar limited his work to standards I and II, Dr. (Mrs) S.M. Katre to the students of V standard and Dr. (Mrs) S.C. Latkar to the pupils of standard VII. All of these three selected students from Poona Municipal Corporation area only. Their findings can be epitomized as follows:

Dr. Naladkar’s objective of study was to find out "Basic vocabulary in Marathi of children of standards I and II. The sources of data for recognition and reproduction vocabulary were the text books prescribed for standards I and II; (2) Essays (3) Answer-books written at the examinations (4) oral responses recorded on tape.
The following conclusions have been arrived:

1. In the Recognition Vocabulary, the pupils have recognised 649 (out of 696) words in standard I and 1,573 (out of 1,772) words in standard II.

2. Nouns - 50% in standard I, 57% in standard II. Verbs - 10% in standard I, 17% in standard II.

3. Pronouns have the highest repetitions in both the vocabularies.

4. 82% and 79% of words are originated in Sanskrit. The remaining words coming from other languages like Bengali, Kannada, English and some are very similar to these children so they should not be replaced.

Dr. (Mrs) S.C. Latkar and Dr. (Mrs) S.M. Katre followed the same methods. Only difference was that Dr. Katre did not mention etymological classification in her work.

Dr. (Mrs) S.C. Latkar has arrived at the following conclusions:

1. Distribution of words in different subjects in Recognition vocabulary shows that a further investigation in this respect is essential. At present pupils learn 47.43% words in Language book. The proportion of the words learnt in other subjects is comparatively low.
(2) It is observed from the results of Recognition and Reproduction vocabularies that as the frequency increases the number of words in that particular frequency decreases.

(3) Etymology of the words in Recognition Vocabulary indicates that words from Sanskrit are the largest in number i.e. 7045 out of 9395.

(4) Pupils use a large number of adjectives. This reflects the tendency to describe things.

(5) Of the total Reproduction words 34.83% words do not appear in the Recognition list. Some of them might have been learnt by the pupils in earlier standards and some in and out of school situations.

Dr. (Mrs) S. M. Katre concentrated her study on vocabulary of students studying in standard V. Her findings are as follows:

(1) Majority of words are concentrated under the heading "Nouns". They are 4,265 in number.

(2) 926 compound words are found in the Recognition vocabulary.

(3) 13 pronouns and out of them 3 are included in the first 10 words having the highest frequency.

(4) Out of 6,570 different words could recognise 4,782 words (72.62%)
(5) Though the pronouns are 0.26% in the total word list, their frequency counts are high.

The present study differs with regard to geographical limitations. All these three studies were carried within the limits of Poona Municipal Corporation. Secondly the present work takes into account the students studying in standard VI of Kalyan and its neighbourhood. The methods and procedures are more akin to the earlier studies.
CHAPTER III

REFERENCES (FOOTNOTES)


   'Educational Tests and Measurements' page-207.