

CHAPTER ONE

Introduction

1.1. General Background

Language is a means of communication through which we can express thoughts feelings, desires, etc. It can also be taken as a means to have a good relationship among the people in a community, nation and the world as a whole. Language is the expression of human personality. It is a form of social behaviour that enables the individual to co-operate with others in a group. It is the universal medium for conveying the common facts including complex thoughts, ideas and feelings of everyday life. The fundamental function of language is to communicate.

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.” Wardhaugh (1998:1) defines language as “What the members of a particular society speak.” Similarly, in the Encyclopedia Britanika (Vol. XIII, page 693) language is defined as “an arbitrary system of vocal symbols by means of which human beings, as a member of social group and participants in a culture, interact and communicate”. Pei (1996:141) says, “Language is a symbol of communication by sound, operating through the organs of speech and hearing, among members of a given community, and using vocal symbols processing arbitrary conventional meaning.” Similarly, Finocchiaro (1964:8) opines that language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact.

Language learning is learning of communication, in which all aspects of communication competence should be noted. It is a complex system consisting at least six components: Phonology, morphology, syntax, Lexicon, Speech acts and Discourse. Language is purely human and structurally complex. It is unique and creative. Language is not only a means of communication but it is a social phenomenon which is used in our society to establish the relationship among the human beings.

Crystal (1995:108) opines, “English holds special status as medium of communication.” There are more than 6000 languages spoken in the world. Among them, English is one of the widely used languages because it has gained the status of international language. It is used as lingua franca because it is used to communicate

with the people who are of different linguistic backgrounds. It is claimed that one in every seven people English language is spoken. English language is taken as the richest language in the world because it has the richest vocabulary in comparison to other languages. Most of the books are written in English medium so it is the most dominant language in all areas e.g. trade, mass media, international diplomacy, etc. It is also the language of the world politics, science and technology, economics, medicine, marketing and so on. So, the sound knowledge of the English is a basic need in these days.

1.1.1 Aspects of language

The objective of teaching a language is to help the learners in learning it. But the most important question regarding the language learning is what are the things that a language learners need to learn. A student of language needs to learn its vocabulary, grammar, pronunciation and spelling and different language skills such as listening, speaking, reading and writing. Thus, aspects of language refer to components of language that a student/learner of language needs to learn. According to Harmer (1997:22), these aspects are pronunciation, grammar, vocabulary, discourse and skills. These aspects are described as follows:

a. Pronunciation: Pronunciation includes the pronunciation of segmental sounds (i.e. vowels and consonants) and pronunciation of supra segmental sounds/ features like stress intonation pitch and strength. As a language learner, we need to learn various sounds that occur in a language. We should be able to differentiate between these sounds and understand certain sound rules, e.g. the different pronunciation of the ‘-ed’ past tense endings. When we learn new words we need to know how they are pronounced and where they are stressed. Similarly, we need to know intonation pattern, rhyme and relationship between pitch and intonation. Accurate pronunciation gives us communicative efficiency. So it is one of the most important aspects of language.

b. Grammar: Grammar refers to structure or pattern of language, rules of language and can also be called as the frame or skeleton of language. Tense, voice, person, number, etc. are the aspects of grammar. Grammar includes syntax and morphology. The knowledge of grammar is essential for competent users of languages because

grammar is the backbone of language. If our aim of language teaching is to enable students to use the language, we should teach grammar of language.

c. Vocabulary: Vocabulary includes words or lexemes. They are vital organs and the flesh to manipulate the structure and convey the message. Word meaning, word use, word formation and word grammar are the aspects of vocabulary in language teaching. We need to learn the words of the language. When we learn words, we need to know what they mean and how they are used. Words occur in context. So the meaning of words needs to be taught according to the context where they are used.

d. Discourse: Crystal (1985:118) defines discourse as “a continuous stretch of (especially spoken) language larger than a sentence but within this broad notion, several different applications can be found. At its most general, a discourse is a behavioral unit which has a pre-theoretical status in linguistics: it is a set of utterances which constitute any recognizable speech event (no reference being made to its linguistic structure if any), e.g. a conversation, a joke, a sermon, an interview.” Discourse refers to stretches of language perceived to be meaningful, unified and purposive. It is a stretch of language consisting of several sentences which are perceived as being related in some way. As we know language is used differently in different situations, we should be able to use language according to situations. Similarly, we need to know the difference between formal and informal language use. Such knowledge involves learning language functions.

e. Language skills: Language has four skills: listening, speaking, reading and writing. Language skills can be classified into receptive skills and productive skills. The skills which are involved in receiving messages such as listening and reading are receptive skills whereas the skills which are involved in the production of language for conveying messages such as speaking and writing are productive skills. Similarly, language skills can also be classified into primary and secondary skills. Listening and speaking are the primary skills whereas reading and writing are the secondary skills. If a language learner develops his/her language skills, he/she can approach the foreign language with more confidence.

1.1.2 Ethnicity

Perhaps the adequate definition of ethnicity may not be possible as it covers the vast area of study and analysis. If we explore the etymological meaning of the

word 'ethnic', it was originated from the Greek word 'ethnos' and simply means 'nation' or people. The term 'ethnicity' appeared in the Oxford English Dictionary in 1972 for the first time. It is open to much debate and that often causes great confusion. Recently, ethnicity has taken on slightly different connotations and now tends to be used to describe people who are often a minority in the country in which they live. Words like 'ethnic groups' 'ethnicity' and 'ethnic conflict' have become quite common terms in English language and they keep appearing in the press, in TV news, in political programs and in casual conversations.

An ethnic group is a community of people who share cultural or physical characteristics including one or more of the following: history, political system, religion, language, geographical origin, traditions, myths, behaviors, foods, genetic similarities and physical features.

Some scholars have sought to define the ethnic group in the broadest sense. This can be seen in the case of the editors of the Harvard Encyclopedia of American Ethnic Groups. Therustorm et. al. (1980: VI), when in seeking to define ethnic groups, they offered the following list of features that co-exist in various and differing combinations. Common geographic origin; migratory status, race, language or dialect, religious faith or faiths, ties that transcend kinship neighborhood, and community boundaries, shared traditions, values and symbols, literature, folklore and music, food preference, settlement and employment patterns, special interest in regard to political institutions that specifically serve and maintain the group, and internal sense of distinctiveness, and an external perception of distinctiveness.

The term ethnicity refers to relationship between groups whose members consider themselves distinctive and these groups may be ranked hierarchically within a society. It is therefore necessary to distinguish clearly between ethnicity and social class.

In the literature of social science, there are two main definitions of classes. One derives from Karl Marx, the other from Max Weber. Sometimes elements from the two definitions are combined. The Marxist view of social classes emphasizes economic aspects. A social class is defined according to its relationship to the productive process in society. In capitalist societies, according to Marx, there are three main classes. First there is the capitalist class or bourgeoisie, whose members own the means of production (factories, tools and machinery etc.) and buy other peoples labor, power (i.e. employ them). Secondly, there is the petit bourgeoisie,

whose members own means of production but do not employ others. Owners of small shops are typical examples. The third and most numerous class, is the proletariat or working class, whose members depend upon selling their labor power to a capitalist for their livelihood. There are also other classes, notably the aristocracy, whose members live by land, interest and the proletariat which consists of unemployed and the underemployed people, vagrants and the like. A further central feature of this theory is the notion of class struggle, Marx and his followers held that oppressed classes would eventually rise against the oppressors, overthrow them through a revolution and alter the political order and the social organization of labor. Marx' view was the main way in which societies evolved.

The Weberian view of social classes, which has partly developed into theories of social stratification combines several criteria in delineating classes, including income education and political influence. Unlike Marx, Weber did not regard class as potential corporate groups; he did not believe that members of social classes necessarily would have shared political interests. Weber preferred to speak of status groups rather than classes. Theories of social class always refer to systems of social ranking and distribution of power. Ethnicity on the contrary does not necessarily refer to rank; still, many poly-ethnic societies are ranked according to ethnic membership.

1.1.3. Ethnicity in Nepal

Historically, Nepal is a multi-ethnic nation with diverse languages, religions and cultures. So the present constitution of our country has acknowledged the fact that Nepal is a multi- ethnic, multi-racial, multi-lingual, multi-cultural and multi-religious country. Multi-ethnic nation comprises various ethnic and religious communities. Its ethnical and religious diversity is coupled with its linguistic plurality. The linguistic diversity existing in the country has given rise to three situations viz. monolingualism, bilingualism and multilingualism. The constitution of Nepal 1990 has put forward a conceptual design to uplift the living standard of the ethnic groups by removing all sorts of existing economic and social inequalities to set up and develop their healthy social life based on justice and morality by developing their language, literature, arts, scripts religions and cultures by creating special opportunities.

It's very difficult to find out the various ethnic groups, their distribution and population size since no anthropological/linguistic survey has been carried out in

Nepal to date. The (Central Bureau of Statistics) CBS provided data on 59 ethnic groups in 1991 census whereas it provided 100 ethnic groups in the 2001 census. Despite this available information, many agencies have provided their own information on it and thus the number of ethnic groups, their population size may differ from one source to another. For example, The National Committee of Nationalists 2002 listed 59 distinct cultural groups within Janajati and The Dalit Commission -2002 noted 28 cultural groups within it.

Despite its clear diversity in ethnic composition of the population of Nepal, the 1991 and 2001 census data demonstrate that nearly 70% of the total population belongs to ten major ethnic groups. The Chhetri group is the largest in size while on the other hand the Kusunda group stands in the 100th position. According to the 2001 census the 32 smallest ethnic caste groups altogether account for just 0.71% of Nepal's total population. We find ten distinct cultural groups whose population size is less than 0.1% of the whole population. They are Kusunda, Patharkata/Knshwadia, Munda, Rante, and Yelmo.

Most of the Hill and Mountain districts are relatively homogenous into their group representation compared to the Tarai districts as a whole. Looking at the four most represented groups within a given district; the hill district of Bhaktapur has the highest level of such homogeneity with 91% of its population restricted to four caste groups while Sarlahi district on the Tarai has the least homogeneity with its four largest four groups comprising just 36% of its total population. The diversity in the Tarai might have been caused because of the excessive flow of people from Hills and Mountains and India.

The researcher focused on evaluating the vocabulary achievement by ten ethnic groups of students studying in different public schools of Kathmandu district. They are Chhetri, Bramin-Hill, Magar, Tharu, Tamang, Newar, Kami, Yadhav Rai Kirat and Gurung.

According to the Nepal Census 2001, the above mentioned ten groups cover about 66.61% of the total population of the country. Since this is a small attempt to study in ethnic groups, obviously, it cannot represent the entire ethnic group existing in the country.

1.1.4 Definition and Types of Vocabulary

Language is made up of vocabulary items and grammar rules. Vocabulary is the vital aspect of language without which a language can not be existed in the world. It can be defined as the total number of words, which make up language. Richard (1985:307) defines vocabulary as “a set of lexemes, including single words, compound words and idioms”. Learning a foreign language is a matter of learning the vocabulary of that language. In this regard Wallace (1982:9) views, vocabulary has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language. Vocabulary plays an important role in expressing complex thoughts and ideas. Words constitute the elements of language structure and a proper knowledge of this is essential for one and all. People feel frustrated when they do not find the appropriate words while speaking the target language.

Similarly, Crystal (1995:111) states that, “vocabulary is the Everest of a language”. So, the height and importance of vocabulary can be clearly understood from this definition. According to Oxford Advanced Learner’s Dictionary (7th edition), vocabulary refers to “all the words that a person knows or uses”. According to Harmer (1991:153), ‘if language structure makes up the skeleton of language then it is vocabulary that provides the vital organ and flesh.’ Since vocabulary functions as the vital organs and flesh of language learning, it is of great importance. Regarding the vocabulary Celce-Murcia and Larsen-Freeman (1983:29) say, “We take a considerably broader view of the lexicon; we consider it to comprise not only single words but also word compounds and conventionalized multi word forms.”

Whatever may be the definition, in general sense, vocabulary is one of the important aspects of language without which no one can express his ideas and thoughts. The total number of words that make up a language is also known as vocabulary. So, it is the fundamental unit of language.

Vocabulary can be classified in various ways. If we consider vocabulary as the amount of words possessed by a user of his or her language there are two types of vocabulary: active and passive. According to Harmer (1991:153) the former refers to vocabulary that students have been taught and learnt and which they are expected to be able to use whilst the later refers to words which the students will recognize when

they meet them but which they will probably not be able to produce. He further says, 'the words which are used more frequently by an individual are called active vocabulary and those which can be understood but not frequently used are passive vocabulary'.

Firsby (1954:94) says there are four types of vocabulary. We have 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. We use language on two levels, i.e. the production level and the recognition level. We can recognize many more words than we really use. This holds good for our mother tongue as well as for a foreign language. One of the aims of English language teaching is to transfer words from the large vocabulary to the smaller and especially, to our speaking vocabulary. Similarly, Fries (1945:44-50) classifies English words into four groups: function words, substitute words, grammatically distributed words and content words. The function words primarily perform grammatical functions e.g. the 'do' signaling questions. The substitute words e.g. he, she, they, etc. replace class of words and several classes. Grammatically distributed words e.g. some, any, etc. show unusual grammatical restrictions in distributions. The number of words in the first three groups is rather small say 200 in around numbers in English. The fourth group, content words constitute the bulk of the vocabulary of the English. Similarly, Aarts and Aarts (1986:22) classify words into two types: major and minor word classes. The former also called open classes: their membership is unrestricted and indefinitely large since they allow the addition of new members. Minor word classes are also called closed classes: their membership is restricted since they do not allow the creation of new members. Moreover, the numbers of items they comprise is, as a rule, so small that they can easily be listed. In English there are four major word classes are nouns verbs, adjectives and adverbs. The minor word classes are conjunctions, articles numerals, pronouns, quantifiers and interjections.

If we classify vocabulary from the functional perspective they can be divided into content words and structure words. The words which have stable lexical meaning are called content words such as nouns, verbs, adjectives and adverbs whereas the words which have no meaning of their own are called structure words such as auxiliaries, conjunctions, pronouns, prepositions, etc. On the basis of the structure, there are three types of words: simple, compound and complex. Simple word consists of a single morpheme followed or not by an inflectional affix, such as play, plays, played etc. Compound word consists of two or more than two free morphemes.

Compound word is a lexical item composed of two or more parts written where the parts themselves are usually words, e.g. bus park school boy, etc. Complex words consist of a root plus one or more derivational affixes e.g. childhood, combination, etc.

On the basis of types of meaning they convey, vocabulary can be classified into two categories: concrete and abstract. If a word refers to an object with a concrete shape, it is called concrete vocabulary e.g. pen, book etc. On the other hand, if it signifies something which has no definite shape, size, etc. and is entirely dependent on our personal imagination, it is called abstract vocabulary e.g. love affection, etc.

1.1.5 Teaching and learning of vocabulary

Since sounds are building blocks of language, words are the most important unit of it. A sound in itself has no meaning at all where as a word is always meaningful for the good impression in the hearer. Vocabulary is such a vital aspect of language without which communication is rather impossible no matter how sound knowledge of the system of language an interlocutor possesses.

Vocabulary and grammar are equally important components of language for effective communication. We can provide infinite number of structures on the basis of knowledge of finite number of grammatical rules. Many unheard structures can be produced, but it is not applied in the case of vocabulary. A word may be used in different situations. Hence, a vital question arises, which of the two is important. The complexity or the simplicity of our thought, the formality or informality of our knowledge and the degree of politeness are all reflected by words. Therefore the acquisition of words is as important as the grammar. In this respect, Wilkins (1972:111) opines, 'without grammar very little can be conveyed, without vocabulary nothing can be conveyed'. So, vocabulary teaching is very important. Learning a foreign language is a matter of learning the vocabulary of that language. Without having an adequate number of vocabulary items, one cannot speak any language fluently and appropriately. People feel frustrated when they do not find the appropriate words while speaking the target language.

Teaching vocabulary in isolation is not found to be productive. We need to see the context and situation in which the word has been used to understand the meaning of a particular word. Apart from the dictionary meaning a word may convey other meanings. They are as follows.

i. Lexical meaning: It refers to the meaning of words as it is given in the dictionary. For example, ‘The handsome boy married the ugly girl.’ The dictionary tells us that the boy and the girl are human beings. The word ‘handsome’ and ‘ugly’ stand for qualities and the word ‘married’ shows specific action. Dictionary gives us only this much understanding but does not tell us whether beautiful refers to the quality of a boy or a girl

ii. Syntactical meaning: Syntactical meaning refers to the word ordering in a sentence. The position of words helps us to understand the sentence. For example, in the above sentence we know that the girl is ugly and the boy is handsome. The handsome boy is preceded by the verb ‘marry’. So, it makes clear that the handsome boy performed the action not the ugly boy.

iii. Morphological meaning: Morphological meaning indicates the form of the words in the above sentence. The form of the word a girl (as against girls) and the form of the word a boy (as against boys) tell us that there is only one girl and boy. Similarly, the word ‘marry’ shows the action performed in the past, not in the future.

iv. Intonational meaning: The meaning of words or sentences depends upon the way they are spoken. For example, fire is hot but if we use it in the rising tone, it sounds like a question whether there is a fire.

v. Cultural or contextual meaning: It is derived from the knowledge or background experience of the life of the speaker. People living in a particular society have notions about the words. The dictionary gives the meaning of these groups and interprets them according to their own notion. The meaning attached to a word by a cultural group is called its cultural meaning.

1.2. Review of the Related Literature

The first research to investigate the vocabulary repertoire of the students in Nepal was carried out by Rongong (1973) entitled “A study of the spoken vocabulary of the primary children of Nepal.” The purpose of the study was to identify a list of Nepali words which were most frequently used by pupils of grade one, two and three of the primary schools of Nepal. According to the study not much difference was found in the words used by children from three regions. Children from the Tarai region tended to use more Hindi words.

Chudal (1997) carried out a research on “A Study of English Vocabulary Achievement of the Students of Grade Six in Jhapa District.” The purpose of the

study was to investigate students' achievement of English vocabulary achievement of the students of class six on the basis of sex and locality. The study concluded that the students' vocabulary achievement was found poor in total.

Khatri (1997) conducted a research on "A Study of English Vocabulary Achievement of the Students of Grade Eight." He made an attempt to investigate students' achievement of English vocabulary used in English textbook of grade seven. He compared the vocabulary achievement in nouns with the achievement in verbs. The study showed that English vocabulary of the students' of grade eight was found satisfactory in total. However, the achievement in nouns was found better than the achievement in verbs.

Tiwari (2001) carried out a research on "A Study on English Vocabulary Achievement by the Students of Grade Ten." The purpose of the study was to find out the students' proficiency of vocabulary used in the English textbook of grade ten. He made an attempt to analyze the difficulty level of the vocabulary on the basis of students' intellectual maturity. The findings of this study revealed that the English vocabulary achievement of the students of grade ten was found satisfactory. So far as the difficulty level of vocabulary is concerned, 43.75% of them were found beyond the students' intellectual maturity.

Lamsal (2005) conducted a research entitled "Reading Comprehension of different Ethnic Groups." Perhaps it was the first research in connection to study on ethnic groups. The purpose of the study was to find out the proficiency of different ethnic groups in reading comprehension and to compare their proficiency. He concluded that Newar students as a whole have comparatively the best reading comprehension proficiency than those of the students of other ethnicity (86.6) %. Similarly, Kami students were found to have the poorest reading comprehension proficiency.

