CHAPTER II

VOCABULARY

11.1 In the last chapter, the role and functions of language with its significance in the life of a man has been discussed. A language occupies a prominent place in the life of a man. He cannot perform even a simple operation of his daily routine without seeking resort to a language. The language is made up of words. These words in total are called a vocabulary. Hence it will be interesting to see the nature, significance, types and other factors related to vocabulary. These are discussed in the following paragraphs.

A. What is vocabulary?

11.2 The total number of words making up a language is called a vocabulary. It is the least stable part of a language. The meaning of a word is changed in the context and as time passes new meanings are added to the words. Sometimes old meanings are deepened. The literal meaning of the word 'vocabulary' is 'the stock of words employed by an individual speaker, author, class of persons, etc.'\(^1\) In Oxford dictionary the meaning of the word is given as "the range of language of a particular person, class, profession,

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or the like.2 The stock of words employed varies from person to person.

b. The significance of vocabulary

11.3 The main objectives of the teaching of the mother tongue are:

1. Comprehension,
2. Expression

1. Comprehension

11.4 The aim of teaching the mother tongue is to enable the pupil to comprehend what is said to or read by him. Comprehension can be developed by placing suitable reading material before a child. The suitability of the material is judged on the basis of the following three factors:

a) Matter,
b) Style, and
c) Vocabulary

11.5 The textbook writers generally keep before them the first two factors mentioned above. The aspect of vocabulary is generally neglected by them. The passages included in the reading material should be appealing to and interesting for

children. The theme of the passages must suit to their mental level. Different types of literature in Marathi such as novels, stories, dramas, travels, humour must be represented in the readers. All types of poems such as lyrics, sonnets, etc. need be included in the books for the development of comprehension among pupils.

11.6 The style also matters much. The passages and poems selected for inclusion in the reading material should be in the best style. Different styles of the writers and poets must be included in the same.

11.7 The vocabulary of the textbook prominently judges its suitability. The textbook is considered difficult if it contains many difficult and new words with less number of their repetitions. Too many difficult and new words make the reading uninteresting and difficult. It also creates a distaste for reading for pleasure. The attention of the pupils towards the comprehension of the matter will be attracted in a greater proportion with a more burden of vocabulary. The vocabulary burden means the proportion of different words to the total number of running words. For example, if a reader contains a total number of 1440 running words made up of 120 different words, the vocabulary burden of that reader is 12, which means on an average every 12th word used in the text is different, i.e. not used previously. Hence a satisfactory vocabulary burden makes the comprehension
easier and the reading a pleasure. "A vocabulary burden of 15 is considered satisfactory, while most modern readers aim at twenty."  

2. **Expression**

11.8 The aim of teaching the mother tongue is to develop pupils' power of expression. Expression is the result of man's emotions, feelings and thoughts, which are made known through language. Naturally mother tongue is the medium of child's expression of thoughts and feelings. This is strengthened by the teaching of the mother tongue in the primary school. The environment around the child also helps the development of this ability. The success of a person as a teacher, orator or a practitioner is dependent on his power of expression. He must be able to express his ideas clearly, logically and effectively. The expression is of two types:

a) Oral, and  
b) written

11.9 The linguistic level of an individual colours as well as shapes his whole life. Every individual has several vocabularies. They merge and are used in various ways. He

learns to fit the use of his vocabularies to the situation and need. There are three levels of language usages employed by an individual unconsciously. "There is the informal speech of the more intimate life at home and the hours of reception of people whom we feel no need to impress or to live upto. There is somewhat restrained conversation with strangers or at public occasions and professional relationships. And there is the deliberate carefully chosen language of address used on formal occasions. Parallel types are found in writing in the informal letters to one's family and intimate friends; in the report or business letter requiring more precise and ordered expression; and in the formal paper prepared for publication, particularly in a scholarly journal. Business and professional people tend to employ a technical or specialized vocabulary in communicating with colleagues of like background and interests". The efficiency in expression is possible only when one is proficient in language. This emphasises the significance of vocabulary development in a proper way.

