PART I
CHAPTER - I

THE PROBLEM AND DEFINITION OF TERMS

1.1 Introduction

The subjects taught in schools cannot be thoroughly understood without a proper grounding in the mother-tongue. The mother-tongue is the base or foundation for fully understanding and appreciating various subjects. If a boy or a girl reads, writes, and speaks Gujarati well, it will be very easy for him or her to read and understand other subjects such as Arithmetic, History, Geography and Science. A good command over the mother-tongue will help the pupils to understand very quickly the sums of arithmetic, the beauty of Gujarati poems or the sequence of historical events and will lead them to grasp very quickly causal relations of geographical facts or the fundamental principles of Science. Besides understanding the reading matter, the mother-tongue will help the pupils to express their thoughts well either amongst themselves or in school debates. Lastly, a good grasp of the mother-tongue will facilitate the thinking and writing habits of pupils and they will be able to write in simple and correct Gujarati.

The main objectives of the teaching of mother-tongue are concerned with two main aspects of language-learning: (a) expression, and (b) comprehension.

The child is taught at school to express his or her
ideas clearly, logically and effectively both orally and in writing. At the elementary school level both types of expression - oral and written - deserve our special consideration.

The child should be able to comprehend what is said or read or written by others. Comprehension can be developed by providing access to suitable reading material. The suitability or unsuitability or reading material depends on three factors: (1) developmental level of pupils, (2) style, and (3) vocabulary.

The third factor for judging the suitability or unsuitability of a text-book is vocabulary. A text-book is considered difficult, if there are many new words which the pupils cannot understand. If the number of difficult or new words in the book is limited, the pupils' burden of recognizing the new words will be lightened and they will be able to pay greater attention to the comprehension of the reading material.

In the past, various estimates of vocabulary set the educationists thinking. Various word-lists were prepared with the help of various devices. Some found out the vocabulary of children by oral questioning, some from the compositions of pupils, some from the frequency of words collected from text-books and other reading material in which children were interested, and some by following the association method in which the research worker gave a list of words and pupils were asked to note down their responses.
A modest beginning in that direction revealed the fact that
the whole problem is a very vast one. Vocabulary estimates
should be prepared for the elementary school pupils,
secondary school pupils, adults, businessmen, lawyers,
doctors, engineers and other professional workers.
Vocabulary estimates are also needed to judge the vocabulary
strength of children belonging either to different age
groups or different grades.

1.2 Statement of the problem

The statement of the problem is crucial since it
delineates specifically what is to be investigated and,
thus, what is relevant, what is irrelevant, and what
constitutes an effective approach to its solution. The
problem should be stated directly and wherever possible
should be translated into a specific hypothesis to be
investigated. The statement must distinguish clearly
between what the study will investigate and what it will
exclude from consideration.

The problem of the present investigation is: "Study
of the vocabulary in Gujarati of pupils of Std. VI in
Saurashtra." The following are the major and minor
objectives of the present research work.

Major objectives of the study

(1) To find out the expected vocabulary for pupils of
    Std. VI

(2) To find out the written vocabulary of pupils of Std. VI

(3) To find out the oral vocabulary of pupils of Std. VI
(4) To find out the recognition vocabulary of pupils of Std. VI

**Minor objectives of the study**

(1) To compare the active vocabulary with the recognition vocabulary

(2) To compare written vocabulary with the oral vocabulary

(3) To compare the reproduction vocabulary and the recognition vocabulary of the present study with those of previous researches

(4) To study sex differences in written and oral vocabulary

(5) To study sex differences in recognition vocabulary

(6) To compare vocabulary level of urban pupils with that of rural pupils both at reproduction level and recognition level

(7) To prepare a list of words common in expected, written, and oral vocabulary

(8) To prepare a list of words common in expected and written vocabulary

(9) To prepare a list of words common in expected and oral vocabulary

(10) To prepare a list of words common in written and oral vocabulary

(11) To find out the words difficult for Std. VI

1.3 **Scope and limitations of the study**

The study is limited to:

(a) Saurashtra region of the Gujarat State,
(b) Expected vocabulary as reflected by the analysis of text-books written in Gujarati for Std.VI,
(c) Analysis comprising the range and frequency of words, and
(d) Enumeration of words based on spelling only. (Words having the same spelling but different pronunciation and/or different meanings are considered as one word.)

1.4 Definition of terms

The definitions of terms used in the present research report are as follows.

_Vocabulary:_ A list of words or phrases, especially one arranged alphabetically and including definitions or translations. It may also mean "all the words of a language" or "all the words known or used by a particular person or in a particular field." The Gujarati vocabulary is made up of all the words that have been used by Gujarati writers and speakers.

_Vocabulary, active^1:_ the content and function words of a language which are learned so thoroughly that they become a part of the child's understanding, speaking, and later, reading and writing, vocabulary.

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Vocabulary, basic\textsuperscript{2}: the words and idioms considered essential for minimal use of a language.

Vocabulary, burden\textsuperscript{3}: (1) the general level of difficulty of the vocabulary in a particular piece of writing; (2) the number of unfamiliar words in relation to the total number of running words, especially in basic readers designed for the primary grades.

Vocabulary, children's writing\textsuperscript{4}: (1) the words that children use in writing; (2) the words that children both understand and use in writing.

Vocabulary, expected\textsuperscript{5}: the words that are found in the analysis of text-books written in Gujarati for Std. VI in the Gujarat State.

Vocabulary, oral\textsuperscript{6}: the words a person employs in expressing himself orally.