Poudyal (2005) made a study on "A Study in English Vocabulary Achievement by the Students of Grade Nine." The purpose of the study was to investigate students' achievement of English vocabulary items used in the English textbook of grade nine and compare the vocabulary achievement of grade nine students in terms of urban vs. sub-urban and boys vs. girls. He concluded that the vocabulary achievement of girls in verbs and adjectives was found better than that of boys but in nouns and adverbs boys performance was better than that of girls.

From the review of the literature, it has been clear that no study has been carried out to explore the vocabulary achievement of different ethnic groups. So, the researcher conducted this study to assess the vocabulary achievement of ten ethnic groups who are studying in Grade Eight.

1.3. Objectives of the Study

The objectives of the study are as follows:

- a. To compare the vocabulary achievement of grade VIII students in terms of ethnic groups.
- b. To suggest some pedagogical implications.

1.4. Significance of the Study

English has been taught and learnt as a foreign language in most of the countries in the world. As the major component of language learning, vocabulary learning has a major role to play for the better acquisition and learning of the language. Nepal is one of such countries where English is being taught as a second language from primary to bachelor level as a compulsory subject since long. Because of this status of English, various researches have been carried out to make the field of teaching and learning of English more effective. For years, language teaching placed heavy emphasis upon early and extensive vocabulary learning. So it wouldn't be wrong to claim that this study will be significant to those who are directly or indirectly involved in the field of teaching and learning language. It will be a great asset for the teachers who are teaching to different ethnic groups. Moreover, the findings of this study are also expected to be beneficial for policy makers, curriculum designers, textbook writers, teachers, students and prospective researchers.

1.5 Definition of the Specific Terms

Achievement: It refers to a thing done or gained successfully, especially with efforts and skills.

Unsatisfactory Marks: It refers to below average marks.

Satisfactory Marks: It refers to the average or above average marks.

Ethnic Groups: It refers to both ethnic and caste groups.

CHAPTER TWO

Methodology

2.1 Introduction

The study, in this section, deals with methodology. The researcher followed the following methodology during the study in order to achieve the objectives specified.

2.2. Sources of Data

The researcher used both primary and secondary sources of data.

2.2.1 Primary Sources of Data

The primary sources of data for this study were the responses provided by ten ethnic groups of the students of Grade Eight studying in ten different schools of Katmandu district.

2.2.2. Secondary Sources of Data

The researchers consulted various books, journals and articles of language testing, especially vocabulary testing apart from English textbook of Grade Eight for the purpose of collecting data.

2.3 Sample Population

The sample of the study was eighth graders studying in different public schools of Kathmandu district. Ten students from each ethnic group were selected for the study. The number of sample was one hundred in total. The ethnic groups selected for the study were Chhetri, Bramin- Hill, Magar, Tharu, Tamang, Newar, Kami, Yadhav, Rai (Kirat) and Gurung. Bramin–Hill and Newar were selected randomly because they cover majority of population and easily available and the rest were selected purposively. The list of schools is:

- Nepal Rastriya Higher Secondary School, Nepaltar
- Shree Guhyeshwori Higher Secondary School, Sinamangal
- Shree Janakalyan Secondary School, Baudha
- Shree Mahendra Baudha Secondary School, Baudha
- Shree Manohar Higher Secondary School, Gangabu
- Shree Panchya Kanya Secondary School, Chauni
- Shree Padmodaya Higher Secondary School, Ramshahpath
- Shree Ratna Rajay Secondary School, Sitapaila
- Shree Siddhi Ganesh High School, Sorhakhutte
- Shree Shivapuri Higher Secondary School, Maharajung

2.4. Tools for Data Collection

The researcher selected one hundred vocabulary items consisting of 30 nouns, 30 verbs, 20 adjectives and 20 adverbs from the glossary of Our English Book for grade eight (which is just 25% from the glossary). The vocabulary items were selected on the basis of frequency of occurrence. Seventy percent vocabulary items having high frequency and thirty percent having low frequency were selected. The researcher prepared 'Vocabulary Achievement Test' consisting of different test items such as multiple choices, fill in the blanks, word matching, using words in sentences, writing single words and filling in cross word puzzle for the study.

2.5. Process of Data Collection

In the process of data collection the researcher went to the District Education Office, Kathmandu. He got the list of government aided schools, their address, the name of the head teachers and the phone number of the schools. Then he went to the selected schools, met the head teachers, explained the purpose and asked for the help. The researcher explained the nature and purpose of the study to the students. He himself played the role of invigilator. He encouraged the students to perform better since it was competition among ten ethnic groups. A one and half hour test was administered to the students in their own schools. Two students were allowed to sit on a bench so as not to let them copy each other's answer. They were carefully watched and explained the questions that they didn't understand. Most of the students completed the test within allocated time. He collected the answer sheets when the test was finished and thanked the students for help. The answer sheets were carefully marked and the score obtained by the students were analyzed.

2.6. Limitations of the Study

The study has the following limitation:.

1. The population of the study was the students of only ten public schools of Kathmandu district.
2. The informants were all Eight Graders.
3. Nouns, verbs, adjectives and adverbs were tested.
4. Only ten ethnic groups such as Chhetri, Brahmin- Hill, Magar, Tharu, Tamang, Newar, Kami, Yadhav, Rai (Kirat) and Gurung were selected for the study.
5. The study was based on one hundred students consisting of ten students from each ethnic group.
6. The study focused only on the meaning aspect of vocabulary.
7. The medium of language was written English.
8. Ten public schools were selected on the basis of purposive sampling procedure.

CHAPTER THREE

Analysis and Interpretation

3.1 Introduction

This chapter deals with the analysis and interpretation of data. The data have been analyzed and interpreted using simple statistical tools i.e. mean and percentage. After collecting the data, the answer sheets were carefully checked and marks were assigned to them. The marks were tabulated, grouped item wise and added. Minor grammatical and mechanical errors were ignored while marking the answer sheets of the students. So simple mistakes like misspelling, ill-formed sentences and other punctuation errors were tolerated and none of the students were penalized for such mistakes they had committed in their answer sheets. The analysis and interpretation of the data has been carried out in the following headings.

- a. Analysis of Vocabulary Achievement in Terms of Ethnicity
- b. Analysis of Vocabulary in Terms of Nouns, Verbs, Adjectives, and Adverbs
- c. Comparison of Total Vocabulary Achievement in Terms of Different Ethnic Groups

The achievement of each vocabulary item by the students of each ethnic group is separately described in the following sub-sections. The words are placed into three groups on the basis of total average score obtained by the student viz. above average, average and below average.

3.2 Analysis of Vocabulary Achievement in Terms of Ethnicity

3.2.1 Analysis of Vocabulary Achievement by Chhetri

Vocabulary Achievement of Nouns by Chhetri

The status of students in the achievement of nouns by Chhetri is presented in the table given below.

Table 1: Achievement of Nouns by Chhetri

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.	Environment	10	100	1.	Journalist	6	60
2.	Bomb	9	90	2.	Fodder	6	60
3.	Century	9	90	3.	Reservoir	6	60
4.	Cricketer	9	90	4.	Glacier	6	60
5.	Sanctuary	9	90	5.	Imagination	5	50
6.	Section	9	90	6.	Parcel	4	40
7.	Manager	9	90	7.	Supermarket	3	30
8.	Contact	8	80	8.	Tunnel	3	30
9.	Edge	8	80	9.	Hive	3	30
10.	Foreigner	8	80	10.	Gold	3	30
11.	Palace	8	80	11.	Enemy	2	20
12.	Load	8	80				
13.	Summit	7	70				
14.	Store	7	70				
15.	Guard	7	70				
16.	Industry	7	70				
17.	Instructions	7	70				
18.	Flock	7	70				
19.	Encyclopedia	7	70				
	Total	153			Total	47	

Table No.1 presents the status of vocabulary achievement of nouns by Chhetri. The total average score obtained by the students was 6.66. In this way, 19 nouns came above average category and 11 below average category out of 30 nouns. The total responses the students had to provide were 300 in nouns. Out of them, they provided 200 correct responses. Similarly, out of 200 correct responses, 153 responses were observed under above average category whereas 47 responses were observed below average. So we can clearly see that they had good achievement in 19 nouns whereas they didn't have good achievement in 11 nouns. The table vividly depicts that the majority of the students were good at nouns. For example, the

item 'environment' was made correct by all the students (i.e.100%). Out of ten respondents, only two correctly responded to the item 'enemy'. It shows that 20% of the students achieved the word 'enemy'.

Vocabulary Achievement of Verbs by Chhetri

The status of students in the achievement of verbs by Chhetri is presented in the table given below.

Table 2: Achievement of Verbs by Chhetri

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.	Plan	10	100	1.	Refuse	6	60
2.	Believe	10	100	2.	Rescue	6	60
3.	Beg	9	90	3.	Struggle	6	60
4.	Apologize	9	90	4.	Survive	6	60
5.	Arrest	9	90	5.	Murder	5	50
6.	Advised	8	80	6.	Fry	5	50
7.	Attack	8	80	7.	Punish	5	50
8.	Guide	8	80	8.	Weep	5	50
9.	Hate	8	80	9.	Return	4	40
10.	Improve	8	80	10.	Claim	0	00
11.	Irrigate	8	80				
12.	Congratulate	7	70				
13.	Recognize	8	80				
14.	Destroy	7	70				
15.	Discover	7	70				
16.	Capture	7	70				
17.	Love	7	70				
18.	Produce	7	70				
19.	Interviewed	7	70				
20.	Whisper	7	70				
	Total	159			Total	48	

Table No.2 displays the status of vocabulary achievement of verbs by Chhetri. The average score obtained by them was 6.90. Out of 30 verbs, 20 verbs were found above average. The total responses the students had to provide were 300 in verbs. Out

of them, they provided 207 correct responses. Similarly, out of 200 correct responses, 159 responses were observed above average whereas 48 responses were observed below average. So we can clearly see that they had good achievement in 20 verbs whereas they didn't have good achievement in 10 verbs mentioned above. The table depicts that the majority of the students were good at verbs. 100% correct responses of verbs made by the students were 'plan' and 'believe' that indicate the highest position whereas 'claim' was found in the lowest rank .

Vocabulary Achievement of Adjectives by Chhetri

The achievement of adjectives by Chhetri is presented in the table given below.

Table 3: Achievement of Adjectives by Chhetri

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.	Powerful	10	100	1.	Brilliant	6	60
2.	Informal	8	90	2.	Ruthless	5	50
3.	Mexican	9	90	3.	Nervous	5	50
4.	Different	8	80	4.	Victorious	4	40
5.	Disappointed	8	80	5.	Dusty	4	40
6.	Active	8	80	6.	Muddy	1	10
7.	Amazing	8	80	7.	Distant	0	00
8.	Excited	8	80				
9.	Financial	8	80				
10.	Cruel	7	70				
11.	Original	7	70				
12.	Strange	7	70				
13.	Unharmed	7	70				
	Total	103			Total	25	

Table No.3 shows the vocabulary achievement by Chhetri in adjectives. The total average score of the students was 6.40. Out of 20 adjectives, 13 items responded by the students were found above the average whereas 7 items were found below average. The total responses the students had to provide were 200 in adjectives. Out

of them, they provided 128 correct responses. Similarly, out of 128 correct responses, 103 responses were observed above average category whereas 25 responses were observed below average category. So it is clearly seen that they had good achievement in these 13 adjectives whereas they didn't have good achievement in these 7 adjectives. 'Powerful' is the 100% correct response in the highest position whereas 'distant' is the incorrect response indicating the lowest position (i.e.0%)

Vocabulary Achievement of Adverbs by Chhetri

The achievement of adverbs by Chhetri is presented in the table given below.

Table 4: Achievement of Adverbs by Chhetri

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.	Normally	10	100	1.	Correctly	6	60
2.	Quickly	10	100	2.	Certainly	6	60
3.	Carefully	9	90	3.	Easily	5	50
4.	Nearly	9	90	4.	Clearly	5	50
5.	Regularly	8	80	5.	Nicely	4	4
6.	Seriously	8	80	6.	Immediately	3	3
7.	Suddenly	8	80	7.	Quietly	2	2
8.	Approximately	8	80	8.	Angrily	1	1
9.	Lovingly	8	80	9.	Naughtily	0	0
10.	Continuously	7	70				
11.	Warmly	7	70				
	Total	92			Total	32	

Table No.4 presents the vocabulary achievement by Chhetri in adverbs. The total average mark obtained by the students was 6.2. Out of 20 adverbs, 11 items were found above average and 9 items were found below average. The total responses the students had to provide were 200 in adverbs. Out of them, they provided 124 correct responses. Similarly out of 200 correct responses, 92 responses were found above average whereas 32 responses were found under below average. So the table clearly tells us that they had good achievement in these 11 adverbs whereas they didn't have

good achievement in these 9 adverbs. So we can say majority of adverbs were responded correctly. 100% correct responses of them were ‘normally’ and ‘quickly’ which indicate the highest position whereas ‘naughtily’ is the incorrect responses indicating the lowest position (i.e.0 %).

Figure 1: Noun-Verb-Adjective-Adverb Comparison in Total

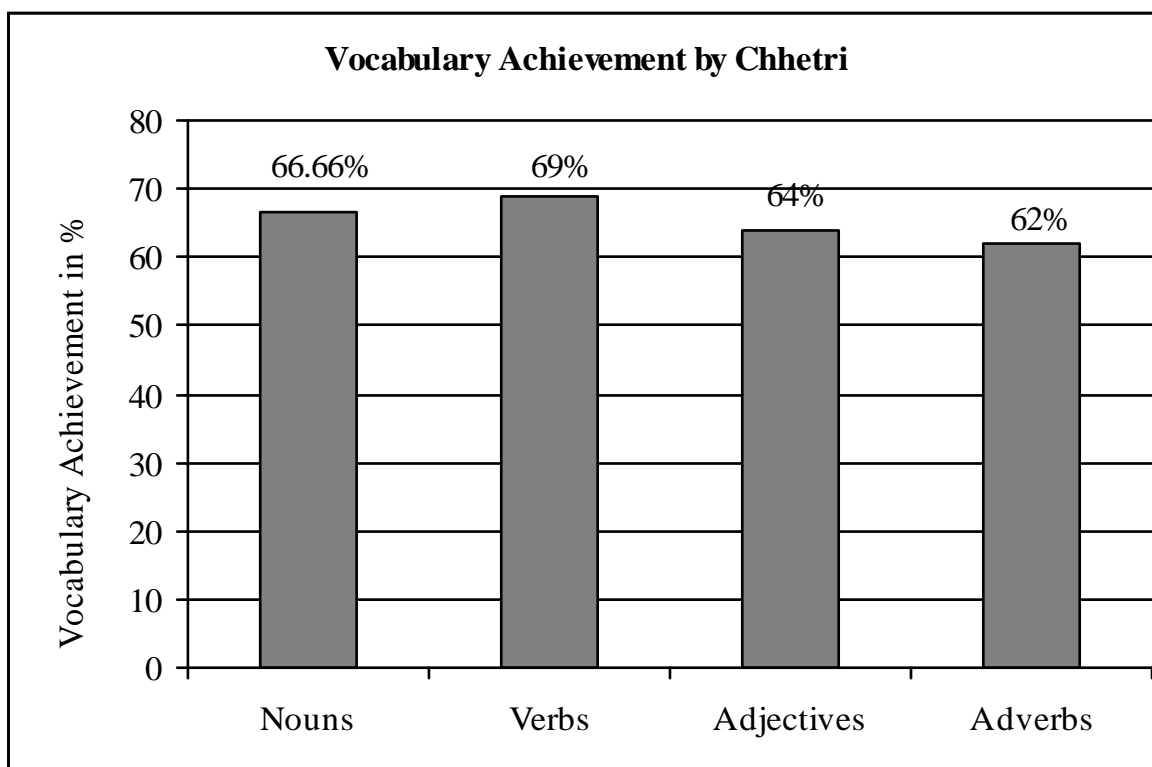


Figure No. 1 presents the vocabulary achievement by Chhetri in nouns, verbs, adjectives and adverbs. There were 300 items to be responded in nouns, 300 in verbs, 200 in adjectives and 200 in adverbs. Out of them, 200 (i.e.66.66%) marks in nouns 207 (i.e. 69%) in verbs 128 (i.e. 64%) in adjectives and 124 (i.e. 62%) in adverbs were achieved by them respectively. The above diagram displays that the achievement of verbs was found better than that of nouns adjectives and adverbs. Similarly, the achievement of nouns was found in the second position and the achievement of adjectives was found in the third position. The lower percentage of the correct responses in adverbs points out that the achievement of adverbs was found not better than that of verbs nouns and adjectives. The Chhetri achieved satisfactory marks in verbs.

3.2.2 Analysis of Vocabulary Achievement by Brahmin

Vocabulary Achievement of Nouns by Brahmin

The status of the students in the achievement of nouns by Brahmin is presented in the following table.

Table 5: Achievement of Nouns by Brahmin

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.	Bomb	10	100	1.	Store	7	70
2.	Environment	10	100	2.	Summit	7	70
3.	Glacier	10	100	3.	Supermarket	7	70
4.	Cricketer	10	100	4.	Flock	7	70
5.	Section	10	100	5.	Industry	6	60
6.	Manager	10	100	6.	Fodder	6	60
7.	Century	9	90	7.	Enemy	6	60
8.	Encyclopedia	9	90	8.	Imagination	6	60
9.	Gold	9	90	9.	Edge	4	40
10.	Foreigner	9	90	10.	Instructions	2	20
11.	Sanctuary	9	90				
12.	Palace	9	90				
13.	Hive	9	90				
14.	load	8	80				
15.	Journalist	8	80				
16.	Guard	8	80				
17.	Parcel	8	80				
18.	Reservoir	8	80				
19.	Tunnel	8	80				
20.	Contact	8	80				
	Total	179			Total	58	

Table No.5 represents the vocabulary achievement by Brahmin in nouns. The total average score obtained by them was 7.90. Out of 30 nouns, 20 nouns were found

above average whereas 10 nouns were found below average. The students had to provide 300 responses in nouns in total. Out of them, they provided 237 correct responses. Similarly out of 237 responses, 179 responses were found above average whereas 48 responses were found below average. So we can clearly see that they had good achievement in 20 nouns whereas they didn't have good achievement in 10 nouns mentioned above. So majority of the students became successful to respond 20 nouns correctly. 100 % correct responses of the items were 'bomb', 'environment', 'glacier', 'cricketer', 'section' and 'manager' whereas 'instructions' is the lowest responses with 20 % indicating the lowest position.

Vocabulary Achievement of Verbs by Brahmin

The achievement of verbs by Brahmin is presented in the following table.

Table 6: Achievement of Verbs by Brahmin

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.	Fry	10	100	1.	Weep	8	80
2.	Apologize	10	100	2.	Interviewed	8	80
3.	Hate	10	100	3.	Beg	8	80
4.	Attack	10	100	4.	Rescue	8	80
5.	Murder	10	100	5.	Whisper	8	80
6.	Irrigate	10	100	6.	Capture	7	70
7.	Survive	10	100	7.	Improve	7	70
8.	Arrest	9	90	8.	Destroy	7	70
9.	Congratulate	9	90	9.	Return	7	70
10.	Discover	9	90	10.	Believe	6	60
11.	Guide	9	90	11.	Recognize	6	60
12.	Love	9	90	12.	Punish	5	50
13.	Plan	9	90	13.	Advised	4	40
14.	Produce	9	90	14.	Claim	4	40
15.	Refuse	9	90				
16.	Struggle	9	90				
	Total	151			Total	93	

Table No.6 exhibits the vocabulary achievement by Brahmin in verbs. The total average score obtained them was 8.13. Out of 30 verbs, 16 verbs were found above average whereas 14 verbs were found below average. The students had to provide 300 responses in verbs in total. Out of them, they provided 244 correct responses. Similarly out of 244 correct responses, 151 responses were observed above average whereas 93 responses were observed under below average. So we can clearly see that they had good achievement in 16 verbs whereas they didn't have good achievement in 14 verbs mentioned above. As a whole, they had good achievement in verbs. 100% correct responses of the items were 'fry', 'apologize', 'hate', 'attack', 'murder', 'irrigate', and 'survive' that indicate the highest position whereas 40% responses were 'advised' and 'claim' that indicate the lowest position.