C. Types of vocabulary

II.10 Every literate individual has got several vocabularies. They are divided into two types:

1. Recognition Vocabulary
2. Reproduction Vocabulary.

These two types are further subdivided into 2 sub-types each:

1. Recognition Vocabulary
   a) Understanding vocabulary,
   b) Potential or Marginal Vocabulary

2. Reproduction Vocabulary
   a) Speaking vocabulary
   b) Writing vocabulary.

These types have also been divided into 2 sub-types each, which are given below:

1. Recognition Vocabulary
   a) Understanding vocabulary
      (1) Listening vocabulary - The words recognised and comprehended by a person through listening are included in the listening vocabulary.
      (2) Reading vocabulary - The words recognised and comprehended through reading are called reading vocabulary.
   b) Potential or Marginal vocabulary
      (1) Context vocabulary - The words interpreted from the context in which they appear are included in context vocabulary.
(2) **Analysis vocabulary** - The words which are interpreted because of the knowledge of the word form (prefixes, suffixes and roots) and the knowledge of other languages are included in the analysis vocabulary.

2. **Reproduction vocabulary**

   a) **Speaking vocabulary**

   (1) **Informal vocabulary** - The words used in the daily life are included in this type of vocabulary. The words with family modes of expression and family words and idioms with their peculiar meanings are included in this type.

   (2) **Formal vocabulary** - The words understood by an individual and used on proper occasions are called the formal speaking vocabulary.

   b) **Writing vocabulary**

   (1) **Informal vocabulary** - The words used in personal correspondence, notes, memoranda and personal diaries are included in this type of vocabulary.
(2) **Formal vocabulary** - The words used in the formal correspondence, business and professional material and publications are called formal writing vocabulary.

II.12 All these types of vocabularies have been shown in the following diagram.
D. The growth of vocabulary

1. The growth of language ability in children

II.13 It will be interesting to trace the growth of language ability in a child. The birthcry of the infant constitutes the beginning of language. But it is not used as a response to a set of circumstances. Gesell found that 65 to 84% children of 4 months old can vocalise two or more distinguishable sounds. Long before the sixth month the primitive vowels are combined with one another and with another and with consonants to produce the first syllabic utterance.

II.14 Humphreys has given four periods of the linguistic development of the child:

1) Mimicry of sounds rather than of actual words;
2) Understanding of names of people and simple sentences;
3) Mimicry of language, using real or imagined words without reference to signification; and
4) Acquisition of words.

The second stage is reached when the child is about eight months old. Early in the second year appropriate motor response to a command can be seen. Imitation of the intonation, voice, sounds or words can be noted from seventh to the 12th month.

II.15 Stern distinguishes five stages in normal speech development:

1) Preliminary - First year, babble, imitation of sound forms, first understanding of requests.

2) First period - Mastery of new sounds with special meaning to be considered as sentences of one word.

3) Second period - Awakening of the consciousness of the object of speech; the vocabulary shows great increase, first by nouns, then by verbs, one word sentences are discontinued.

4) Third period - Complete mastery of uninflected speech.

5) Fourth period - The purely paralactic sentence formation is abandoned.

II.16 Vocal habits do not become language habits until they become associated with arm, hand and leg activities.
and are substitutable for them. The growth of the vocabulary of the child is only a rough measure of the growth of the true language habits. The child uses many words belonging to the conditioned reflex level of word activity.

II.17 Nice has set up the following criteria of normal speech development:

i) The first word by 15 months;

ii) a vocabulary of 200 words at two years of age, with the beginning of the use of sentences; and

iii) a vocabulary of 600 words at three years of age, with representatives of all the parts of speech.

2. Influences on language development

II.18 Children come to school with vastly differing abilities and backgrounds. Constitutional differences naturally influence natural abilities. The child's environment has enormous effect on language skills and understandings. Handicap in language is a handicap in education. The home is obviously a pre-potent source of environmental influence on language development. The extent and nature of language stimulation in the home reflects many factors - the interest, affection, the ability of the mother, the presence of father and other adults, the presence of the siblings and the nature of conversation and verbal planning in the family.
3. The development of vocabulary in children

II.19 Vocabulary development appears to take place slowly at first, then very rapidly through pre-school period. The child remains on plateau in language development while he is putting his energy and attention in learning to walk. After such a plateau, there is a rapid progress in vocabulary development.