Vocabulary, recognition\textsuperscript{6}: those words which a person can recognize in context but that he may not be able to use in his speech and writing.

\textsuperscript{2} Ibid.
\textsuperscript{3} Ibid.
\textsuperscript{4} Ibid.
\textsuperscript{5} Ibid. p. 644.
\textsuperscript{6} Ibid.
Urban area: areas where administration is carried out through municipalities.

Rural area: areas where administration is carried out through village panchayats.

Primary schools: elementary schools offering instruction in any combination of grades 1 to 7.

Standard: grade, a major division of the instructional programme of a school, representing the work of one school year.

1.5 Abbreviations used in the report

Abbreviations used in the present research report are as follows:

EWO: List of words found common in Expected, Written, and Oral Vocabulary of std. VI pupils.

EW: List of words found common in Expected and Written Vocabulary of std. VI pupils.

EO: List of words found common in Expected and Oral Vocabulary of std. VI pupils.

WO: List of words found common in Written and Oral Vocabulary of std. VI pupils.

W: List of words found only in Written Vocabulary of std. VI pupils.

O: List of words found only in Oral Vocabulary of std. VI pupils.

EFR: List of words found in Expected Vocabulary either having a frequency of more than twenty or having a
frequency of fifteen to nineteen and a range of three

**EP:** List of words found common between Expected Vocabulary and Parekh's Basic Vocabulary of Stds. I, II and III

**EV:** List of words found common between Expected Vocabulary and Vakil's first one thousand words (Basic Vocabulary of Std. V)

**EOTR:** List of words found common in the Expected Vocabulary and the Recognition Vocabulary on the basis of Oral Test

**EOTD:** List of words found in Expected Vocabulary and judged difficult for the pupils of Std. VI, on the basis of the Oral Test

**EWTR:** List of words found in the Expected Vocabulary and recognised by the pupils of Std. VI in the Written Test

**EWTD:** List of words found in Expected Vocabulary and judged difficult for the pupils of Std. VI on the basis of the Written Test

**Std.:** Standard (Grade)

1.6 Importance of the study

For learners, The study will focus on the extent of use of major (more frequent) words as compared to the minor (less frequent) words. It will also show how the learner's task can be made easy, by cutting out every item that is not really essential, especially the words of
lower frequency. If a word with less frequency is not essential it should be replaced by a synonym of higher frequency in order to lessen the burden of the learners.

**For research workers.** These lists will be of great help to researchers working in the area of vocabulary of children. Aspects connected with this work such as textbooks, supplementary readers, library books and other reading material, teaching of grammar, spelling, handwriting, composition, evaluation, and oral expression call for detailed investigations.

**For testing language ability and achievement.** For this purpose, various tests are to be devised. The present system of evaluation is to be slowly changed. These word-lists will be of much help in preparing various tests.

**For Text-book writers.** The lists will help the writers of text-books and of other books for children. Most of the books written today in Gujarati are graded roughly and arbitrarily according to the general attainment of children of different ages. The vocabulary content of the books has hardly been a matter of consideration. As a result, the children either find it difficult to read certain books or they read books which are not upto their level. Sometimes there are too many difficult and new words in books and the children reading them do so with reluctance. As a result the books defeat the very purpose for which they are used, namely, developing the power of expression among children. In some text-books, one finds passages on
informative subjects which are taken from standard books but are specially written by experienced teachers or educationists. Thus text-books can be written to answer definite vocabulary requirements of children of different ages. That is, they must contain new words in a definite proportion and they should be spread over all lessons. Thus in every lesson children have to learn some new words. That way their vocabulary develops as they go on reading books. For preparing such books, these word-lists with their various classifications are bound to be of great help.

**For teachers.** For those teachers, who are new to the profession and who talk in a language that pupils fail to understand, these lists will be very useful. These word-lists with their classifications will indicate to the teachers of Gujarati the words in a particular lesson that pupils already know and the words they will be required to teach during the lesson. In the same way they will know the exact words that are to be taught to the pupils in a year. If a teacher tries to teach words that pupils already know, the whole lesson becomes boring to them. If a teacher does not introduce words which the pupils do not know, the lesson will fail as pupils will not show any enthusiasm for it. Here the word-lists can be of great help to the teacher. Besides language teaching, good vocabulary is required for teaching all subjects. There too, a teacher knowing the right words will be able to teach effectively. A teacher otherwise able may spoil a lesson if he is not able to use
a right word in the right place. The same holds good for preparing tests or for setting question papers. If these are done within the vocabulary level of the pupils for whom they are meant, the results will be encouraging as pupils will be able to answer them with full confidence.

It is necessary here to make a mention of the language of our children's periodicals, radio programmes, talks for children, etc., where the language sometimes is far removed from children. If the word-lists are used properly by the agencies concerned, there will be more interest on the part of the children in their reading material and there will be more demand for their literature, talks, etc.

1.7 Organization of the remainder of the report

Review of past researches is presented in the second chapter. Research design and the methodology of investigation are explained in the third chapter. Data collected regarding expected vocabulary are analysed and interpreted in the fourth chapter. Thereafter analysis and interpretation of the data regarding written vocabulary are given. Analysis and interpretation of the data regarding oral vocabulary are given in the sixth chapter. It is followed by the procedure followed for the development of the vocabulary test, while analysis and interpretation of the data regarding recognition vocabulary are given in the eighth chapter. Comparisons of recognition vocabulary with
The active vocabulary and of the present research work with other research work, are given in the ninth chapter. The findings of the research work and suggestions for further research are given in the last chapter.