Vocabulary Achievement of Adjectives by Brahmin

The achievement of adjectives by Brahmin is presented in the table given below.

Table7: Achievement of Adjectives by Brahmin

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.	Nervous	10	100	1.	Disappointed	8	80
2.	Original	10	100	2.	Strange	7	70
3.	Powerful	10	100	3.	Dusty	7	70
4.	Cruel	10	100	4.	Excited	7	70
5.	Different	10	100	5.	Financial	6	60
6.	Informal	10	100	6.	Muddy	6	60
7.	Mexican	10	100	7.	Ruthless	3	30
8.	Victorious	10	100	8.	Distant	1	10
9.	Unharmed	9	90				
10.	Active	9	90				
11.	Amazing	9	90				
12.	Brilliant	9	90				
	Total	116			Total	45	

Table No.7 indicates the vocabulary achievement by Brahmin in adjectives. The total average score obtained by them was 8.05. Out of 20 adjectives, 12 adjectives came above average whereas 8 adjectives came below average. The table reveals that out of 200 responses, they provided 161 responses. Out of 161 correct responses provided by the students, 116 were found above average whereas just 45 responses were found below average category. It shows that most of the students had good achievement in 12 adjectives mentioned in the above table whereas they could not achieve 8 adjectives properly. Majority of the students achieved satisfactory marks. 100% correct responses made by the students were ‘nervous’, ‘original’, ‘powerful’, ‘cruel’, ‘informal’, ‘different’, ‘Mexican’ and ‘victorious’ those indicate the highest position whereas ‘distant’ was responded by just 10 % students.

Vocabulary Achievement of Adverbs by Brahmin

The achievement of Adverbs by Brahmin is presented in the following table.

Table 8: Achievement of Adverbs by Brahmin

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.	Carefully	10	100	1.	Quietly	7	70
2.	Certainly	10	100	2.	Correctly	7	70
3.	Immediately	10	100	3.	Easily	7	70
4.	Lovingly	10	100	4.	Clearly	6	60
5.	Nearly	10	100	5.	Continuously	6	60
6.	Suddenly	9	90	6.	Seriously	6	60
7.	Normally	9	90	7.	Warmly	6	60
8.	Quickly	9	90	8.	Nicely	5	50
9.	Regularly	9	90	9.	Angrily	4	40
10.	Approximately	8	80	10.	Naughtily	4	40
	Total	86			Total	66	

Table No.8 displays the vocabulary achievement by Brahmin in adverbs. The total average mark was 7.60. Out of 20 adverbs the students responded, half of the

adverbs were found above average whereas half of them were found below average. The students had to provide 200 responses in adverbs in total. Out of them, they provided 152 correct responses. Similarly, out of 152 responses, 86 responses were found above average whereas 66 responses were found under average. So we can clearly see that they had good achievement in 10 adverbs whereas they didn't have good achievement in other 10 adverbs mentioned above. So, as a whole majority of the students achieved adverbs nicely. The table reveals that the correct responses of adverbs 'carefully', 'certainly', 'immediately', 'lovingly' and 'nearly' were found in the top and two adverbs 'angrily' and 'naughtily' were found in the bottom.

Figure 2: Noun-Verb-Adjective-Adverb Comparison in Total

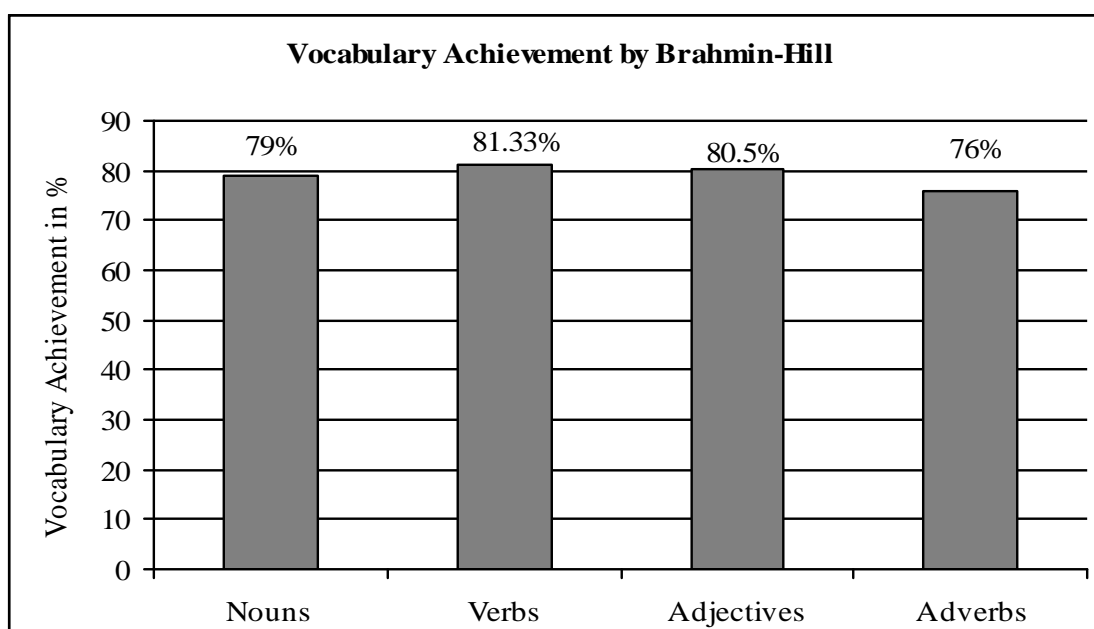


Figure No. 2 presents the vocabulary achievement by Brahmin in nouns, verbs, adjectives and adverbs. There were 300 items to be responded in nouns, 300 in verbs, 200 in adjectives and 200 in adverbs. Out of them, 237 (i.e.79%) marks in nouns 244 (i. e. 81.33%) in verbs 161 (i.e. 80.50%) in adjectives and 152 (i.e. 76%) in adverbs were achieved by them respectively. The above diagram presents the percentage of the correct responses in verbs. It displays that the achievement of verbs was found better than that of adjectives, nouns and adverbs. Similarly, the achievement of adjectives was found in the second position and the achievement of noun was found in the third position. The lower percentage of the correct responses in adverbs points out that the achievement of adverbs was found not better than that of

verbs, adjectives, and nouns. The Brahmin achieved very good marks in the test of verbs.

3.2.3 Analysis of Vocabulary Achievement by Magar

Vocabulary Achievement of Nouns by Magar

The status of students in the achievement of nouns by Magar is presented in the following table.

Table 9: Achievement of Nouns by Magar

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.	Bomb	10	100	1.	Summit	6	60
2.	Glacier	10	100	2.	Imagination	6	60
3.	Manager	10	100	3.	Supermarket	6	60
4.	Palace	10	100	4.	Guard	5	50
5.	Industry	10	100	5.	Section	5	50
6.	Sanctuary	10	100	6.	Store	5	50
7.	Cricketer	9	90	7.	Gold	5	50
8.	Environment	9	90	8.	Edge	4	40
9.	Fodder	9	90	9.	Enemy	4	40
10.	Foreigner	9	90	10.	Journalist	4	40
11.	load	8	80	11.	Hive	2	20
12.	Century	8	80	12.	Flock	2	20
13.	Parcel	7	70	13.	Encyclopedia	1	10
14.	Reservoir	7	70	14.	Instructions	0	00
			40	15.	Tunnel	0	00
			40	16.	Contact	0	00
	Total	126			Total	55	

Table No.9 indicates the vocabulary achievement by Magar in nouns. The total average score obtained by the students was 6.03. Out of 30 nouns, 14 nouns were found above average and 16 nouns below average. The total responses the students

had to provide in nouns were 300 but the students provided just 181 correct responses. Out of 181 correct responses, 126 responses were observed above average and 55 correct responses were observed under below average. So we can say that most of the students had good achievement of those 14 nouns whereas they didn't have good achievement of those 16 nouns. 100% correct responses of the nouns were 'bomb', 'glacier', 'manager', 'palace', 'industry' and 'sanctuary' whereas 'encyclopedia' was responded by only ten percents. Similarly, nobody correctly responded to these three nouns viz. 'instructions', 'tunnel' and 'contact'.

Vocabulary Achievement of Verbs by Magar

The status of students in the achievement of verbs by Magar is presented in the table given below.

Table10: Achievement of Verbs by Magar

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.	Discover	10	100	1.	Interviewed	6	60
2.	Arrest	10	100	2.	Irrigate	5	50
3.	Attack	10	100	3.	Destroy	5	50
4.	Love	10	100	4.	Produce	5	50
5.	Hate	10	100	5.	Recognize	5	50
6.	Weep	10	100	6.	Return	5	50
7.	Improve	9	90	7.	Struggle	5	50
8.	Survive	9	90	8.	Punish	4	40
9.	Apologize	9	90	9.	Refuse	4	40
10.	Murder	9	90	10.	Advised	2	20
11.	Plan	9	90	11.	Guide	0	00
12.	Believe	9	90	12.	Claim	0	00
13.	Capture	9	90				
14.	Congratulate	8	80				
15.	Rescue	7	70				
16.	Beg	7	70				
17.	Whisper	7	70				
18.	Fry	7	70				
	Total	159			Total	46	

Table No. 10 shows the vocabulary achievement by Magar in verbs. The total average mark was 6.83. Out of 30 verbs, 18 verbs were found above average whereas 12 verbs were found below average category. The students had to provide 300 responses in verbs in total. Out of them, they provided 205 correct responses. Similarly, out of 205 correct responses, 159 responses were seen above average whereas 46 responses were seen below average. So it is clearly seen that they had good achievement in 18 verbs whereas they didn't have good achievement in 12 verbs mentioned above. So majority of the students became successful to respond 18 verbs correctly. On the other hand, a few students answered correctly to these 12 verbs, i.e. 'interviewed', 'irrigate', 'destroy', 'produce', 'recognize', 'return', 'struggle', 'punish', 'refuse', 'advised', 'guide' and 'claim'. The correct responses of the verbs 'discover', 'arrest', 'attack', 'love', 'hate' and 'weep' were found in the highest position (i.e.100%) but the two verbs 'weep' and 'claim' with incorrect responses were found in the lowest position.

Vocabulary Achievement of Adjectives by Magar

The status of students in the achievement of adjectives by Magar is presented in the table given below.

Table 11: Achievement of Adjectives by Magar

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.	Unharmed	10	100	1.	Disappointed	6	60
2.	Active	9	90	2.	Brilliant	5	50
3.	Original	9	90	3.	Victorious	5	50
4.	Financial	9	90	4.	Muddy	4	40
5.	Mexican	9	90	5.	Dusty	4	40
6.	Amazing	9	90	6.	Ruthless	2	20
7.	Informal	8	80	7.	Distant	0	00
8.	Excited	8	80				
9.	Cruel	8	80				
10.	Different	8	80				
11.	Powerful	8	80				
12.	Strange	7	70				
13.	Nervous	7	70				
	Total	109			Total	26	

Table No.11 shows the vocabulary achievement by Magar in adjectives. The average score obtained by the students was 6.75. Out of 20 adjectives, 13 adjectives were found above average whereas 7 adjectives were found below average. The total responses the students had to provide were 200 in adjectives. Out of them the students provided 135 correct responses. Similarly, out of 135 correct responses, 109 correct responses were observed above average whereas 26 responses were observed below average. So the table clearly displays 13 adjectives were achieved by the students easily where as they could not achieve 26 adjectives properly. The table reveals that most of the students gained good result in adjectives. Similarly, 100% correct responses made by the students was ‘unharmd’ but ‘ruthless’ was the adjective which was responded by just 20 %.

Vocabulary Achievement of Adverbs by Magar

The status of students in the achievement of adverbs by Magar is presented in the table given below.

Table 12: Achievement of Adverbs by Magar

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.	Carefully	10	100	1.	Easily	5	50
2.	Nearly	10	100	2.	Immediately	5	50
3.	Suddenly	9	90	3.	Quietly	4	40
4.	Lovingly	9	90	4.	Correctly	4	40
5.	Quickly	9	90	5.	Seriously	3	30
6.	Approximately	8	80	6.	Clearly	3	30
7.	Certainly	8	80	7.	Nicely	3	30
8.	Regularly	7	70	8.	Normally	3	30
9.	Warmly	7	70	9.	Angrily	3	30
				10.	Continuously	2	20
				11.	Naughtily	1	10
	Total	77			Total	36	

Table No.12 displays the vocabulary achievement by Magar in adverbs. The average score obtained by them was 5.50. Out of 20 adverbs, 9 adverbs were found above average whereas 11 of them were found below average. The total responses the students had to provide were 200 in adverbs. Out of them, the students provided 113 correct responses. Similarly, out of 113 correct responses, 77 responses were observed above average whereas 36 responses were observed below average. So the table clearly displays that 9 adverbs were achieved by the students easily where as they could not achieve 11 adverbs properly. Similarly, 100% correct responses of the adverbs were ‘carefully’ and ‘nearly’ that indicate the highest position but ‘naughtily’ was responded by 10% that indicates the lowest position.

Figure 3: Noun-Verb-Adjective-Adverb Comparison in Total

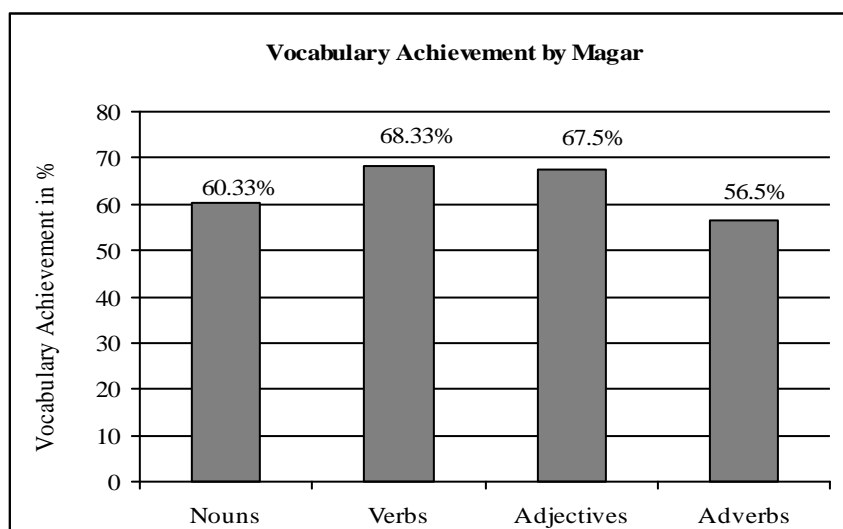


Figure No. 3 presents the vocabulary achievement by Magar in nouns, verbs, adjectives and adverbs. There were 300 items to be responded in nouns, 300 in verbs, 200 in adjectives and 200 in adverbs. Out of them, 181(i.e. 60.33%) marks in nouns 205 (i.e. 68.33%) in verbs 135 (i.e. 67.50%) in adjectives and 113 (i.e. 56.50%) in adverbs were achieved by them respectively. The above diagram that presents the percentage of the correct responses in verbs displays the achievement of verbs was found better than that of adjectives, nouns and adverbs. Similarly, the achievement of adjectives was found in the second position and the achievement of noun was found in the third position. The lower percentage of the correct responses in adverbs points out that the achievement of adverbs was found not better than that of verbs, adjectives, and nouns.

3.2.4 Analysis of Vocabulary Achievement by Tharu

Achievement of Nouns by Tharu

The status of students in the achievement of nouns by Tharu is presented in the table given below.

Table13: Achievement of Nouns by Tharu

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.	Environment	10	100	1.	Enemy	5	50
2.	Manager	10	100	2.	Flock	5	50
3.	Cricketer	10	100	3.	Imagination	4	40
4.	Section	9	90	4.	Guard	4	40
5.	Hive	9	90	5.	Gold	4	40
6.	Journalist	9	90	6.	Industry	3	30
7.	Load	9	90	7.	Parcel	2	20
8.	Foreigner	9	90	8.	Instructions	2	20
9.	Glacier	8	80	9.	Fodder	2	20
10.	Store	8	80	10.	Edge	2	20
11.	Century	8	80	11.	Contact	1	10
12.	Reservoir	8	80	12.	Supermarket	1	10
13.	Sanctuary	7	70				
14.	Encyclopedia	7	70				
	Total	121			Total	35	
	Average				Average		
S.N.	Vocabulary. Items	No. of Students	%	S.N.	Vocabulary. Items	No. of Students	%
1.	Summit	6	60	3.	Bomb	6	60
2.	Tunnel	6	60	4.	Palace	6	60
Total :24							

Table No.13 presents the vocabulary achievement by Tharu in nouns. The average mark obtained by them was 6.0. Out of 30 nouns, 14 nouns were found above average, 4 nouns under average and 12 nouns below average category. The total responses the students had to provide were 300 in nouns. Out of them, the students provided 180 correct responses. Similarly, out of 180 correct responses, 121 responses were observed above average, 24 responses in average and 35 responses were observed below average category. So it is clearly seen that 18 nouns were achieved by the students easily but the rest were not achieved as they would have to do. Though, as a whole they achieved satisfactory score. Similarly, 100% correct responses of the nouns were ‘environment’ ‘manager’ and ‘cricketer’ but only to nouns ‘contact’ and ‘supermarket’ were found in the lowest rank (i. e. 10%).

Achievement of Verbs by Tharu

The status of students in the achievement of verbs by Tharu is presented as given below.

Table 14: Achievement of Verbs by Tharu

Above Average				Below Average			
S.N.	Vocabulary	No. of Students	%	S.N.	Vocabulary	No. of Students	%
1.	Congratulate	10	100	1.	Destroy	4	40
2.	Believe	8	80	2.	Hate	4	40
3.	Improve	8	80	3.	Love	4	40
4.	Plan	8	80	4.	Produce	4	40
5.	Fry	8	80	5.	Capture	3	30
6.	Guide	8	80	6.	Recognize	3	30
7.	Apologize	7	70	7.	Refuse	3	30
8.	Irrigate	7	70	8.	Advised	2	20
9.	Murder	7	70	9.	Return	2	20
10.	Attack	6	60	10.	Weep	2	20
11.	Beg	6	60	11.	Punish	1	10
12.	Struggle	6	60	12.	Claim	0	00
13.	Survive	6	60	13.	Rescue	0	00
14.	Arrest	5	50				
15.	Discover	5	50				
16.	Interviewed	5	50				
17.	Whisper	5	50				
	Total	115			Total	32	

Table No.14 shows the vocabulary achievement by Tharu in verbs. The total average score obtained by the students was 4.90. Out of 30 verbs, 17 verbs were found above average whereas 13 verbs were found below average category. The students had to provide 300 responses in verbs in total. Out of them, they provided 147 correct responses. Similarly, out of 187 correct responses, 115 responses were observed above average whereas 32 responses were observed below average category. So it is clearly seen that they had good achievement in 17 verbs whereas they didn't have good achievement in 13 verbs mentioned above. As a whole they had good achievement in verbs. Similarly, 100% correct responses made by the student was 'congratulate' that indicates the highest rank whereas 'claim' and 'rescue' were found in the lowest rank with incorrect responses .