II.20 The growth of vocabulary depends on the range of children's experience and their learning of words during the period of schooling. Most of the vocabulary is built upon the structure of experience. The varied experiences of a child add many new words to the stock of his vocabulary. A child in a village will know and use many words connected with the agriculture and village life. On the other hand these words will be foreign to the children in cities. A child in a kindergarten or a nursery will be able to comprehend and use many words which he acquired through the various experiences he has got in the school in comparison to the children not attending these schools. Travels undertaken also enrich the vocabulary of an individual. Alongwith the experience, reading also helps the growth in this field. The learning of language depends on this growth. The environment, teaching methods employed by language teachers, textbooks, supplementary reading books help the growth of children's vocabulary. In the growth of vocabulary "environment affects
nouns, interests affect the verbs, and mental grip is shown by pronouns, adverbs, prepositions and conjunctions. 6

11.21 This means "if you want to increase the number of nouns which a child can use, the best way to do it is through an enrichment of his material environment, while the surest way of enlarging his stock of verbs is by extending his practical interests." 7

11.22 Direct emphasis on vocabulary building begins in the first year of school. In nursery schools, children acquire the basic vocabulary of everyday experience. In kindergarten, they learn the vocabulary of school living and group co-operation. Words and meanings make much of the life. They become more important with the higher level of civilization. For a rich living and for having a hold on intellectual inheritance, children need vast resources in words and meanings.

11.23 The type of vocabulary to be taught in the schools depend on the philosophy of education. But the foundation vocabulary is needed by everyone of us. With the help of this,


we are able to express in daily life. All reading material can also be expressed in a simple and elegant style. According to Michael West, it is quite easy to deal with any reading material with the help of 2000 words. In 'basic English' C.K.Ogden has shown with examples that any material at any degree of difficulty can be expressed with this limited vocabulary. The foundation or basic vocabulary consists of words serving as "nucleus or starting point from which the learner will proceed to further knowledge of the language as a whole." 8

II.24 The minimum vocabulary generally consists of 2,000 words only, because "a large number of children do not learn to read during their schooling more than 2,000 words." 9 The basic vocabulary is not affected by sex difference, different geographical conditions or different levels of intelligence. Words are arranged in order of frequency. The words with highest frequencies are considered as the most important words than those with lower frequencies. It consists of all structural words and a few content words which are absolutely essential for one's expression and comprehension. The minimum adequate reading vocabulary can be prepared with the words selected from the word frequency list. With the

help of this, one is able to express ideas adequately and fairly. It includes words denoting numbers, colours, shapes, foods, animals, etc. In addition to general or basic vocabulary, medical, legal, technical and scientific professions need a specific vocabulary of their own business or calling. For judging the importance of a word the frequency as well as the range (a series of material used) of its occurrence are taken into consideration.

4. The Vocabulary estimates

11.25 Different estimates of vocabulary have been given by various writers based on their personal experience. With the help of these, a teacher cannot decide the correct size of a child's vocabulary. A very good and representative example has been given by Watts. It shows the confusion of teachers about the size of children's vocabulary. "Of some two hundred teachers asked by the writer to supply estimates on the spur of the moment at a lecture, over half fixed the vocabulary of the average five year old at less than 200 words and over two thirds at less than 300 words. Over half of the same teachers estimated the child of seven plus to have less than 700 words, while over two thirds of them fixed the number for this age at less than 1000 words."10

II.26 According to one estimate it has been made clear (1) "that the average child enters the public elementary school at the age of 5 plus with a vocabulary of at least 2000 words; (2) that at the age of 7 plus this number will have increased to at least 4000 words; (3) that there is an increase of about 700 words a year during the period of compulsory schooling so that a child leaving at 14 plus should be in possession of 8000 to 10000 words."11

II.27 C.A. Ogden12 has given the vocabulary of a teashop waiter at 7,000 to 8,000 words, of an average trade union leader at 10,000 to 15,000 words, of Mr. Winston Churchill at 25,000 to 30,000 words and of professional scientists at 60,000 to 80,000 words. At the rate of an addition of 700 words per year in a vocabulary of 10,000 words at the age of 14 plus, the adult at an age of 21 years should have a vocabulary of nearly 15,000 words. "If we take into account the results of education which will be fully operative at the age of 21, the vocabulary of an average adult would be in the vicinity of 18,000 to 20,000 words."13 According to

11. Ibid.


the vocabulary of Marathi children at the age of 9 plus is of 4100 words. With the addition of 400 words per year this figure fairly agrees with the vocabulary of their counterparts in England which consists of 6800 to 7000 words.