Achievement of Adjectives by Tharu

The status of students in the achievement of adjectives by Tharu is presented as given below.

Table 15: Achievement of Adjectives by Tharu

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.	Amazing	10	100	1.	Dusty	4	40
2.	Strange	9	90	2.	Ruthless	3	30
3.	Different	8	80	3.	Unharmd	3	30
4.	Original	8	80	4.	Cruel	3	30
5.	Active	7	70	5.	Brilliant	3	30
6.	Excited	7	70	6.	Nervous	3	30
7.	Financial	6	60	7.	Disappointed	2	20
8.	Informal	6	60	8.	Distant	0	00
9.	Mexican	6	60	9.	Muddy	0	00
10.	Powerful	6	60				
11.	Victorious	5	50				
	Total	78			Total	21	

Table No.15 displays the vocabulary achievement of adjectives by Tharu. The total average score obtained by the students was 4.95. Out of 20 adjectives, 11

adjectives came above average whereas 9 adjectives came below average category. The students had to provide 200 responses in adjectives in total. Out of them, they scored 99 marks in adjectives. The table reveals that out of 99 correct responses, 78 responses provided by the students were found above average whereas just 21 responses were found below average category. It shows that most of the students had good achievement in 11 adjectives mentioned in the above table whereas they could not achieve 9 adjectives properly. 100% correct responses of the adjective made by the students were ‘amazing’ which represents the highest position. But ‘distant’ and ‘muddy’ were the adjectives which were not responded by all the students that indicate the lowest rank.

Achievement of Adverbs by Tharu

The status of students in the achievement of adverbs by Tharu is presented as given below.

Table 16: Achievement of Adverbs by Tharu

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.	Regularly	10	100	1.	Naughtily	3	30
2.	Carefully	8	80	2.	Immediately	3	30
3.	Quickly	8	80	3.	Correctly	2	20
4.	Suddenly	7	70	4.	Easily	2	20
5.	Approximately	7	70	5.	Nicely	2	20
6.	Lovingly	7	70	6.	Quietly	2	20
7.	Warmly	6	60	7.	Clearly	1	10
8.	Certainly	6	60	8.	Seriously	1	10
				9.	Continuously	1	10
				10.	Angrily	0	00
				11.	Normally	0	00
				12.	Nearly	0	00
	Total	59			Total	17	

Table No.16 shows the vocabulary achievement by Tharu in adverbs. The total average score obtained by the students was 3.80. Out of 20 adverbs, 8 adverbs came above average whereas 12 adverbs came below average category. The students had to provide 200 responses in adverbs in total. Out of them, they provided 76 correct responses. Similarly out of 76 correct responses, 59 responses were found above average whereas 17 responses were found below average category. So we can clearly see that they had good achievement in 8 adverbs whereas they didn't have good achievement in other 12 other adverbs mentioned above. So, as a whole majority of the students didn't achieve adverbs nicely. Similarly, 100% correct responses of the adverb made by the students was 'regularly' but none of the students responded correctly to these adverbs 'angrily' 'normally' and 'nearly'.

Figure 4: Noun-Verb-Adjective-Adverb Comparison in Total

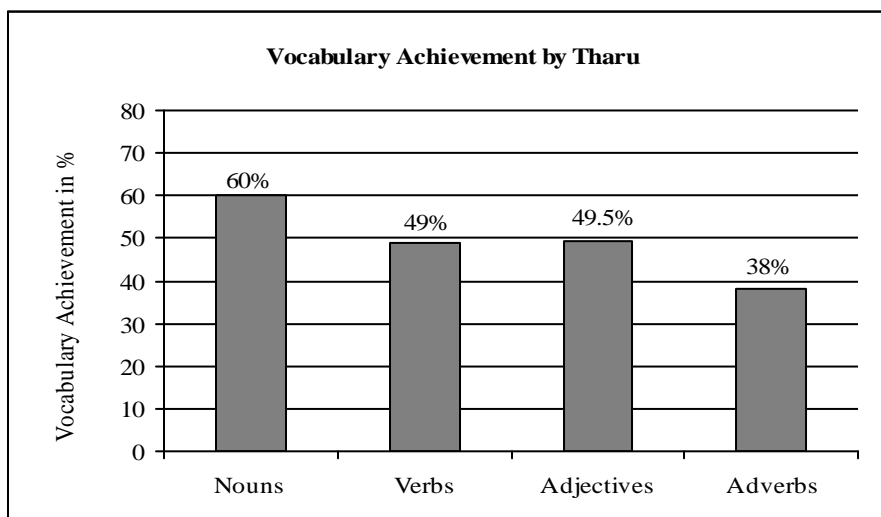


Figure No. 4 presents the vocabulary achievement by Tharu in nouns, verbs, adjectives and adverbs. There were 300 items to be responded in nouns, 300 in verbs, 200 in adjectives and 200 in adverbs. Out of them, 180 (i.e. 60%) marks in nouns 147 (i.e. 49%) in verbs 99 (i.e. 49.50%) in adjectives and 76 (i.e. 38%) in adverbs were achieved by them respectively. The above diagram that presents the percentage of the correct responses in nouns displays the achievement of nouns was found better than that of adjectives, verbs and adverbs. Similarly, the achievement of adjectives was found in the second position and the achievement of verbs was found in the third position. The lower percentage of the correct responses in adverbs points out that the achievement of adverbs was found not better than that of nouns, adjectives, and verbs.

3.2.5 Analysis of Vocabulary Achievement by Tamang

Achievement of Nouns by Tamang

The status of students in the achievement of nouns by Tamang is presented in the table given below.

Table 17: Vocabulary Achievement of Nouns by Tamang

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.	Century	10	100	1.	Section	5	50
2.	Environment	10	100	2.	Bomb	4	40
3.	Manager	10	100	3.	Enemy	4	40
4.	Palace	10	100	4.	Reservoir	4	40
5.	Sanctuary	10	100	5.	Foreigner	3	30
6.	Glacier	10	100	6.	Parcel	3	30
7.	Encyclopedia	10	100	7.	Hive	3	30
8.	Cricketer	9	90	8.	Imagination	2	20
9.	Fodder	8	80	9.	Edge	2	20
10.	Summit	7	70	10.	Contact	2	20
11.	Gold	6	60	11.	Tunnel	2	20
12.	Journalist	6	60	12.	Store	2	20
13.	load	6	60	13.	Supermarket	2	20
				14.	Guard	1	10
				15.	Flock	1	10
				16.	Industry	0	00
				17.	Instructions	0	00
	Total	112			Total	40	

Table No.17 shows the vocabulary achievement by Tamang in nouns. The total average score obtained by the students was 5.06. Out of 30 nouns, 13 nouns were found above average and 17 nouns below average category. The total responses the students had to provide were 300 in nouns. Out of them, they provided 207 correct responses. Similarly out of 200 correct responses, 152 responses were observed above

average whereas 40 responses were observed below average. So we can clearly see that they had good achievement in these 13 nouns whereas they didn't have good achievement in 17 nouns mentioned in the above table. The table clearly depicts that the majority of the students were good at verbs. 100% correct responses of the nouns were 'century', 'environment', 'manager', 'palace', 'sanctuary', 'glacier', and 'encyclopedia' that indicate the highest rank. Similarly, none of the students correctly responded to these nouns 'industry' and 'instructions' that indicate lowest rank.

Vocabulary Achievement of Verbs by Tamang

The status of students in the achievement of verbs by Tamang is presented in the table given below.

Table 18: Vocabulary Achievement of Verbs by Tamang

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.	Hate	10	100	1.	Love	5	50
2.	Apologize	9	90	2.	Refuse	5	50
3.	Arrest	9	90	3.	Plan	5	50
4.	Attack	9	90	4.	Irrigate	4	40
5.	Produce	8	80	5.	Discover	4	40
6.	Congratulate	8	80	6.	Weep	4	40
7.	Struggle	8	80	7.	Capture	3	30
8.	Survive	8	80	8.	Beg	3	30
9.	Whisper	8	80	9.	Guide	2	20
10.	Murder	8	80	10.	Destroy	2	20
11.	Improve	7	70	11.	Advised	2	20
12.	Rescue	6	60	12.	Interviewed	1	10
13.	Fry	6	60	13.	Recognize	1	10
14.	Believe	6	60	14.	Return	1	10
				15.	Claim	0	00
				16.	Punish	0	00
	Total	110			Total	42	

Table No.18 displays the vocabulary achievement of verbs by Tamang. The total average mark obtained by the student was 5.06. Out of 30 verbs, 14 verbs were found above average whereas 16 verbs were found below average category. The total responses the students had to provide were 300 in verbs. Out of them, they provided 152 correct responses. Similarly, out of 152 correct responses, 110 responses were observed above average category whereas 42 responses were observed below average category. So we can clearly see that they had good achievement in these 14 verbs whereas they didn't have good achievement in these 16 verbs. 100% correct responses of the verb is 'hate' that represents the highest rank and 'claim' and 'punish' were the adverbs which were not responded by all the students that indicate the lowest rank.

Vocabulary Achievement of Adjectives by Tamang

The status of students in the achievement of adjectives by Tamang is presented in the table given below.

Table 19: Vocabulary Achievement of Adjectives by Tamang

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.	Informal	10	100	1.	Financial	5	50
2.	Different	9	90	2.	Nervous	5	50
3.	Brilliant	9	90	3.	Cruel	5	50
4.	Excited	8	80	4.	Victorious	4	40
5.	Powerful	8	80	5.	Dusty	3	30
6.	Active	8	80	6.	Muddy	1	10
7.	Amazing	8	80	7.	Distant	0	00
8.	Disappointed	7	70	8.	Ruthless	0	00
9.	Mexican	7	70				
10.	Strange	7	70				
11.	Original	7	70				
12.	Unharmed	6	60				
	Total	94			Total	23	

Table No.19 displays the vocabulary achievement of adjectives by Tamang. The total average mark obtained by the student was 5.85. Out of 20 adjectives, 12 items responded by the students were found above average whereas 8 items responded by them were found below average category. The total responses the students had to provide were 200 in adjectives. Out of them, they provided 117 correct responses. Similarly, out of 117 correct responses, 94 responses were observed above average whereas 23 responses were observed below average category. So it is clearly seen that they had good achievement in these 12 adjectives whereas they didn't have good achievement in these 8 adjectives. 100% correct responses of the adjectives is 'informal' that represent the highest rank and 'distant' and 'ruthless' were the adjectives which were not answered by all the students that indicate the lowest rank.

Vocabulary Achievement of Adverbs by Tamang

The status of students in the achievement of adverbs by Tamang is presented in the table given below.

Table 20: Vocabulary Achievement of Adverbs by Tamang

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.	Suddenly	10	100	1.	Immediately	4	40
2.	Certainly	10	100	2.	Seriously	2	20
3.	Warmly	9	90	3.	Quietly	2	20
4.	Carefully	9	90	4.	Easily	1	10
5.	Quickly	9	90	5.	Continuously	1	10
6.	Lovingly	7	70	6.	Nicely	1	10
7.	Regularly	5	50	7.	Naughtily	0	00
8.	Approximately	5	50	8.	Correctly	0	00
9.	Nearly	5	50	9.	Angrily	0	00
10.	Normally	5	5	10.	Clearly	0	00
	Total	74			Total	11	

Table No.20 displays the vocabulary achievement of adverbs by Tamang. The total average mark obtained by the student was 4.25. Out of 20 adverbs, 10 items were

found above average and 10 items were found below average category. The total responses the students had to provide were 200 in adverbs. Out of them, they provided 85 correct responses. Similarly out of 85 correct responses, 74 responses were found above average whereas 10 responses were found below average category. So the table clearly tells us that they had good achievement in 10 adverbs whereas they didn't have good achievement in the next 10 adverbs, although the achievement does not seem satisfactory at all. 100% correct responses of the adverbs were 'certainly' and 'suddenly' which were found in the top and the incorrect responses 'naughtily', 'correctly', 'angrily' and 'clearly' were found in the bottom.

Figure 5: Noun-Verb-Adjective-Adverb Comparison in Total

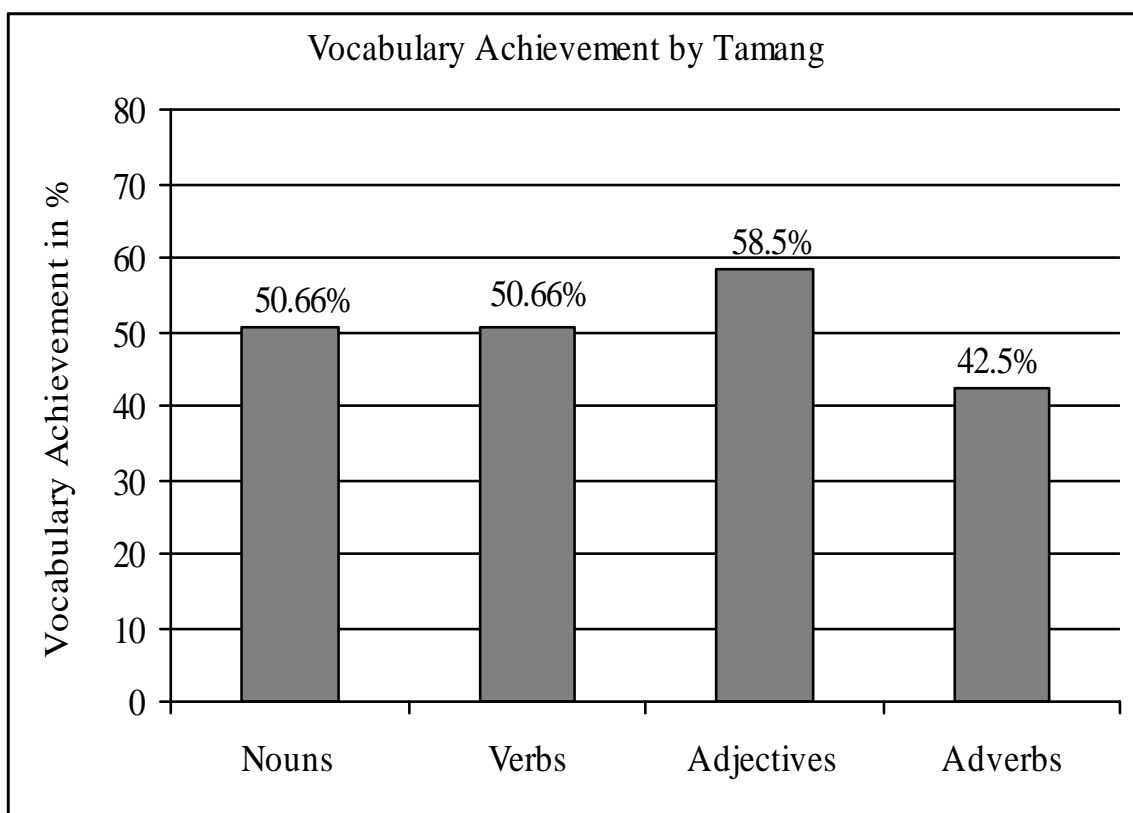


Figure No. 5 presents the vocabulary achievement by Tamang in nouns, verbs, adjectives and adverbs. There were 300 items to be responded in nouns, 300 in verbs, 200 in adjectives and 200 in adverbs. Out of them, 152 (i.e. 50.66%) marks in nouns 152 (i.e. 50.66%) in verbs 117 (i.e. 58.50%) in adjectives and 85 (i.e. 42.50%) in adverbs were achieved by them respectively. The above diagram that presents the percentage of the correct responses in adjectives displays the achievement of adjective

was found better than that of nouns, verbs and adverbs. Similarly, the achievement of nouns and verbs were found in the second position. The lower percentage of the correct responses in adverbs points out that the achievement of adverbs was found not better than that of adjectives, nouns and verbs.

3.2.6 Analysis of Vocabulary Achievement of Nouns by Newar

Vocabulary Achievement of Nouns by Newar

The status of students in the achievement of nouns by Newar is presented in the table given below.

Table 21: Vocabulary Achievement of Nouns by Newar

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.	Store	10	100	1.	Parcel	6	60
2.	Century	10	100	2.	Guard	6	60
3.	Cricketer	10	100	3.	Edge	5	50
4.	Encyclopedia	9	90	4.	Contact	5	50
5.	Sanctuary	9	90	5.	Glacier	5	50
6.	Section	9	90	6.	Supermarket	5	50
7.	Hive	9	90	7.	Reservoir	4	40
8.	Tunnel	9	80	8.	Fodder	4	40
9.	Industry	8	80	9.	Instructions	4	40
10.	Environment	8	80	10.	Imagination	2	20
11.	Flock	8	80	11.	Enemy	1	10
12.	load	8	80				
13.	Manager	8	80				
14.	Bomb	8	80				
15.	Foreigner	7	70				
16.	Gold	7	70				
17.	Journalist	7	70				
18.	Summit	7	70				
19.	Palace	7	70				
	Total	158			Total	47	

Table No. 21 represents the vocabulary achievement by Newar in nouns. The total average mark was 6.83. Out of 30 nouns, 19 nouns were found above average

category whereas 11 nouns were found below average category. The students had to provide 300 responses in nouns in total. Out of them, they provided 205 correct responses. Similarly out of 205 responses, 1158 responses were observed above average category whereas 47 responses were observed below average category. So we can clearly see that they had good achievement in 19 nouns whereas they didn't have good achievement in 11 nouns mentioned above. 100 % correct responses made by the students were 'store', 'century' and 'cricketer' whereas 'enemy' is the lowest response with 10 % indicating the lowest position.

Vocabulary Achievement of Verbs by Newar

The status of students in the achievement of verbs by Newar is presented in the table given below.

Table 22: Vocabulary Achievement of Verbs by Newar

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.	Struggle	10	100	1.	Irrigate	6	60
2.	Apologize	9	90	2.	Guide	6	60
3.	Fry	9	90	3.	Interviewed	6	60
4.	Love	9	90	4.	Destroy	6	60
5.	Murder	9	90	5.	Capture	6	60
6.	Discover	8	80	6.	Plan	6	60
7.	Congratulate	8	80	7.	Recognize	6	60
8.	Arrest	8	80	8.	Improve	6	60
9.	Produce	8	80	9.	Survive	5	50
10.	Attack	8	80	10.	Advised	5	50
11.	Beg	8	80	11.	Return	4	40
12.	Weep	8	80	12.	Whisper	3	30
13.	Rescue	8	80	13.	Punish	2	20
14.	Believe	8	80	14.	Claim	0	00
15.	Hate	7	70				
16.	Refuse	7	70				
	Total	132			Total	67	

Table No.22 presents the total average mark obtained by the students. The average mark was 6.63. Out of 30 verbs the students responded, 16 verbs came above average whereas 14 verbs below average. The students had to provide 300 responses in verbs in total. Out of them, they provided 199 correct responses. Similarly, out of 199 correct responses, 132 responses were observed above average whereas 67 responses were observed below average category. So we can clearly see that they had good achievement in 16 verbs whereas they didn't have good achievement in 14 verbs mentioned above. As a whole they had good achievement in verbs. 100% correct responses of verbs made by the students were 'plan' and 'believe' that indicate the highest position whereas 'claim' was found in the lowest rank i. e.

Vocabulary Achievement of Adjectives by Newar

The status of students in the achievement of adjectives by Newar is presented in the table given below.

Table 23: Vocabulary Achievement of Adjectives by Newar

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.	Different	10	100	1.	Unharmmed	6	60
2.	Mexican	10	100	2.	Excited	6	60
3.	Strange	9	90	3.	Nervous	5	50
4.	Informal	9	90	4.	Cruel	5	50
5.	Original	9	90	5.	Dusty	4	40
6.	Active	8	80	6.	Ruthless	4	40
7.	Financial	8	80	7.	Distant	2	20
8.	Powerful	8	80	8.	Muddy	0	00
9.	Victorious	8	80				
10.	Amazing	7	70				
11.	Disappointed	7	70				
12.	Brilliant	7	70				
	Total	100			Total	32	

Table No.23 shows the vocabulary achievement by Newar in adjectives. The average score obtained by the students was 6.60. Out of 20 adjectives, 12 adjectives came above average whereas 8 adjectives came below average category. The table reveals that out of 200 responses, they provided 132 correct responses. Out of 161 correct responses provided by the students, 100 responses were found above average whereas just 32 responses were found below average category. It shows that most of the students had good achievement in 12 adjectives mentioned in the above table whereas they could not achieve 8 adjectives properly. Similarly, 100% correct responses of the adjective were 'different' and 'Mexican'. But 'distant' was the adjective which was responded by 20 %. But 'muddy' was the adjective which was responded incorrectly by all the students.

Vocabulary Achievement of Adverbs by Newar

The status of students in the achievement of adverbs by Newar is presented in the table given below.

Table 24: Vocabulary Achievement of Adverbs by Newar

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.	Normally	10	100	1.	Quietly	5	50
2.	Lovingly	9	90	2.	Continuously	5	50
3.	Carefully	9	90	3.	Seriously	5	50
4.	Certainly	8	80	4.	Warmly	4	40
5.	Quickly	8	80	5.	Correctly	3	30
6.	Nearly	8	80	6.	Clearly	3	30
7.	Approximately	7	70	7.	Suddenly	3	30
8.	Immediately	6	60	8.	Angrily	3	30
				9.	Regularly	2	20
				10.	Naughtily	2	20
				11.	Easily	2	20
				12.	Nicely	1	10
	Total	65			Total	38	

Table No.24 displays the vocabulary achievement of adverbs by Newar. The total average mark obtained by the student was 5.15. Out of 20 adverbs the students responded, only 8 adverbs were found above average whereas 12 adverbs were found below average category. The students had to provide 200 responses in adverbs in total. Out of them, they provided 103 correct responses. Similarly, out of 103 responses, 65 responses were found above average whereas 38 responses were found below average category. So we can clearly see that they had good achievement only in 8 adverbs whereas they didn't have good achievement in other 12 adverbs mentioned above. 100% correct responses of the adverb were 'normally' which stands in the highest position whereas 'nicely' is the adverb responded by just 10% that stands in the lowest position.

Figure 6: Noun-Verb-Adjective-Adverb Comparison in Total

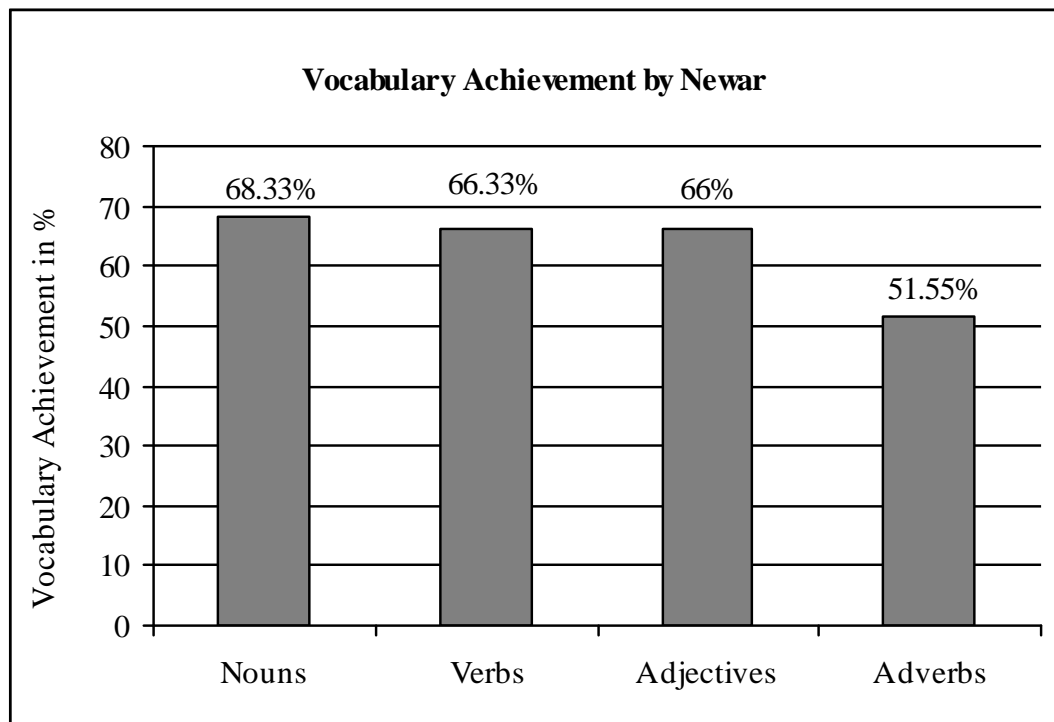


Figure No. 6 presents the vocabulary achievement by Newar in nouns, verbs, adjectives and adverbs. There were 300 items to be responded in nouns, 300 in verbs, 200 in adjectives and 200 in adverbs. Out of them, 205 (i.e. 68.33%) marks in nouns 199 (i.e. 66.33%) in verbs 132 (i.e. 66%) in adjectives and 103 (i.e. 51.50%) in adverbs were achieved by them respectively. The above diagram that presents the percentage of the correct responses in nouns displays the achievement of nouns was found better than that of verbs, adjectives and adverbs. Similarly, the achievement of

verbs was found in the second position and the achievement of adjectives was found in the third position. The lower percentage of the correct responses in adverbs points out that the achievement of adverbs was found not better than that of nouns, verbs and adjectives.

3.2.7 Analysis of Vocabulary Achievement of Nouns by Kami

Vocabulary Achievement of Nouns by Kami

The status of students in the achievement of nouns by Kami is presented in the table given below.

Table 25: Vocabulary Achievement of Nouns by Kami

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.	Section	10	100	1.	Imagination	4	40
2.	Gold	9	90	2.	Glacier	4	40
3.	Cricketer	9	90	3.	load	4	40
4.	Supermarket	8	80	4.	Encyclopedia	3	30
5.	Manager	7	70	5.	Enemy	3	30
6.	Palace	7	70	6.	Sanctuary	2	20
7.	Parcel	6	60	7.	Guard	2	20
8.	Environment	6	60	8.	Hive	2	20
9.	Journalist	6	60	9.	Industry	2	20
10.	Century	6	60	10.	Reservoir	2	20
11.	Edge	5	50	11.	Store	2	20
12.	Foreigner	5	50	12.	Summit	1	10
13.	Flock	5	50	13.	Tunnel	1	10
14.	Bomb	5	50	14.	Instructions	1	10
				15.	Contact	1	10
				16.	Fodder	1	10
	Total	94			Total	35	

Table No.25 presents the status of vocabulary achievement of nouns by Kami. The total average mark obtained by the students was 4.30. Out of 30 nouns, 14 nouns were found above average whereas 16 nouns were found below average category. The total responses the students had to provide in nouns were 300 but the students provided just 129 correct responses. Out of 129 correct responses, 94 correct responses were observed above average and 35 correct responses were observed below average category. So we can say that most of the students had good achievement of those 14 nouns whereas they didn't have good achievement of those 16 nouns. As a whole, their achievement in nouns was very poor. The table reveals that 'section' is the only one noun responded by 100% students that indicates the highest position whereas 'summit', 'tunnel', 'instructions', 'contact' and 'fodder' were responded by just 10% that indicate the lowest position.

Vocabulary Achievement of Verbs by Kami

The status of students in the achievement of verbs by Kami is presented in the table given below.

Table 26: Vocabulary Achievement of Verbs by Kami

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.	Murder	9	90	1.	Recognize	5	50
2.	Beg	8	80	2.	Capture	5	50
3.	Improve	8	80	3.	Congratulate	5	50
4.	Love	8	80	4.	Destroy	5	50
5.	Whisper	6	60	5.	Irrigate	5	50
6.	Rescue	7	70	6.	Produce	5	50
7.	Believe	6	60	7.	Struggle	5	50
8.	Discover	6	60	8.	Attack	5	50
9.	Apologize	6	60	9.	Fry	4	40
10.	Arrest	6	60	10.	Plan	4	40
11.	Survive	6	60	11.	Return	3	30
12.	Weep	6	60	12.	Hate	3	30
13.	Punish	6	60	13.	Advised	3	30
				14.	Interviewed	2	20
				15.	Refuse	2	20
				16.	Guide	1	10
				17.	Claim	1	10
	Total	88			Total	63	

Table No.26 presents the status of vocabulary achievement of verbs by Kami. The total average mark obtained by the students was 5.03. Out of 30 verbs, 13 verbs were found above average whereas 17 verbs were found below average category. The students had to provide 300 responses in verbs in total. Out of them, they provided 151 correct responses. Similarly, out of 151 correct responses, 88 responses were seen above average category whereas 63 responses were seen below average category. So it is clearly seen that they had good achievement in only 13 verbs whereas they didn't have good achievement in 17 verbs mentioned above. So majority of the students became successful to respond 13 verbs correctly but they could not achieve 17 verbs properly. The table reveals that 90% correct responses of the verb was 'murder' which indicates the highest position whereas 'guide' and 'claim' were responded by just 10% that indicate the lowest position.

Vocabulary Achievement of Adjectives by Kami

The status of students in the achievement of adjectives by Kami is presented in the table given below.

Table 27: Vocabulary Achievement of Adjectives by Kami

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.	Nervous	7	70	1.	Excited	3	30
2.	Active	7	70	2.	Strange	3	30
3.	Informal	7	70	3.	Unharmd	3	30
4.	Original	6	60	4.	Mexican	3	30
5.	Powerful	6	60	5.	Muddy	3	30
6.	Different	6	60	6.	Disappointed	2	20
7.	Financial	5	50	7.	Victorious	2	20
8.	Amazing	4	40	8.	Distant	1	10
9.	Cruel	4	40	9.	Brilliant	1	10
10.	Dusty	4	40	10.	Ruthless	0	00
	Total	56			Total	21	

Table No.28 shows the status of vocabulary achievement of adjectives by Kami. The total average mark obtained by the students was 3.85. Out of 20 adjectives, 50% adjectives were found above average whereas 50% adjectives were found below average category. The total responses the students had to provide were 200 in adjectives. Out of them, the students provided 77 correct responses. Similarly, out of 77 correct responses, 56 responses were observed above average whereas 29 responses were observed below average category. So the table clearly displays 50% adjectives were achieved by the students easily where as they could not achieve 50% adjectives properly. The table reveals that Kami students could not show good performance in adjectives. The highest score they obtained is just 70% and other students obtained below 70%.

Vocabulary Achievement of Adverbs by Kami

The status of students in the achievement t of adverbs by Kami is presented in the table given below.

Table 28: Vocabulary Achievement of Adverbs by Kami

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.	Lovingly	9	90	1.	Suddenly	4	40
2.	Quickly	9	90	2.	Quietly	4	40
3.	Carefully	8	80	3.	Nearly	4	40
4.	Approximately	7	70	4.	Nicely	3	30
5.	Clearly	6	60	5.	Certainly	3	30
6.	Easily	6	60	6.	Immediately	3	30
7.	Regularly	5	50	7.	Seriously	2	20
8.	Correctly	5	50	8.	Naughtily	2	20
9.	Warmly	5	50	9.	Continuously	1	10
				10.	Angrily	1	10
				11.	Normally	0	00
	Total	60			Total	27	

Table No.28 presents the status of vocabulary achievement of adverbs by Kami. The total average mark obtained by the students was 4.35. Out of 20 adverbs the students responded, only 9 adverbs were found above average whereas 11 adverbs were found below average category. The students had to provide 200 responses in adverbs in total. Out of them, they provided 87 correct responses. Similarly, out of 87 correct responses, 60 responses were found above average whereas 27 responses were found below average category. So we can clearly see that they had good achievement only in 9 adverbs whereas they didn't have good achievement in other 11 adverbs mentioned above. Similarly, 90% correct responses of the adverbs were 'lovingly' and 'quickly'. Similarly, 'angrily' and 'continuously' were responded by just 10 % but none of the students were able enough to respond the adverb 'normally'.

Figure 7: Noun-Verb-Adjective-Adverb Comparison in Total

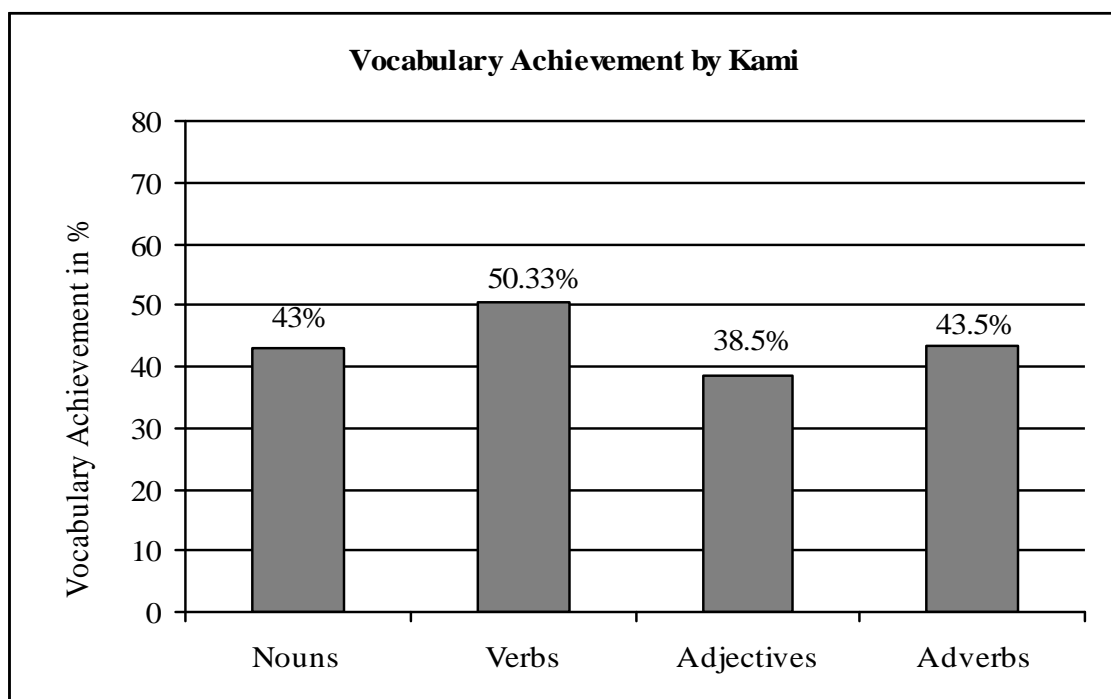


Figure No. 7 presents the vocabulary achievement by Kami in nouns, verbs, adjectives and adverbs. There were 300 items to be responded in nouns, 300 in verbs, 200 in adjectives and 200 in adverbs. Out of them, 129 (i.e.43%) marks in nouns 151 (i.e. 50.33%) in verbs 77 (i.e. 38.50%) in adjectives and 87 (i.e. 43.50%) in adverbs were achieved by them respectively. The above diagram that presents the percentage of the correct responses in verbs displays the achievement of verbs was found better than that of nouns adjectives and adverbs. Similarly, the achievement of nouns was found in the second position and the achievement of adverbs was found in the third

position. The lower percentage of the correct responses in adjectives points out that the achievement of adjectives was found not better than that of nouns, verbs and adverbs. The Kami students achieved very poor marks in all of these nouns, verbs, adjectives and adverbs.

3.2.8 Analysis of Vocabulary Achievement of Nouns by Yadhav

Vocabulary Achievement of Nouns by Yadhav

The status of students in the achievement of nouns by Yadhav is presented in the table given below.

Table 29: Vocabulary Achievement of Nouns by Yadhav

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.	Cricketer	10	100	1.	Hive	5	50
2.	Section	10	100	2.	Imagination	5	50
3.	Foreigner	9	90	3.	Industry	5	50
4.	Century	9	90	4.	Guard	4	40
5.	load	9	90	5.	Glacier	4	40
6.	Gold	9	90	6.	Parcel	4	40
7.	Store	9	90	7.	Contact	3	30
8.	Bomb	8	80	8.	Summit	3	30
9.	Reservoir	8	80	9.	Fodder	3	30
10.	Journalist	8	80	10.	Enemy	2	20
11.	Manager	8	80	11.	Tunnel	1	10
12.	Palace	8	80	12.	Instructions	0	00
13.	Supermarket	8	80	13.	Edge	0	00
14.	Environment	7	70				
15.	Flock	7	70				
16.	Sanctuary	7	70				
17.	Encyclopedia	7	70				
	Total	141			Total	39	

Table No.29 presents the status of vocabulary achievement of nouns by Yadhav. The total average mark obtained by the students was 6.0. Out of 30 nouns the students responded, 17 nouns were found above average whereas 13 nouns were

found below average category. The total responses the students had to provide were 300 in nouns. Out of them, the students provided 180 correct responses. Similarly, out of 180 correct responses, 141 responses were observed above average whereas, 39 responses were observed below average category. So it is clearly seen that 17 nouns were achieved by the students easily but the rest were not achieved as they would have to do. Though, as a whole they achieved satisfactory score. Similarly, 100% correct responses of the nouns were 'cricketer' and 'section' that indicate the highest position and 10% correct responses of the noun was 'tunnel'. But unfortunately none of the students were able enough to respond these two nouns 'instruction' and 'edge' correctly.

Vocabulary Achievement of verbs by Yadhav

The status of students in the achievement of verbs by Yadhav is presented in the table given below.

Table 30: Vocabulary Achievement of Verbs by Yadhav

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.	Fry	10	100	1.	Discover	5	50
2.	Congratulate	9	90	2.	Murder	5	50
3.	Weep	9	90	3.	Return	5	50
4.	Love	9	90	4.	Arrest	5	50
5.	Plan	9	90	5.	Irrigate	4	40
6.	Survive	8	80	6.	Recognize	4	40
7.	Apologize	8	80	7.	Whisper	4	40
8.	Guide	8	80	8.	Punish	3	30
9.	Hate	8	80	9.	Destroy	3	30
10.	Improve	7	70	10.	Capture	2	20
11.	Attack	7	70	11.	Claim	1	10
12.	Believe	7	70	12.	Advised	1	10
13.	Produce	6	60	13.	Interviewed	1	10
14.	Refuse	6	60				
15.	Rescue	6	60				
16.	Struggle	6	60				
17.	Beg	6	60				
	Total	129			Total	43	

Table No.30 presents the status of vocabulary achievement of verbs by Yadhav. The total average mark obtained by the students was 5.73. Out of 30 verbs, 17 verbs were found above average whereas 13 verbs were found below average

category. The students had to provide 300 responses in verbs in total. Out of them, they provided 172 correct responses. Similarly, out of 129 correct responses, 43 correct responses were observed above average whereas 43 correct responses were observed below average category. So it is clearly seen that they had good achievement in 17 verbs whereas they didn't have good achievement in 13 verbs mentioned above. As a whole they had good achievement in verbs. Similarly, 100% correct responses of the verb were 'fry' that indicates the highest position and 10% correct responses of the verb were 'interviewed' that indicates the lowest position.

Vocabulary Achievement of Adjectives by Yadhav

The status of students in the achievement of adjectives by Yadhav is presented in the table given below.