Here a mention can be made of the words used in the textbooks prepared by the Maharashtra State Bureau of Textbook Production and Curriculum Research, Poona. The words added newly in each standard in all subjects are shown in the following table. It will be seen that at the end of standard IV the vocabulary introduced is of 17,383. At the end of standard VII this figure will be 41,200 words.


TABLE I

STANDARDWISE NUMBER OF NEW WORDS INTRODUCED
IN THE TEXTBOOKS IN DIFFERENT SUBJECTS

<table>
<thead>
<tr>
<th>Std.</th>
<th>Marathi</th>
<th>Maths.</th>
<th>Science</th>
<th>Geography</th>
<th>History</th>
<th>Grammar</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>845</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>845</td>
</tr>
<tr>
<td>2</td>
<td>1,591</td>
<td>729</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2,320</td>
</tr>
<tr>
<td>3</td>
<td>1,654</td>
<td>396</td>
<td>1,088</td>
<td>1,674</td>
<td>1,984</td>
<td>-</td>
<td>6,796</td>
</tr>
<tr>
<td>4</td>
<td>2,353</td>
<td>617</td>
<td>1,320</td>
<td>1,236</td>
<td>1,896</td>
<td>-</td>
<td>7,442</td>
</tr>
<tr>
<td>5</td>
<td>1,772</td>
<td>716</td>
<td>1,253</td>
<td>1,079</td>
<td>1,691</td>
<td>1,338</td>
<td>7,649</td>
</tr>
<tr>
<td>6</td>
<td>2,467</td>
<td>466</td>
<td>1,032</td>
<td>1,111</td>
<td>1,398</td>
<td>909</td>
<td>7,383</td>
</tr>
<tr>
<td>7</td>
<td>2,525</td>
<td>578</td>
<td>1,066</td>
<td>1,366</td>
<td>2,146</td>
<td>1,041</td>
<td>8,785</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,443</strong></td>
<td><strong>1,742</strong></td>
<td><strong>2,408</strong></td>
<td><strong>2,910</strong></td>
<td><strong>3,880</strong></td>
<td>-</td>
<td><strong>17,383</strong></td>
</tr>
</tbody>
</table>

| **Total** | **6,764** | **1,783** | **3,351** | **3,586** | **5,235** | **3,151** | **23,817** |

| **Total** | **13,207** | **3,502** | **6,759** | **6,466** | **9,115** | **3,151** | **41,200** |

5. The vocabularies of individual children

II.28 M.M. Nice has given a summary of previous vocabulary studies with the following findings:

"1. At one year of age a great many children have not begun to talk, while at 18 months some have not."
2. The 28 vocabularies at one year varied from 1 to 24 words with an average of 7.

3. The 53 vocabularies at 18 months varied from 1 to 523 words with an average of 71.

4. The 47 vocabularies at 24 months varied from 5 to 1,212 words with an average of 328.

5. The 11 vocabularies at 30 months varied from 30 to 1,509 words with an average of 690.16

6. The vocabularies of large groups of children

11.29 The most extensive of the studies on the extent of vocabulary in a large group of children in English language is made by Smith, M.B. In this study words were selected from Thorndike's 10,000 word-list in order to eliminate the words which were not known by the children. Most of the words were elicited from the children by means of pictures and questions. The following table17 gives the average size of vocabulary of children at different ages.


<table>
<thead>
<tr>
<th>age-group years months</th>
<th>Number of children</th>
<th>No. of words in the vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 8</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>0 - 10</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>1 - 0</td>
<td>52</td>
<td>3</td>
</tr>
<tr>
<td>1 - 3</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1 - 6</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>1 - 9</td>
<td>14</td>
<td>116</td>
</tr>
<tr>
<td>2 - 0</td>
<td>25</td>
<td>272</td>
</tr>
<tr>
<td>2 - 6</td>
<td>14</td>
<td>446</td>
</tr>
<tr>
<td>3 - 0</td>
<td>20</td>
<td>596</td>
</tr>
<tr>
<td>3 - 6</td>
<td>26</td>
<td>1222</td>
</tr>
<tr>
<td>4 - 0</td>
<td>26</td>
<td>1540</td>
</tr>
<tr>
<td>4 - 6</td>
<td>32</td>
<td>1870</td>
</tr>
<tr>
<td>5 - 0</td>
<td>20</td>
<td>2072</td>
</tr>
<tr>
<td>5 - 6</td>
<td>27</td>
<td>2289</td>
</tr>
<tr>
<td>6 - 0</td>
<td>9</td>
<td>2502</td>
</tr>
</tbody>
</table>
II.30 John Anderson\textsuperscript{18} has given a table showing the development of vocabulary in children.