Table 31: Vocabulary Achievement of Adjectives by Yadhav

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.	Informal	10	100	1.	Muddy	5	50
2.	Original	9	90	2.	Excited	5	50
3.	Different	8	80	3.	Dusty	3	30
4.	Active	8	80	4.	Unharmed	2	20
5.	Mexican	8	80	5.	Disappointed	1	10
6.	Powerful	8	80	6.	Brilliant	1	10
7.	Financial	7	70	7.	Distant	0	00
8.	Amazing	7	70	8.	Ruthless	0	00
9.	Nervous	7	70				
10.	Strange	7	70				
11.	Victorious	6	60				
12.	Cruel	6	60				
	Total	91			Total	17	

Table No.31 denotes the vocabulary achievement by Yadhav in adjectives. The total average mark of the students was 5.40. Out of 20 adjectives, 12 adjectives

came above average category and 8 adverbs came below average category. The students had to provide 200 responses in adjectives in total. Out of them, they provided 108 correct responses. Similarly out of 108 correct responses, 91 responses were found above average whereas 17 responses were found below average category. So we can clearly see that they had good achievement in 12 adjectives whereas they didn't have good achievement in other 8 adjectives mentioned above. Similarly, the correct responses of the adjective 'informal' was found in the highest rank and 'distant' and 'ruthless' were found in the lowest rank as both adjectives were not achieved by all the students.

Achievement of Adverbs by Yadhav

The status of students in the achievement of adverbs by Yadhav is presented in the table given below.

Table 32: Vocabulary Achievement of Adverbs by Yadhav

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.	Quickly	9	90	1.	Clearly	4	40
2.	Carefully	9	90	2.	Nicely	3	30
3.	Lovingly	9	90	3.	Normally	2	20
4.	Suddenly	8	80	4.	Correctly	2	20
5.	Warmly	8	80	5.	Continuously	1	10
6.	Regularly	7	70	6.	Immediately	1	10
7.	Easily	7	70	7.	Angrily	1	10
8.	Approximately	6	60	8.	Quietly	1	10
9.	Nearly	5	50	9.	Seriously	1	10
10.	Certainly	5	50	10.	Naughtily	0	00
	Total	73			Total	16	

Table No.32 presents the vocabulary achievement by Yadhav in adverbs. The total average mark of the students was 4.45. Out of 20 adverbs, 50% adverbs came above average and 50% adverbs came below average category. The students had to provide 200 responses in adverbs in total. Out of them, they provided 89 correct

responses. Similarly out of 86 correct responses, 73 responses were found above average whereas 16 responses were found below average category. So we can clearly see that they had good achievement in 10 adverbs whereas they didn't have good achievement in other 10 adverbs mentioned above. So, as a whole they didn't have good performance in adverbs. Similarly, the table reveals that the correct responses of the adverb 'quickly', 'carefully', 'lovingly' was found in the top and the adverb 'naughtily' was found in the bottom.

Figure 8: Noun-Verb-Adjective-Adverb Comparison in Total

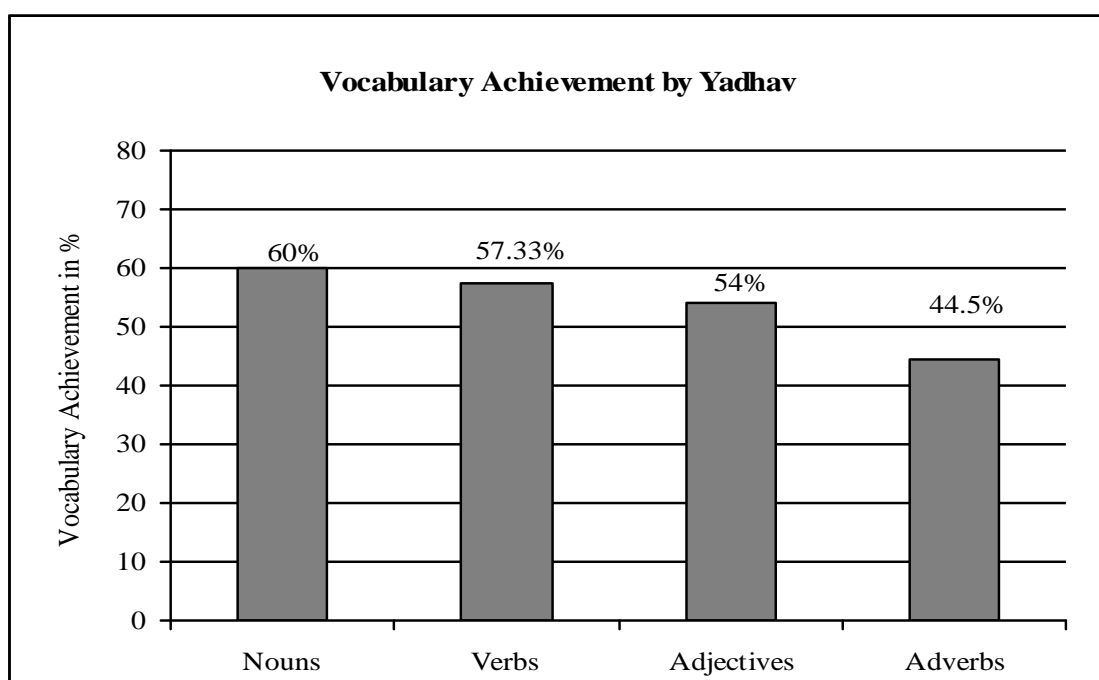


Figure No. 8 presents the vocabulary achievement by Yadhav in nouns, verbs, adjectives and adverbs. There were 300 items to be responded in nouns, 300 in verbs, 200 in adjectives and 200 in adverbs. Out of them, 180 (i.e. 60%) marks in nouns 172 (i.e. 57.33%) in verbs 108 (i.e. 54%) in adjectives and 89 (i.e. 44.50%) in adverbs were achieved by them respectively. The above diagram reveals that the percentage of the correct responses in nouns displays the achievement of nouns was found better than that of verbs, adjectives and adverbs. Similarly, the achievement of verb was found in the second position and the achievement of adjectives was found in the third position. The lower percentage of the correct responses in adverbs points out that the achievement of adverbs was found not better than that of nouns, verbs and adverbs.

3.2. 9 Analysis of Vocabulary Achievement of Nouns by Rai

Vocabulary Achievement of Nouns by Rai

The status of students in the achievement of nouns by Rai is presented in the table given below.

Table 33: Vocabulary Achievements of Nouns by Rai

Above Average				Below Average			
S.N.	Vocabulary	No. of Students	%	S.N.	Vocabulary	No. of Students	%
1.	Bomb	9	90	1.	Encyclopedia	6	60
2.	Store	9	90	2.	Foreigner	6	60
3.	Cricketer	9	90	3.	Parcel	5	50
4.	Manager	9	90	4.	Fodder	5	50
5.	Palace	9	90	5.	Sanctuary	5	50
6.	Glacier	8	80	6.	Gold	5	50
7.	Flock	8	80	7.	Summit	4	40
8.	Section	8	80	8.	Reservoir	4	40
9.	Guard	8	80	9.	Industry	4	40
10.	Hive	8	80	10.	Imagination	3	30
11.	Tunnel	8	80	11.	Supermarket	3	30
12.	load	7	70	12.	Instructions	2	20
13.	Century	7	70	13.	Edge	1	10
14.	Contact	7	70	14.	Enemy	0	00
15.	Environment	7	70				
16.	Journalist	7	70				
	Total	128			Total	53	

Table No.33 presents the status of vocabulary achievement of nouns by Rai. The total average mark obtained by the students was 6.03. Out of 30 nouns the students responded, 16 nouns were found above average whereas 14 nouns were found below average category. The total responses the students had to provide were 300 in nouns. Out of them, they provided 181 correct responses. Similarly, out of 200 correct responses, 128 correct responses were observed above average whereas 53 correct responses were observed below average category. So we can clearly see that

they had good achievement in these 16 nouns whereas they didn't have good achievement in other 14 nouns mentioned in the above table. The table clearly depicts that the majority of the students were good at verbs. Similarly, 90% correct responses of noun were 'bomb', 'store', 'cricketer', 'manager', and 'palace', that indicate the highest position and the incorrect responses of the noun is 'enemy' that indicates the lowest position.

Vocabulary Achievement of Verbs by Rai

The status of students in the achievement of verbs by Rai is presented in the table given below.

Table 34: Vocabulary Achievement of Verbs by Rai

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.	Attack	10	100	1.	Murder	6	60
2.	Hate	9	90	2.	Plan	6	60
3.	Arrest	9	90	3.	Apologize	6	60
4.	Weep	9	90	4.	Believe	6	60
5.	Discover	8	80	5.	Capture	6	60
6.	Fry	8	80	6.	Guide	6	60
7.	Irrigate	8	80	7.	Survive	6	60
8.	Refuse	7	70	8.	Whisper	6	60
9.	Struggle	7	70	9.	Advised	5	50
10.	Destroy	7	70	10.	Rescue	5	50
11.	Love	7	70	11.	Congratulate	5	50
12.	Produce	7	70	12.	Improve	4	40
13.	Interviewed	7	70	13.	Punish	3	30
14.	Recognize	7	70	14.	Return	1	10
15.	Beg	7	70	15.	Claim	0	00
	Total	117			Total	71	

Table No.34 presents the vocabulary achievement by Rai in verbs. The total average mark of the students was 6.26. Out of 30 verbs, 50% verbs were found above

average whereas 50% verbs were found below average category. The total responses the students had to provide were 300 in verbs. Out of them, they provided 188 correct responses. Similarly, out of 188 correct responses, 117 responses were observed above average whereas 71 correct responses were observed below average category. So we can clearly see that they had good achievement in these 15 verbs whereas they didn't have good achievement in other 15 verbs. Similarly, the table reveals that the correct responses of the verb 'attack' was found in the top and the verb 'claim' was found in the bottom.

Vocabulary Achievement of Adjectives by Rai

The status of students in the achievement of adjectives by Rai is presented in the table given below.

Table 35: Vocabulary Achievements of Adjectives by Rai

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.	Informal	10	100	1.	Victorious	6	60
2.	Strange	10	100	2.	Nervous	6	60
3.	Original	9	90	3.	Amazing	6	60
4.	Powerful	9	90	4.	Excited	5	50
5.	Unharmed	9	90	5.	Distant	2	20
6.	Active	8	80	6.	Dusty	2	20
7.	Brilliant	8	80	7.	Muddy	0	00
8.	Cruel	8	80	8.	Ruthless	0	00
9.	Different	7	70				
10.	Disappointed	7	70				
11.	Financial	7	70				
12.	Mexican	7	70				
	Total	99			Total	27	

Table No. 35 shows the vocabulary achievement by Rai in adjectives. The total average score obtained by the students was 6.30. Out of 20 adjectives, 12 items responded by the students were found above average whereas 8 items responded by

them were found below average category. The total responses the students had to provide were 200 in adjectives. Out of them, they provided 126 correct responses. Similarly, out of 126 correct responses, 99 responses were observed above average whereas 27 responses were observed below average category. So it is clearly seen that they had good achievement in these 12 adjectives whereas they didn't have good achievement in 8 adjectives mentioned above. Similarly, 'Informal' and 'strange' are the 100% correct responses in the highest rank whereas 'muddy' and 'ruthless' are the incorrect response indicating the lowest rank.

Vocabulary Achievement of Adverbs by Rai

The status of students in the achievement of adverbs by Rai is presented in the table given below.

Table 36: Vocabulary Achievement of Adverbs by Rai

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.	Carefully	10	100	1.	Naughtily	4	40
2.	Certainly	9	90	2.	Nearly	4	40
3.	Lovingly	9	90	3.	Continuously	4	40
4.	Quickly	9	90	4.	Easily	2	20
5.	Suddenly	8	80	5.	Angrily	1	10
6.	Regularly	7	70	6.	Correctly	1	10
7.	Warmly	7	70	7.	Nicely	1	10
8.	Approximately	5	50	8.	Quietly	1	10
9.	Immediately	5	50	9.	Seriously	1	10
10.	Normally	5	50	10.	Clearly	0	00
	Total	74			Total	19	

Table No.36 represents the vocabulary achievement by Rai in adverbs. The total average score obtained by the students was 4.65. Out of 20 adverbs, 50% adjectives were found above average whereas 50% of them were found below average category. The students had to provide 200 responses in adverbs in total. Out of them, they provided 93 correct responses. Similarly, out of 93 correct responses, 74

responses were found above average category whereas 19 responses were found below average category. So the table clearly tells us that they had good achievement in 10 adverbs whereas they didn't have good achievement in the next 10 adverbs, although the achievement does not seem satisfactory at all. We can clearly see that 'carefully' was answered by 100% students which indicate the highest rank. Similarly, 'clearly' was answered by none of the students and 'seriously' was answered by 10% students which indicate the lowest position. But nobody achieved the adverb 'clearly'.

Figure 9: Noun-Verb-Adjective-Adverb Comparison in Total

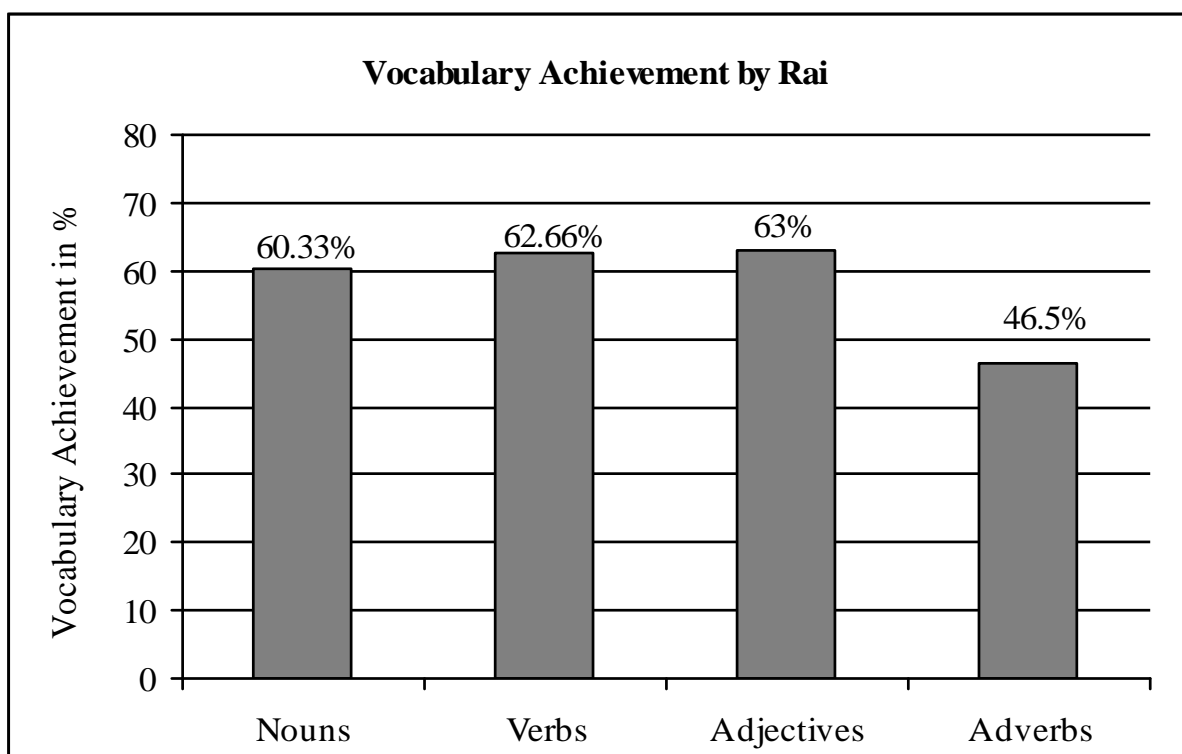


Figure No. 9 presents the vocabulary achievement by Rai in nouns, verbs, adjectives and adverbs. There were 300 items to be responded in nouns, 300 in verbs, 200 in adjectives and 200 in adverbs. Out of them, 181 (i.e. 60.33%) marks in nouns 188 (i.e. 62.66%) in verbs 126 (i.e. 63%) in adjectives and 93 (i.e. 46.50%) in adverbs were achieved by them respectively. The above diagram reveals that the percentage of the correct responses in adjectives displays the achievement of adjectives was found better than that of verbs, adjectives and adverbs. Similarly, the achievement of verb was found in the second position and the achievement of adjectives was found in the third position. The lower percentage of the correct responses in adverbs points out that

the achievement of adverbs was found not better than that of nouns, verbs and adverbs.

3.2.10 Analysis of Vocabulary Achievement by Gurung

Vocabulary Achievement of Nouns by Gurung

The status of students in the achievement of nouns by Gurung is presented in the table given below.

Table 37: Vocabulary Achievement of Nouns by Gurung

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.	Cricketer	9	90	1.	Hive	5	50
2.	Reservoir	9	90	2.	Bomb	5	50
3.	Environment	9	90	3.	Load	5	50
4.	Foreigner	9	90	4.	Journalist	5	50
5.	Glacier	9	90	5.	Contact	4	40
6.	Manager	8	80	6.	Edge	4	40
7.	Century	8	80	7.	Enemy	4	40
8.	Encyclopedia	8	80	8.	Section	4	40
9.	Palace	8	80	9.	Supermarket	4	40
10.	Parcel	8	80	10.	Store	3	30
11.	Sanctuary	6	60	11.	Summit	3	30
12.	Flock	6	60	12.	Guard	3	30
13.	Gold	6	60	13.	Imagination	2	20
				14.	Industry	2	20
				15.	Fodder	1	10
				16.	Tunnel	1	10
				17.	Instructions	1	10
	Total	103				56	

were categorized below average category. The total responses the students had to provide in nouns were 300 but the students provided just 159 correct responses. Out

of 159 correct responses, 103 responses were observed above average and 56 correct responses were observed below average category. So we can say that most of the students had good achievement of 13 nouns whereas they didn't have good achievement of these 17 nouns. 90% correct responses of the nouns were 'cricketer', 'reservoir', 'environment', 'foreigner', 'glacier', that indicate the highest rank whereas 'fodder', 'tunnel' and 'instructions' were responded by 10% only that indicate the lowest rank. Most of the students responded to 13 nouns correctly

Vocabulary Achievement of Verbs by Gurung

The status of students in the achievement of verbs by Gurung is presented in the table given below.

Table 38: Vocabulary Achievement of Verbs by Gurung

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.	Congratulate	10	100	1.	Plan	6	60
2.	Love	10	100	2.	Discover	6	60
3.	Apologize	9	90	3.	Fry	6	60
4.	Arrest	9	90	4.	Believe	6	60
5.	Attack	9	90	5.	Hate	6	60
6.	Beg	9	90	6.	Destroy	5	50
7.	Produce	9	90	7.	Capture	5	50
8.	Improve	9	90	8.	Irrigate	5	50
9.	Survive	9	90	9.	Guide	4	40
10.	Murder	8	80	10.	Recognize	4	40
11.	Weep	7	70	11.	Refuse	4	40
12.	Whisper	7	70	12.	Contact	4	40
13.	Struggle	7	70	13.	Return	3	30
14.	Rescue	7	70	14.	Punish	3	30
				15.	Advised	2	20
				16.	Claim	0	00
	Total	119				69	

Table No.38 represents the vocabulary achievement by Gurung in verbs. The total average score obtained by the students was 6.26. Out of 30 verbs, 14 verbs came above average category whereas 16 verbs came below average category. The students had to provide 300 responses in total. Out of them, they provided 268 correct

responses. Similarly, out of 286 correct responses 119 responses were above average category whereas 69 responses were below average category. So it is clearly seen that they achieved good marks in 14 nouns whereas they didn't achieve good marks in 16 verbs given in the above table. As a whole, they obtained good score in verbs. Moreover, 'claim' is the verb which was not responded by even a single student. 100% correct responses of the verbs were 'congratulate' and 'love'.

Vocabulary Achievement of Adjectives by Gurung

The status of students in the achievement of adjectives by Gurung is presented in the table given below.

Table 39: Vocabulary Achievement of Adjectives by Gurung

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.	Excited	9	90	1.	Strange	5	50
2.	Original	9	90	2.	Unharmd	5	50
3.	Powerful	9	90	3.	Disappointed	5	50
4.	Different	9	90	4.	Brilliant	5	50
5.	Mexican	8	80	5.	Dusty	3	30
6.	Nervous	8	80	6.	Amazing	3	30
7.	Financial	7	70	7.	Victorious	3	30
8.	Informal	7	70	8.	Distant	1	10
9.	Active	7	70	9.	Muddy	0	00
10.	Cruel	6	60	10.	Ruthless	0	00
	Total	79			Total	30	

Table No.39 represents the vocabulary achievement by Gurung in adjectives. The total average score obtained by the students was 5.45. Out of 20 adjectives the students responded, half of the adjectives came above average whereas half of them

came below average category. The total responses the students had to provide were 200 in adjectives but they provided 109 correct responses. Out of them, 79 correct responses were found above average and 30 correct responses were found under below average category. The table reveals that the students had good achievement of these 10 adjectives whereas they didn't have good achievement in another 10 adjectives. We can clearly see that 'muddy' and 'ruthless' were answered by none of the students. 'Distant' was answered by 10 % student and 'excited', 'original', 'powerful' and 'different' were answered by 90% students which indicate the highest position.

Vocabulary Achievement of Adverbs by Gurung

The status of students in the achievement of adverbs by Gurung is presented in the table given below.

Table 40: Vocabulary Achievement of Adverbs by Gurung

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.	Quickly	10	100	1.	Normally	4	40
2.	Lovingly	9	90	2.	Nearly	4	40
3.	Carefully	9	90	3.	Immediately	4	40
4.	Regularly	7	70	4.	Clearly	2	20
5.	Suddenly	7	70	5.	Quietly	1	10
6.	Warmly	7	70	6.	Nicely	1	10
7.	Certainly	6	60	7.	Seriously	1	10
8.	Approximately	6	60	8.	Angrily	1	10
9.	Easily	5	50	9.	Continuously	1	10
				10.	Correctly	1	10
				11.	Naughtily	0	00
	Total	66			Total	20	

Table No.40 represents the vocabulary achievement by Gurung in adverbs. The total average score obtained by the students was 4.30. Out of 20 adverbs, 9 adverbs were seen above average category whereas 11 adverbs were seen below

average category. The students had to provide 200 responses in adverbs. Out of 200 responses, they provided 86 correct responses. Similarly, out of 86 correct responses, 66 correct responses were found above average category whereas 20 correct responses were found below average category. So it is clearly seen that most of the students were able enough to achieve 9 adverbs properly whereas 11 adverbs were not achieved properly by them. Similarly, the adverb ‘quickly’ was responded by 100% students whereas ‘correctly’ was correctly responded by just 10%. Nobody succeeded to respond ‘naughtily’ correctly.

Figure 10: Noun-Verb-Adjective-Adverb Comparison in Total

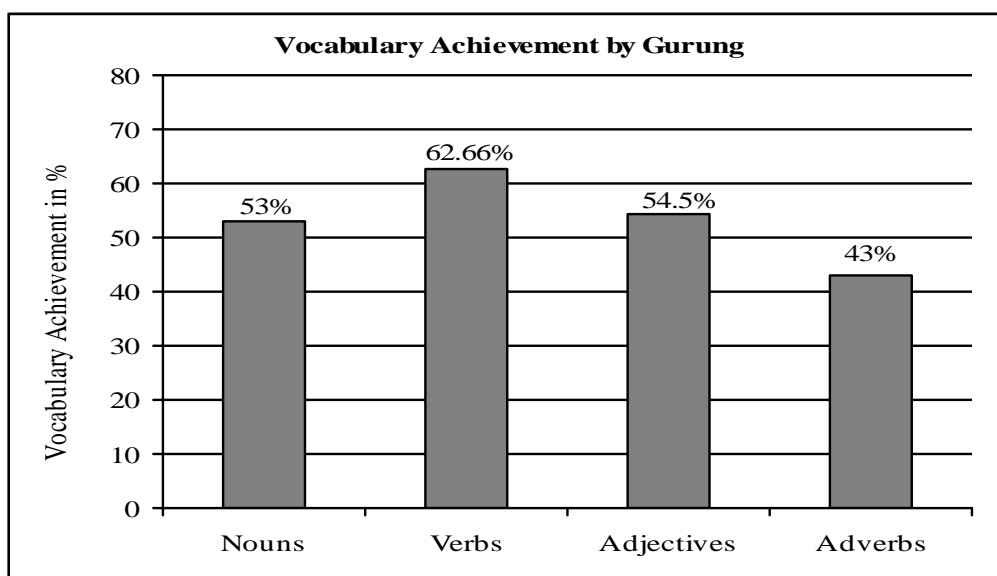


Figure No.10 presents the vocabulary achievement by Gurung in nouns, verbs, adjectives and adverbs. There were 300 items to be responded in nouns, 300 in verbs, 200 in adjectives and 200 in adverbs. Out of them, 159 (i.e. 53%) marks in nouns 188 (i.e. 62.66%) in verbs 109 (i.e.54.5%) in adjectives and 86 (i.e. 43%) in adverbs were achieved by them respectively. The above diagram reveals that the percentage of the correct responses in verbs displays the achievement of verbs was found better than that of adjectives, nouns and adverbs. Similarly, the achievement of adjective was found in the second position and the achievement of nouns was found in the third position. The lower percentage of the correct responses in adverbs points out that the achievement of adverbs was found not better than that of noun, adjective and adverb.

3.3 Analysis of Vocabulary in Terms of Nouns, Verbs, Adjectives and Adverbs

3.3.1 Analysis of Vocabulary in Terms of Nouns

Table: 41 Status of Different Ethnic Groups in the Achievement of Nouns

S.N.	Ethnicity	Full Marks	Marks Obtained	Percentage
1.	Chhetri	10*30=300	200	66.66
2	Brahmin-Hill	10*30=300	237	79.00
3	Magar	10*30=300	181	60.33
4	Tharu	10*30=300	180	60.00
5	Tamang	10*30=300	152	50.66
6	Newar	10*30=300	205	68.33
7	Kami	10*30=300	129	43.00
8	Yadhav	10*30=300	180	60.00
9	Rai	10*30=300	181	60.33
10	Gurung	10*30=300	159	53.00

Table No. 41 shows the status of different ethnic groups in the achievement of nouns. There were 300 vocabulary items to be responded. Out of them, Brahmin –Hill secured the highest score in nouns obtaining 79 % and Kami secured the lowest score obtaining 43%.The above table reveals that the status of Tamang (50.66%) and Gurung (53%) in nouns was found unsatisfactory whereas Tharu (60%), Yadhav (60%), Rai (60.33%), Magar (60.33%), Chhetri (66.66 %) and Newar (68.33) % obtained satisfactory marks.

3.3.2 Analysis of Vocabulary in Terms of Verbs

Table 42: Status of Different Ethnic Groups in the Achievement of Verbs

S.N.	Ethnicity	Full Marks	Marks Obtained	Percentage
1.	Chhetri	10*30=300	207	69.00
2.	Brahmin-Hill	10*30=300	244	81.33
3.	Magar	10*30=300	205	68.33
4.	Tharu	10*30=300	147	49.00
5.	Tamang	10*30=300	152	50.66
6.	Newar	10*30=300	199	66.33
7.	Kami	10*30=300	151	50.33
8.	Yadhav	10*30=300	172	57.33
9.	Rai	10*30=300	188	62.66
10.	Gurung	10*30=300	188	62.66

Table No.42 shows the status of different ethnic groups in the achievement of verbs. There were 300 vocabulary items to be responded. Out of them, Brahmin –Hill secured the highest score in verbs obtaining 81.33% and Tharu secured the lowest score obtaining 49%. The status of Kami (50.33%) and Tamang (50.66%) was found unsatisfactory whereas the status of Yadhav (57.33%), Rai (62.66%), Gurung (62.66%), Newar (66.33%), Magar (68.33%) and Chhetri (69%) was found satisfactory in verbs.

3.3.3 Analysis of Vocabulary in Terms of Adjectives

Table 43: Status of Different Ethnic Groups in the Achievement of Adjectives

S.N.	Ethnicity	Full Marks	Marks Obtained	Percentage
1.	Chhetri	10*20=200	128	64.00
2.	Brahmin-Hill	10*20=200	161	80.50
3.	Magar	10*20=200	135	67.50
4.	Tharu	10*20=200	99	49.50
5.	Tamang	10*20=200	117	58.50
6.	Newar	10*20=200	132	66.00
7.	Kami	10*20=200	77	38.50
8.	Yadhav	10*20=200	108	54.00
9.	Rai	10*20=200	126	63.00
10.	Gurung	10*20=200	109	54.50

Table No.43 shows the status of different ethnic groups in the achievement of adjectives. There were 200 vocabulary items to be responded. Out of them, Brahmin–Hill secured the highest score in verbs obtaining 80.50% and Kami secured the lowest score obtaining 38.50%. The status of Tharu (49.50%) and Yadhav (54%) was found not satisfactory whereas the status of Gurung (54.50%), Tamang (58.5%), Rai (63%), Chhetri (64%), Newar (66%) and Magar (67.50%) was found satisfactory.

3.3.4 Analysis of Vocabulary in Terms of Adverbs

Table 44: Status of Different Ethnic Groups in the Achievement of Adverbs

S.N.	Ethnicity	Full Marks	Marks Obtained	Percentage
1.	Chhetri	10*20=200	124	62.00
2.	Brahmin-Hill	10*20=200	152	76.00
3.	Magar	10*20=200	113	56.50
4.	Tharu	10*20=200	76	38.00
5.	Tamang	10*20=200	85	42.50
6.	Newar	10*20=200	103	51.50
7.	Kami	10*20=200	87	43.50
8.	Yadhav	10*20=200	89	44.50
9.	Rai	10*20=200	93	46.50
10.	Gurung	10*20=200	86	43.00

Table No.44 shows the status of different ethnic groups in the achievement of adverbs. There were 200 vocabulary items to be responded. Out of them, Brahmin – Hill secured the highest score in verbs obtaining 76% and Tharu secured the lowest score obtaining 38.00%. The status of Tamang (42.50%), Gurung (43%), Kami (43.50%) and Yadhav (44.50%) was found unsatisfactory whereas the status of Rai (46.50%), Newar (51.50%), Magar (56.50%) and Chhetri (62%) was found satisfactory in adverbs.

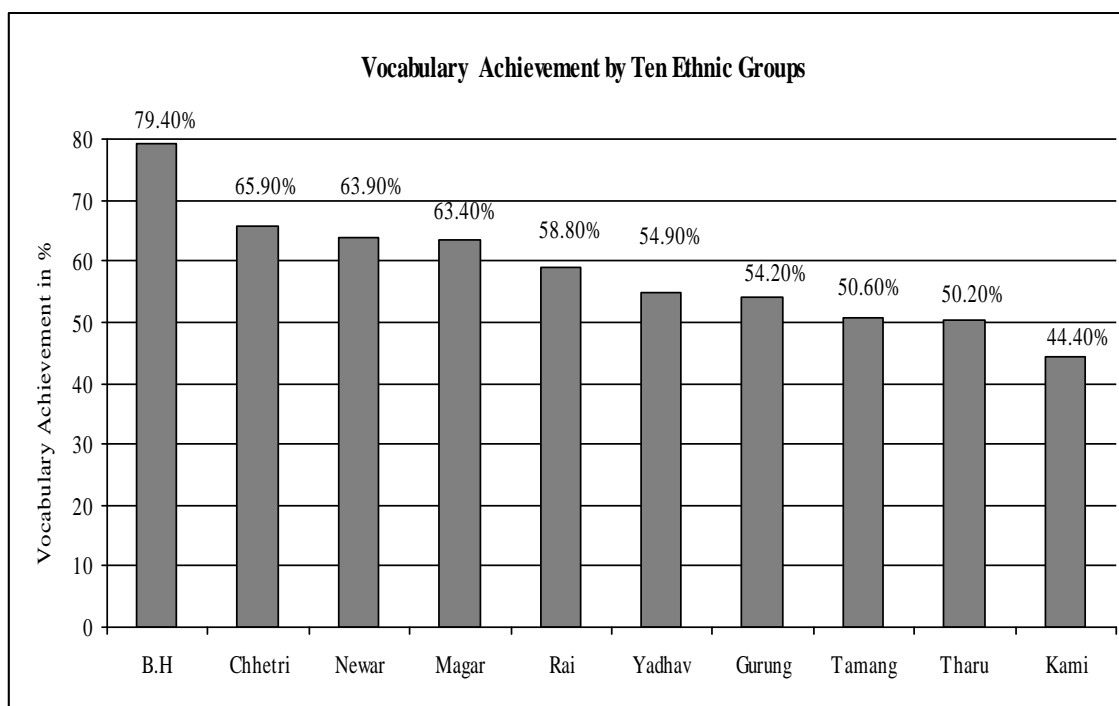
3.4 Comparison of Total Vocabulary Achievement in Terms of Different Ethnic Groups

Table 45: Comparison of Total Vocabulary Achievement

S.N.	Ethnic Groups	Full Marks	Total Marks	Percentage	Position
1.	Brahmin-Hill	10*100=1,000	794	79.40%	First
2.	Chhetri	10*100=1,000	659	65.90%	Second
3.	Newar	10*100=1,000	639	63.90%	Third
4.	Magar	10*100=1,000	634	63.40%	Fourth
5.	Rai	10*100=1,000	588	58.80%	Fifth
6.	Yadhav	10*100=1,000	549	54.90%	Sixth
7.	Gurung	10*100=1,000	542	54.20%	Seventh
8.	Tamang	10*100=1,000	506	50.60%	Eighth
9.	Tharu	10*100=1,000	502	50.20%	Ninth
10.	Kami	10*100=1,000	444	44.40%	Tenth

The total vocabulary achievement by ten ethnic groups is presented in the following diagram.

Figure No.11



The above mentioned figure or table presents the total vocabulary achievement by different ethnic groups. It reveals that Brahmin-Hill excelled in vocabulary achievement among the ten different ethnic groups. The total mark obtained by them was 794 (i.e.79.40%) out of 1000 full marks.

The table also reflects the truth that the Kami students studying in public schools are very poor in vocabulary items in English in Kathmandu district. The table shows that they were ranked in the last position out of ten ethnic groups. The total mark they obtained was 444 (i. e. 44.40%).

The table also presents that Chhetri students are one of the best performers among the ten ethnic groups. They have obtained 659 marks in total and stood in the second position. After Chhetri, Newar students performed better than any other groups and stood in the third position obtaining 639 marks which is 63.90 in percentage.

After Newar, Magar students came to the fourth position obtaining 634 marks which is 63.40 in percentage. We can clearly see that there is not much difference between these two groups in marks.

The table also shows that Rai students came to the next position after Magar obtaining 588 marks which is 58.80 in percentage. In vocabulary achievement Rai performed better than that of Yadhav, Gurung, Tamang, Tharu and Kami students but they were found weaker than Brahmin, Chhetri, Newar and Magar students.

The table also reveals the fact that Yadhav came to the next position after Rai students. (The researcher, here, likes to reveal the fact that he had very hard time in finding Yadhav students while collecting data). Yadhav students proved that they are better than Gurung, Tamang, Tharu and Kami. They obtained 549 marks which is 54.90 in percentage.

Gurung students came to the next position after Yadhav students. They secured 542 marks which is 54.20 in percentage. The average mark they obtained was 54.20 out of 100. Their performance made them placed in the seventh position. Similarly, Tamang students came to the next position after Gurung obtaining 506 marks which is 50.60 in percentage and stood in the eighth position. It is seen that they are better performers than Tharu and Kami but weaker than other ethnic groups mentioned above.

Tharu students popularly known as Chaudhary came to the next position obtaining 502 marks which is 50.2 in percentage. We cannot see much difference between the marks obtained by Tamang and Tharu. Similarly, Kami students came to the last position obtaining 444 marks which is 44.40 in percentage. As the table shows, we can say that they are very poor in vocabulary items in comparison to other ethnic groups.

CHAPTER FOUR

Findings and Recommendations

This chapter deals with the major findings of the study. On the basis of findings, recommendations are put forward.

4.1 Findings

On the basis of analysis and interpretation of data, the findings of this study are mentioned as follows:

- a. As a whole, Vocabulary achievement of Brahmin–Hill students 79.40%, Chhetri 65.90%, Newar 63.90%, Magar 64.40%, Rai 58.80%, Yadhav 54.90% Gurung 54.20%, Tamang 50.60%, Tharu 50.20% and Kami 44.40% were found. So, the Brahmin-Hill students have the highest vocabulary achievement and the Kami students have the lowest vocabulary achievement.
- b. In terms of nouns, vocabulary achievement of Chhetri students 66.66%, Brahmin-Hill students 79.00%, Magar students 60.33%, Tharu 60.00%, Tamang 50.66%, Newar 68.33%, Kami 43.00%, Yadhav 60.00%, Rai 60.33% and Gurung 53.00 were found. Here the Brahmin-Hill students obtained the highest score whereas the Kami students obtained the lowest score.
- c. In terms of verbs, vocabulary achievement of Chhetri students 69.00%, Brahmin-Hill students 81.333%, Magar students 68.33%, Tharu 49.00%, Tamang 50.66%, Newar 66.33%, Kami 50.33%, Yadhav 57.33%, Rai 62.66% and Gurung 62.66% were found. Here the Brahmin-Hill students obtained the highest score whereas the Tharu students obtained the lowest score.
- d. In terms of adjectives, vocabulary achievement of Chhetri students 64.00%, Brahmin-Hill students 80.50%, Magar students 67.50%, Tharu 49.50%, Tamang 58.50%, Newar 66.00%, Kami 38.50%, Yadhav 54.00%, Rai 63.00% and Gurung 54.50% were found. Here the Brahmin-Hill students obtained the highest score whereas the Kami students obtained the lowest score.
- e. In terms of adverbs, vocabulary achievement of Chhetri students 62%, Brahmin-Hill students 76.00%, Magar students 56.50%, Tharu 38.00%, Tamang 42.50%, Newar 51.50%, Kami 43.50%, Yadhav 44.50%, Rai 46.50% and Gurung 43.00% were found. Here the Brahmin-Hill students obtained the highest score whereas the Tharu students obtained the lowest score.

- f. As a whole, Kami students are the poorest in vocabulary achievement i.e. 44.40%.
- g. Chhetri students are one of the best performers who stood in the second position obtaining 65.90%. Similarly, Newar stood in the Third 63.90%, Magar in the fourth 63.40%, Rai in the fifth 58.80%, Yadhav in the sixth 54.90%, Gurung in the seventh 54.20%, Tamang in the eighth 50.6%, and Tharu 50.20% in the ninth position.
- h. In total vocabulary items the achievement of verbs was found better than that of adverbs, adjectives and nouns and the achievement of adverb was not better than nouns verbs and adjectives.
- i. Most of the students were found weak to create their own sentences by using vocabulary items.