\textbf{TABLE III}

\textit{INCREASE OF WORDS IN VOCABULARY ACCORDING TO AGE}

<table>
<thead>
<tr>
<th>Age</th>
<th>Vocabulary</th>
<th>Increment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>272</td>
<td>269</td>
</tr>
<tr>
<td>3</td>
<td>896</td>
<td>624</td>
</tr>
<tr>
<td>4</td>
<td>1,540</td>
<td>644</td>
</tr>
<tr>
<td>5</td>
<td>2,072</td>
<td>532</td>
</tr>
<tr>
<td>6</td>
<td>2,562</td>
<td>490</td>
</tr>
</tbody>
</table>

The table given above shows a regular increase in vocabulary of a child. The size of vocabulary continues to grow during the childhood as well as adolescence.

II.31 The nature, significance and types of vocabulary have been discussed hereto. The language development of

child has also been discussed in detail. Vocabulary means the stock of words employed by a person. As the words form the main component of the language, it will be essential to discuss the nature of the words and word-lists.

b. word-lists

1. what is a word?

11.32 words are the sinews of the language. They form the core of it. Language is a vehicle of expressing one's thoughts, emotions and feelings. They can only be expressed through words. They serve as screws in building up a language. The structure of language is based on the words alone. The word is defined as a "speech utterance", a "verbal expression". As these utterances carry specific meaning they are called words. Meaningless utterances cannot be called words.

2. Types of words

11.33 words are generally divided into two classes.

a) Structural words,

b) Content words.

These are again subdivided into the following sub-classes.

a) Structural words

1. Essential words - These are the words without which

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we cannot talk. For example, with, may, who, whom, etc.

2. **General words** - we talk with the help of these words. They help the style of the language. For example, whereas presume, etc.

b) **Content words**

1. **Common environmental words** - These words denote certain things which are common to all environments, e.g., house, food, marry, sleep, etc.

2. **Zone words** - These are the words which are universal within a large zone, e.g. palm tree, rice, etc.

3. **Specific words** - These are the words used only by a certain limited class of the individuals or in a certain limited area or deal with some particular subject in which all are not interested e.g. brassiere, carburatter, etc. 20.

These types of words are diagramatically shown below:

<table>
<thead>
<tr>
<th>Structural</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential</td>
<td>General</td>
</tr>
<tr>
<td>Environmental</td>
<td></td>
</tr>
</tbody>
</table>

II.34 words are included in the general service list on certain criteria. Such words are not specifically intended for any one geographic area or need but are serviceable in all cases. Following are the criteria.21

a) Word frequency - A count of a number of times a certain word occurred in a very large selection of literary and other material. Such lists are prepared by Thorndike and by Horn.

b) Structural value - The common general form of a language as used by all normal speakers in expressing their personal needs or thoughts.

c) Universality in respect of geographic area - The geographic distribution of the need for a word.

d) Range of applicability to variety of subject or subject-range.

e) Value for purposes of definition of the meaning of other words - Study of words useful in defining the meaning of other words, as in a dictionary.

f) Value for word building.

3. Types of word-lists

II.35 For measuring various types of vocabularies,

different word-lists are prepared, which are based on the following factors:

a) The group selected for study

The socio-economic level, experience and environment affect the vocabulary of a person. Other factors like family traditions also influence the vocabulary of children.

b) The method used for determining the meaning of a word

The meaning of a word is elicited by many ways. Pictures are shown to have the meaning explained and questions are put to elicit it. Sometimes the meaning is found out by giving opposite words. Tests are also used for the purpose.

c) The way of defining the word as a unit of measurement

Some studies have counted different forms of a word as separate words, while in other studies all the forms of a word derived from the same root are grouped under the root word.

II.36 The following are the types of word-lists which have been used by research workers to measure the vocabularies.

a) A word-frequency list

In this type of list, a count of words is taken from the material studied. The words are arranged in order of
frequency and also alphabetically. The groups of words in hundreds, thousands, etc. are prepared. The words securing high frequency are considered as commonest words in the language. They are treated as very easy for learning by the pupils.

b) **A range list**

This type of word-list shows the number of sources in which the word occurred. It cannot give an idea about the usefulness of words for a certain purpose. If the range-list is used along with the frequency list, it proves to be very useful in determining the value of a word.

c) **A specific word-frequency list**

In this type of list, words useful for specific purposes are listed, e.g. lists prepared for travel, sports, business, transport, industry, commerce, etc. Persons interested in a particular profession can make use of this list. They can learn the vocabulary of that particular trade within the shortest possible time.

**II.37** A word-frequency list is a statistical statement of words. It may be deceptive if not interpreted carefully. Two criticisms are levelled against the frequency lists:

a) The method of counting homonyms, and

b) The effect of the chosen material on the result of the count.
11.38 The term 'homonym' means a word having two or more meanings so widely separate that there is no relationship between them. E.g., ठंड (grinder) ठंडा (cool); यद (if), यदः (Brocade); शूषक (shrink), शूषकः (To be sufficient); अद्यत (date), अद्यतः (Devotion); अङ्क (hand), अङ्कः (Do).

11.39 Homonyms, if counted under one and the same word, give rise to some defect. If the frequencies of both the words are combined, sometimes the unimportant word may secure a higher place in the word-list. For example, if all the frequencies of the word अङ्कः (Do) and अङ्कः (Hand) are combined, the word अङ्कः (Hand) will be considered as important word having a higher place in the list. The word अङ्कः (Do) is more important to children than the word अङ्कः (Hand), as it denotes an action and is used more frequently than the other one. To remove this defect a semantic count of words (words having different meanings will be counted separately) is taken.

In the present study, the words having more than one meaning have been counted separately.

11.40 The word-lists should be comprehensive. They should consider all types of literature, i.e. classical literature, modern literature, industrial literature, business correspondence and the like. One type of literature should not be over-emphasized at the cost of the other.
4. Functions of word-lists

11.41 The teachers' work is generally simplified when they know definitely the vocabulary of a particular age group. With the help of this, they know well the words to be taught or to be omitted; which words are to be taught first and the others at a later stage. They will be in a position to know and appreciate different shades of meaning. The vocabulary list is also useful to a person, studying the language with a particular native. "Word-lists are short cuts to and are the quickest way of learning a language." 22

The word lists are useful for the following persons:

a) A teacher

11.42 The greatest value of the word-lists is to the teachers and authors. With the help of the list, a teacher will be in a position to use the language which can be recognised and reproduced by the children. Sometimes the teacher uses words which are familiar to him but unfamiliar to children. This results in the creation of difficulties for children. It also hampers their comprehension.

II.43 while setting questions for the examinations the teachers should use the words which are understood easily by the pupils. The absence of suitable and easy vocabulary as well as the poor wording of the questions set at the examination is one of the reasons for the failure of the students in the examinations. The words to be used while teaching or framing questions should be planned beforehand. The words familiar to pupils should invariably be used for these purposes. The vocabulary of the pupils is to be increased by using various techniques of teaching. The teaching of subjects like geography, science, mathematics, etc. becomes difficult because of the language used for the purpose; and hence an average child cannot understand them.

II.44 To avoid all these hardships on the part of the pupils, the word-lists are of greater help. They are a blessing for a fresh and inexperienced teacher. With the help of the list he will be in a position to judge the difficulty level as well as the importance of a particular word for his teaching. The familiarity of a word can be judged from the frequency of its occurrence. If the frequency of occurrence of a word is meagre or less than expected, it is treated as difficult or not being in frequent use. The teacher will be in a better position to adjust his teaching to the class resulting in a good response and quick understanding of the pupils.
b) An author and an editor

11.45 The writers of literature for children, semi-literate adults and illiterates have to select suitable words for achieving the fullest use and having a beneficial production of the books. For this purpose, they have to consult the word-lists. The words securing the highest frequencies are to be used in the books meant for primary school children. The writers and editors pay attention only to the masterpieces in literature. They totally neglect the vocabulary burden of the textbooks. In the absence of the reliable word-lists, they depend only on their own judgement.