4.2 Recommendations

On the basis of above mentioned findings the researcher would like to purpose the following recommendations:

- a. Comparatively, Kami, Tharu, Tamang, Gurung and Yadhav students should be given more emphasis and treated more seriously so as to make them able to go along with the students of other ethnic groups like Brahmin, Chhetri and Newar.
- b. The teachers and the school administration should make the maximum effort to minimize the sense of higher and lower caste in the classrooms and the school area so that so called low caste students like Kami will not have the sense of humiliation and can go ahead neck and neck with the students of other ethnic groups.
- c. The Teachers should improve their teaching techniques. The students should be involved in group works and pair works and should encourage the students for learning new vocabulary items.
- d. Achievement of vocabulary items needs to be tested frequently.
- e. Repetition can be encouraged through testing. It forces most learners to revise their work and make a conscious effort at recall.
- f. Teaching vocabulary consists of not only the meaning of words but also other aspects like spelling, pronunciation and grammatical information. The meaning has to be contextualized by giving students reading texts: stories, essays, dramas, etc. where much practice has to be put on vocabulary items.

Time to time refreshment and revision should be maintained. So the achievement of the vocabulary items has to be tested by conducting weekly or once in two weeks tests.

- g. The students were found weak to use the vocabulary items in their own sentences. So more practice should be provided in 'Sentence Making' to increase creativity.
- h. The teachers should teach the vocabulary items separately (i.e. only nouns /verbs/ adjectives at a time).
- i. Teachers should give more priority to adverbs while teaching.
- j. Above all, the researcher would like to suggest all the authorities, who are concerned in the field of teaching and learning, to more inclusive by incorporating all the diversities made by long rooted caste system in the nation. The ethnic group taken as a sample caste in this research 'Kami' vivid example of social exclusion. There may be several reasons behind their poor performance in vocabulary items, nonetheless, the teachers, guardians and all other practitioners concerned with schooling in Nepal need to pay a serious attention to mainstream these ethnic minorities.

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Appendix-I

Marks obtained by the individual students along with the name of their schools and the ethnicity they belong to:

S.N.	Name of the Students	Ethnicity	Name of the School	Obtained Marks	Total
1.	Sarala Tiwari	Chhetri	S.P.K.S.S	93	93
2.	Pradeep Bhandari	Chhetri	S.P.K.S.S	74	74
3.	Shankar Dhungana	Chhetri	S.P.K.S.S	78	78
4.	Sharmila Basnet	Chhetri	S.P.K.S.S	59	59
5.	Lila Karki	Chhetri	S.P.K.S.S	37	37
6.	Jeebani Pandit	Chhetri	S.P.K.S.S	25	25
7.	Pradeep Pandey	Chhetri	S.P.K.S.S	78	78
8.	Sampanna Subedi	Chhetri	S.P.K.S.S	49	49
9.	Sunil Karki	Chhetri	S.P.K.S.S	91	91
10.	Sushil Karki	Chhetri	S.P.K.S.S	75	75
11.	Janak Khanal	Brahmin-Hill	S.P.H.S.S	95	95
12.	Anamol Pandey	Brahmin-Hill	S.P.H.S.S	94	94
13.	Buddha Raj Dhakal	Brahmin-Hill	S.P.H.S.S	89	89
14.	Ravin Kafle	Brahmin-Hill	S.P.H.S.S	83	83
15.	Soniya Dahal	Brahmi -Hill	S.P.H.S.S	92	92
16.	Aashrita Bhattarai	Brahmin-Hill	S.P.H.S.S	74	74
17.	Bharat Naupane	Brahmin -Hill	S.P.H.S.S	61	61
18.	Susmita Sapkota	Bramin- Hill	S.P.H.S.S	60	60
19.	Santosh Sapkota	Brahmin -Hill	S.P.H.S.S	55	55
20.	Tirthan Raj Panthi	Brahmin -Hill	S.P.H.S.S	91	91
21.	Krishna Thapa	Magar	S.G.H.S.S	77	77
22.	Padam Thapa Magar	Magar	S.G.H.S.S	47	47
23.	Manoj Magar	Magar	S.G.H.S.S	61	61
24.	Binod Rana Magar	Magar	S.G.H.S.S	73	73
25.	Ram Magar	Magar	S.G.H.S.S	56	56
26.	Priyanka Magar	Magar	S.G.H.S.S	71	71
27.	Binod Thapa Magar	Magar	S.G.H.S.S	44	44
28.	Mukesh Thapa	Magar	S.G.H.S.S	67	67
29.	Gyan Bdr. Magar	Magar	S.G.H.S.S	68	68
30.	Laxmi Magar	Magar	S.G.H.S.S	70	70
31.	Seema Chaudhary	Tharu	S.M.H.S.S	72	72
32.	Rajmangol Chaudary	Tharu	S.M.H.S.S	43	43
33.	Bijay Chaudhary	Tharu	S.M.H.S.S	71	71
34.	Anisha Chaudhary	Tharu	S.M.H.S.S	75	75
35.	Asha Chaudhary	Tharu	S.M.H.S.S	33	33
36.	Khusi R.Chaudhary	Tharu	S.M.H.S.S	35	35
37.	Yam Chaudhary	Tharu	S.M.H.S.S	44	44
38.	Khum Cahaudhary	Tharu	S.M.H.S.S	39	39
39.	Sangam Chaudhary	Tharu	S.M.H.S.S	51	51
40.	Rajesh K.Chaudhary	Tharu	S.M.H.S.S	40	40
41.	Samjhana Tamang	Tamang	S.R.R.S.S	52	52
42.	Kopila Tamang	Tamang	S.R.R.S.S	33	33
43.	Bishnu Tamang	Tamang	S.R.R.S.S	42	42
44.	Prabin Tamang	Tamang	S.R.R.S.S	80	80
45.	Kyamuna Tamang	Tamang	S.R.R.S.S	58	58
46.	Raj K. Tamang	Tamang	S.R.R.S.S	47	47
47.	Bhim Raj Tamang	Tamang	S.R.R.S.S	47	47

48.	Sanmi Tamang	Tamang	S.R.R.S.S	58	58
49.	Lalita Tamang	Tamang	S.R.R.S.S	51	51
50.	Ranita Tamang	Tamang	S.R.R.S.S	38	38
51.	Rabi Shrestha Tamang	Newar	N.R.H.S.S	92	92
52.	Sushma Shrestha	Newar	N.R.H.S.S	81	81
53.	Mina Shakya	Newar	N.R.H.S.S	73	73
54.	Sailaja Rajbahak	Newar	N.R.H.S.S	55	55
55.	Subhadra Dangol	Newar	N.R.H.S.S	75	75
56.	Shova Maharjan	Newar	N.R.H.S.S	70	70
57.	Kanchan Shrestha	Newar	N.R.H.S.S	52	52
58.	Sangita Maharjan	Newar	N.R.H.S.S	57	57
59.	Suman Maharjan	Newar	N.R.H.S.S	43	43
60.	Prem Shrestha	Newar	N.R.H.S.S	41	41
61.	Basanta Sunar	Kami	S.M.B.S.S	27	27
62.	Santosh B.K	Kami	S.M.B.S.S	55	55
63.	Sajeev Kumar. B.K	Kami	S.M.B.S.S	31	31
64.	Moti Sunar	Kami	S.M.B.S.S	42	42
65.	Shyam Babu B.K	Kami	S.M.B.S.S	60	60
66.	Dinesh Baraili	Kami	S.M.B.S.S	34	34
67.	Usha Sunar	Kami	S.M.B.S.S	41	41
68.	Sajata B. K.	Kami	S.M.B.S.S	21	21
69.	Ashis Baraili	Kami	S.M.B.S.S	66	66
70.	Jagrit B. K	Kami	S.M.B.S.S	67	67
71.	Harendra K.Yadhav	Yadhav	S.S.H.S.S	61	61
72.	Roshan K. Ray	Yadhav	S.S.H.S.S	31	31
73.	Pravat Yadhav	Yadhav	S.S.H.S.S	63	63
74.	Sheelu Yadhav	Yadhav	S.S.H.S.S	49	49
75.	Surendra Yadhav	Yadhav	S.S.H.S.S	45	45
76.	Jyoti Yadhav	Yadhav	S.S.H.S.S	61	61
77.	Saroj K.Yadhav	Yadhav	S.S.H.S.S	67	67
78.	Dhirendra K. Ray	Yadhav	S.S.H.S.S	71	71
79.	Sikendrar K. Yadhav	Yadhav	S.S.H.S.S	46	46
80.	Saraswoti Yadhav	Yadhav	S.S.H.S.S	55	55
81.	Rujana Rai	Rai	S.J.K.S.S	67	67
82.	Sangam Rai	Rai	S.J.K.S.S	73	73
83.	Rajendra Rai	Rai	S.J.K.S.S	49	49
84.	Karna Rai (A)	Rai	S.J.K.S.S	52	52
85.	Kishan Rai	Rai	S.J.K.S.S	29	29
86.	Raju Rai	Rai	S.J.K.S.S	72	72
87.	Rama Rai	Rai	S.J.K.S.S	70	70
88.	Ajit Rai	Rai	S.J.K.S.S	42	42
89.	Karna Bdr. Rai (B)	Rai	S.J.K.S.S	70	70
90.	Riyasha Rai	Rai	S.J.K.S.S	64	64
91.	Chandra Gurung	Gurung	S.S.G.H.S	66	66
92.	Santa Bir Gurung	Gurung	S.S.G.H.S	36	36
93.	Sangita Gurung	Gurung	S.S.G.H.S	36	36
94.	Shyam Gurung	Gurung	S.S.G.H.S	50	50
95.	Kanchan Gurung	Gurung	S.S.G.H.S	54	54
96.	Sarala Gurung	Gurung	S.S.G.H.S	54	54
97.	Sarita Gurung	Gurung	S.S.G.H.S	65	65
98.	Urma Gurung	Gurung	S.S.G.H.S	59	59
99.	Sagun Gurung	Gurung	S.S.G.H.S	68	68
100.	Ram Gurung	Gurung	S.S.G.H.S	54	54

Appendix-II
Frequency Counts of the Vocabulary Items
Nouns

S.N.	Vocabulary Items	No. of Frequency	S.N.	Vocabulary Items	No. of Frequency
1.	Account	1	89.	Lama	1
2.	Advice	1	90.	Lebel	1
3.	Antlers	2	91.	Ledge	1
4.	Archaeologist	1	92.	Load	1
5.	Amour	1	93.	Location	1
6.	Arrow	1	94.	Luggage	1
7.	Arvo	1	95.	Lump	3
8.	Astronomy	1	96.	Magnet	1
9.	Attitude	1	97.	Manager	2
10.	Austria	1	98.	Marsh	1
11.	Avalanche	1	99.	Metal	1
12.	Bach	1	100.	Microphone	1
13.	Barley	1	101.	Mission	1
14.	Battle	1	102.	Mistake	1
15.	Biology	1	103.	Model	1
16.	Bloom	1	104.	Moment	1
17.	Bomb	3	105.	Monastery	1
18.	Brick	1	106.	Moor	1
19.	Bunch	1	107.	Moraine	2
20.	Capital	1	108.	Mould	2
21.	Caption	1	109.	Nationality	1
22.	Cardboard	1	110.	Navy	1
23.	Casualty	1	111.	Orchard	1
24.	Celebration	1	112.	Palace	1
25.	Centre	1	113.	Parcel	1
26.	Century	2	114.	Patch	1
27.	Chariot	1	115.	Penstock	2
28.	Choice	1	116.	Photo caption	1
29.	Choir	1	117.	Pile	1
30.	Collection	1	118.	Pilgrim	2
31.	Committee	1	119.	Plan	2
32.	Conflict	1	120.	Plane	2
33.	Conqueror	2	121.	Pottery	1
34.	Context	1	122.	Poverty	1
35.	Courage	1	123.	Prisoner	1

36.	Craftsman	1	124.	Progress	1
37.	Credits	1	125.	Punishment	1
38.	Crevasse	3	126.	Queue	1
39.	Cricketer	1	127.	Quills	1
40.	Current	1	128.	Recreation	1
41.	Dam	2	129.	Remains	1
42.	Decision	1	130.	Report	1
43.	Demonstration	1	131.	Reservoir	5
44.	Edge	4	132.	Result	1
45.	Edition	1	133.	Ridge	2
46.	Effort	1	134.	Rocket	1
47.	Emergency	1	135.	Rongba	2
48.	Encyclopedia	3	136.	Ruins	1
49.	Enemy	1	137.	Sanctuary	3
50.	Environment	5	138.	Scene	1
51.	Equipment	5	139.	Scenery	1
52.	Expert	1	140.	Scent	1
53.	Feat	1	141.	Section	1
54.	Fleet	1	142.	Senses	1
55.	Flock	1	143.	Shearer	1
56.	Fodder	2	144.	Shelter	1
57.	Fool	1	145.	Site	1
58.	Foreigner	2	146.	Slave	1
59.	Friction	1	147.	Sledge	1
60.	Frostbite	1	148.	Slope	1
61.	Fur	1	149.	Socket	1
62.	Gabion	1	150.	Sound-track	1
63.	Gang	1	151.	Spare time	1
64.	Glacier	2	152.	Speech	1
65.	Glove	1	153.	Spot	1
66.	Glue	1	154.	Squatter	1
67.	Gold	1	155.	Staff	1
68.	Government	1	156.	Standard	1
69.	Guard	1	157.	Starvation	1
70.	Guide	2	158.	Statement	1
71.	Gunpowder	1	159.	Store	1
72.	Harbour	1	160.	Style	1
73.	Headline	1	161.	Summit	2
74.	Hill	1	162.	Supermarket	1
75.	Hive	2	163.	Supplies	1
76.	Illustration	1	164.	Swarm	1

77.	Imagination	2	165.	Syringe	1
78.	Impression	1	166.	Tail race	1
79.	Industry	1	167.	Technical	1
80.	Instruction	3	168.	Terror	1
81.	Interview	2	169.	Trap	1
82.	Job	1	170.	Treasure	1
83.	Journalist	2	171.	Tremor	1
84.	Kharka	1	172.	Tunnel	4
85.	Knock out	1	173.	Turbine	2
86.	Kublaikhan	2	174.	Warning	1
87.	Kyak	1	175.	Warrior	1
88.	Labour	1	176.	Weapon	1

Verbs

S.N.	Vocabulary Items	No. of Frequency	S.N.	Vocabulary Items	No. of Frequency
1.	Acclaim	1	50.	Hate	1
2.	Accomplish	1	51.	Hurry	1
3.	Active	1	52.	Ignore	1
4.	Advise	4	53.	Improve	2
5.	Announce	1	54.	Include	1
6.	Apologize	3	55.	Injure	1
7.	Argue	1	56.	Irrigate	1
8.	Attack	2	57.	Join	1
9.	Arrest	2	58.	Land	1
10.	Avoid	1	59.	Loot	1
11.	Bathe	1	60.	Love	1
12.	Beat	1	61.	Meet	1
13.	Beg	1	62.	Murder	2
14.	Believe	2	63.	Own-up	1
15.	Bloom	1	64.	Pile-up	1
16.	Boast	1	65.	Poke	1
17.	Bury	1	66.	Produce	1
18.	Capture	2	67.	Punch	1
19.	Celebrate	1	68.	Punish	1
20.	Cheer	1	69.	Recognize	2
21.	Claim	1	70.	Refuse	2
22.	Coach	1	71.	Relax	1
23.	Collect	1	72.	Report	2
24.	Concentrate	1	73.	Rescue	2
25.	Congratulate	2	74.	Return	1
26.	Connect	1	75.	Revolve	1

27.	Conquer	1	76.	Rob	1
28.	Contact	1	77.	Roll up	1
29.	Continue	1	78.	Select	1
30.	Control	1	79.	Slip	1
31.	Crave	1	80.	Spin	1
32.	Crouch	2	81.	Spot	1
33.	Dare	1	82.	Squash	1
34.	Defeat	1	83.	Squeeze	2
35.	Destroy	2	84.	Store	1
36.	Develop	1	85.	Stoke	1
37.	Discover	2	86.	Struggle	3
38.	Drag	1	87.	Stutter	2
39.	Drift	1	88.	Surround	1
40.	Earn	1	89.	Survive	2
41.	Encourage	1	90.	Tease	1
42.	Eruption	3	91.	Thrive	1
43.	Explode	2	92.	Tilt	1
44.	Festoon	1	93.	Trust	1
45.	Fling	1	94.	Uncover	1
46.	Follow	1	95.	Weep	1
47.	Freeze	1	96.	Whisper	2
48.	Fry	1	97.	Wrap	1
49.	Graze	1			

Adjectives

S.N.	Vocabulary Items	No. of Frequency	S.N.	Vocabulary Items	No. of Frequency
1.	Active	3	37.	Mysterious	1
2.	Amazing	2	38.	Natural	1
3.	Anxious	1	39.	Needy	1
4.	Apart	2	40.	Nervous	1
5.	Apparant	2	41.	Ordinary	1
6.	Bare	1	42.	Original	1
7.	Boastful	1	43.	Powerful	1
8.	Beach	1	44.	Previous	1
9.	Bonzer	1	45.	Professional	1
10.	Brilliant	1	46.	Rare	1
11.	Confusing	1	47.	Rough	1
12.	Continuous	1	48.	Russian	2
13.	Convenient	2	49.	Ruthless	1
14.	Cruel	2	50.	Scarce	2

15.	Curious	1	51.	Scenic	1
16.	Dependent	1	52.	Scots	1
17.	Determined	1	53.	Skillful	1
18.	Different	1	54.	Special	2
19.	Distant	2	55.	Steep	2
20.	Disappointed	2	56.	Strange	1
21.	Dusty	2	57.	Stunning	1
22.	Eager	1	58.	Superb	1
23.	Efficient	1	59.	Swirling	1
24.	Excited	2	60.	Thoughtless	1
25.	Financial	2	61.	Thrilling	1
26.	Grateful	1	62.	Unharmed	1
27.	Guilty	1	63.	Unusual	1
28.	Informal	2	64.	Vast	1
29.	Inventive	1	65.	Victorious	1
30.	Lonely	1	66.	Vivid	1
31.	Magnificent	1	67.	Weak	1
32.	Main	1	68.	Whole	1
33.	Mexican	2	69.	Widespread	1
34.	Mild	1	70.	Wise	1
35.	Molten	1	71.	Wonderful	1
36.	Muddy	1			

Adverbs

S.N.	Vocabulary Items	No. of Frequency	S.N.	Vocabulary Items	No. of Frequency
1.	Amazing	2	13.	Nearly	3
2.	Angrily	2	14.	Nicely	2
3.	Carefully	10	15.	Normally	1
4.	Carelessly	2	16.	Physically	2
5.	Clearly	5	17.	Quickly	5
6.	Continuously	1	18.	Quietly	3
7.	Correctly	5	19.	Regularly	3
8.	Easily	4	20.	Seriously	2
9.	Finally	3	21.	Slowly	3
10.	Immediately	1	22.	Stormy	2
11.	Lovingly	2	23.	Suddenly	2
12.	Naughtily	2	24.	Warmly	2

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

Appendix-III

List of the Schools Involved in the Study

1. Nepal Rastriya Higher Secondary School, Nepaltar
2. Shree Guhyeshwori Higher Secondary School, Sinamangal
3. Shree Janakalyan Secondary School, Baudha
4. Shree Mahendra Baudha Secondary School, Baudha
5. Shree Manohar Higher Secondary School, Gangabu
6. Shree Panchya Kanya Secondary School, Chauni
7. Shree Padmodaya Higher Secondary School, Ramshahpath
8. Shree Ratna Rajay Secondary School, Sitapaila
9. Shree Siddhi Ganesh High School, Sorhakhutte
10. Shree Shivapuri Higher Secondary School, Maharajgung