11.46 To avoid this, word-lists are to be supplied to the textbook writers and compilers. On the basis of these lists, they will be in a position to decide the suitability of the vocabulary of a particular book. A limited vocabulary only can develop and sustain interest among children. "Word lists act as a stimulant for those who suffer from linguistic indigestion."23 "There is a need of a vocabulary within which the reading material may be rewritten and simplified. The exponents of this view demand adequate words of precision, of stylistic variants and words of emotional connotation in order to enrich stories, descriptions, etc.... Instead of continuous interruptions occasioned by reference to the dictionary which

23. Faucett et al., op.cit., p. 11.
break the thread of interest the learner is able to read continuously finding at every page and chapter an increasing facility in understanding the English prose."  

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c) A layman

11.47 The foundation of basic vocabulary will help a person to learn Marathi language, to read its literature and to write in easy and impressive style. This will satisfy the needs of even a businessman, a tourist or anyone else. With the help of this, he will have a command over a limited vocabulary useful in expressing ideas to others and in understanding the language spoken by others.

d) Radio and television speakers

11.45 The basic vocabulary is very useful for the radio and television broadcasts especially meant for rural people, workers, women and children. It will enable the masses to understand and appreciate the programmes relayed for them by the All India Radio along with the current events from home and abroad. Radio and television are the powerful means of mass education. Careful selection of words with the help of word-lists will minimise the difficulties faced by listeners in understanding and appreciating the programmes.

11.49 While preparing the scripts for school-broadcasts, utmost care is to be taken in the selection of the vocabulary. Language meant for the pupils should be simple and easy. Complicated or evolved phraseology is to be avoided. In the talks for high school pupils, a proportionately greater number of difficult words should be used. This is possible only when various word-lists are available with the radio stations.

e) Editors of newspapers

11.50 Newspapers are called as one of the pillars of democracy. They are also a means of mass education like radio and television. Therefore, the language of the newspapers should be easy enough for an average person to follow. Newspapers mould the economic, social and political outlook of the nation. They also transmit the culture from one generation to the other as well. They have done and are doing a great service to the nation. They have a great tradition, and history behind them. They have kept the morale of the people high and have given the constant inspiration to the people during the struggle for Indian independence.

11.51 To be useful in the spread of education and culture, the newspapers will have to use a limited vocabulary. This will make them read by all sorts of people including literate, semi-literate, children, youth and old ones. Some of them have special columns for neo-literates and children in their weekly editions.
11.52 If the newspapers and periodicals are to be useful for children, utmost care will have to be taken for the matter as well as language. A limited vocabulary will enable the children to read and enjoy the same. This will develop in them a taste for reading and enhancement of knowledge. Thus they will become a good teaching aid in improving their standard of language and in broadening their outlook.

f) The preparation of tests

11.53 Vocabulary tests can best be prepared with the help of the word-lists. The answers to the questions can be given with the words in the lists, such as common names, class names, etc. With the help of reliable word-lists intelligence and achievement tests can be constructed in Marathi and one will not have to take resort to English tests, which prove foreign to our children. They will also help in the smooth administration of the tests.

g) The blind, the deaf and the mute

11.54 Word-lists are of great use for the blind, the deaf and the mute people intending to learn language in a short period. Special word-lists will have to be prepared for them. They should include words which are very easy for them to recognise and reproduce. These words will have to be translated into braille script for the use of the blind.
11.55 word-lists are also useful for the literature to be prepared for the use of neo-literates. The words known to them, if included in the literature meant for them, they will read these books with interest resulting in the retention of their literacy. This literature is needed for the post-literacy programme.

b. Limitations of the word-lists

11.56 The following are the limitations of the word-lists.

a) The word-lists are useful in giving the most frequently used words in reading or writing, but they do not denote the words that children should use. The use of words by the children depends upon the stimuli they get. The experience prompts the use of words. These words may not have been included in the list, hence the growth of the vocabulary of children cannot be possible only by the use of word-lists. The lists are not prepared for that purpose.

b) The word lists serve as good guides for teachers in finding out the recognition as well as reproduction vocabularies of children but these lists need modification in respect of weak and backward pupils.
11.57 The nature, significance, types and growth of vocabulary along with the types of word-lists have been discussed in detail in this chapter. The observations in this chapter have been recorded by many authors based on the research work in the field. Hence it will be useful to take a review of the research works done so far in this field. The next chapter is devoted for that purpose.