

VOCABULARY ACHIEVEMENT OF STUDENTS FROM DIFFERENT ETHNIC GROUPS

**A Thesis Submitted to the Department of English Education,
Faculty of Education, Tribhuvan University, Kirtipur,
Kathmandu, Nepal, in Partial Fulfillment for the
Master's Degree in English Education**

By

Bhoj Raj Devkota

M. Ed. in English

**Faculty of Education,
University Campus, Kirtipur,
Kathmandu, Nepal**

2007

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DEDICATION

*This work is dedicated to my innocent parents who made me
step on this earth and taught me the meaning of
dignity, virtue and salvation.*

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ABSTRACT

This dissertation entitled “Vocabulary Achievement of Students from Different Ethnic Groups” attempts to compare the achievement of vocabulary items included in the text book of Grade Eight among different ethnic groups. Ten ethnic groups Chhetri, Brahmin-Hill, Magar, Tharu, Tamang, Newar, Kami, Yadhav, Rai and Gurung were taken for the study where Chhetri, Brahmin-hill and Newar students were selected randomly and the rest purposively. The students selected under this study were altogether one hundred in numbers; ten from each of ten public schools of Kathmandu district. The schools were selected purposively.

The researcher counted the frequency of vocabulary items given in the glossary of the English textbook for grade eight and selected altogether 100 vocabulary items consisting of 30 nouns, 30 verbs, 20 adjectives and 20 adverbs. 70 % of them having high frequency and 30% having low frequency were selected for the study. A set of written test paper was developed and administered to 100 students and their responses were collected and studied.

The main objective of the study was to compare the vocabulary achievement among ten ethnic groups. As a whole, it was found that Brahmin-Hill students were found more proficient in vocabulary items than any other groups whereas the students from Kami ethnicity were found least proficient. Newar students in nouns, Chhetri students in verbs and adverbs and Magar students in adjectives achieved better next to Brahmin whereas Kami students in nouns and adverbs and Tharu students in verbs and adjectives showed the least achievement. Similarly, Chhetri stood in the second position, Newar in the third, Magar in the fourth, Rai in the fifth, Yadhav in the sixth, Gurung in the seventh, Tamang in the eighth and Tharu in the ninth position.

The present work is divided into four chapters. The first chapter includes general background, aspects of language, ethnicity, ethnicity in Nepal, definition and types of vocabulary, teaching and learning of vocabulary, review of the related literature, objectives of the study and significance of the study. The second chapter deals with the methodology, which includes sources of data, population of the study, sample population, sampling process, tools for data collection, process of data collection and limitation of the study. The third chapter is concerned with the analysis and interpretation of the data. Findings and recommendations are given in the fourth chapter. The references and students’ answer sheets are given in the appendices.

ABBREVIATIONS

B.S.	=	Bikram Sambat
B.H.	=	Brahmin-Hill
CBS	=	Central Bureau of Statistics
e.g.	=	For example, <i>exempli gratia</i> (in Latin)
et.al	=	and other people, <i>et alii</i> (in Latin)
etc.	=	Etcetera
F.M	=	Full Marks
H.M.G	=	His Majesty's Government
i.e.	=	That is
N.R.H.S.S	=	Nepal Rastriya Higher Secondary School
No.	=	Number
S.G.H.S.S	=	Shree Guhyeshwori Higher Secondary School
S.J.K.S.S	=	Shtee Janakalyan Secondary School
S.M.B.S.S	=	Shree Mahendra Baudha Secondary School
S.M.H.S.S	=	Shree Manohar Higher Secondary School
S.P.S.S	=	Shree Panchya Kanya Secondary School
S.N	=	Serial Number
S.P.H.S.S	=	Shree Padmodaya Higher Secondary School
S.R.R.S.S	=	Shree Ratna Rajya Secondary School
S.S.G.H.S	=	Shree Siddhi Ganesh High School
S.S.H.S.S	=	Shree Shivapuri Higher Secondary School
Vol.	=	Volume
Vs	=	Versus
T.U.	=	Tribhuvan University
Viz.	=	Namely

TABLE OF CONTENTS

CONTENTS	Page No.
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Abbreviation	viii
Table of Contents	
CHAPTER ONE	1-12
1. Introduction	1
1.1 General Background	1
1.1.1 Aspects of Language	2
1.1.2 Ethnicity	3
1.1.3. Ethnicity in Nepal	5
1.1.4 Definition and Types of Vocabulary	7
1.1.5 Teaching and Learning of Vocabulary	9
1.2. Review of the Literature	10
1.3. Objectives of the Study	12
1.4. Significance of the Study	12
1.5 Definition of the Specific Terms	12
CHAPTER TWO	13-14
2. Methodology	13
2.1. Introduction	13
2.2 Sources of Data	13
2.2.1. Primary Sources of Data	13
2.2.2. Secondary Sources of Data	13
2.3 Sample Population	13
2.4. Tools for Data Collection	14

2.5. Process of Data Collection	14
2.6. Limitation of the Study	14
CHAPTER THREE	15-68
3. Analysis, Interpretation and Presentation of Data	15
3.1 Introduction	15
3.2 Analysis of Vocabulary Achievement in Terms of Ethnicity	15
3.2.1 Analysis of Vocabulary Achievement by Chhetri	15
3.2.2 Analysis of Vocabulary Achievement by Brahmin	21
3.2.3 Analysis of Vocabulary Achievement by Magar	26
3.2.4 Analysis of Vocabulary Achievement by Tharu	31
3.2.5 Analysis of Vocabulary Achievement by Tamang	36
3.2.6 Analysis of Vocabulary Achievement by Newar	41
3.2.7 Analysis of Vocabulary Achievement by Kami	46
3.2.8 Analysis of Vocabulary Achievement by Yadhav	51
3.2.9 Analysis of Vocabulary Achievement by Rai	56
3.2.10 Analysis of Vocabulary Achievement by Gurung	61
3.3 Analysis of Vocabulary in Terms of Nouns, Verbs, Adjectives and Adverbs	66
3.3.1 Analysis of Vocabulary Achievement in Terms of Nouns	66
3.3.2 Analysis of Vocabulary Achievement in Terms of Verbs	66
3.3.3 Analysis of Vocabulary Achievement in Terms of Adjectives	67
3.3.4 Analysis of Vocabulary Achievement in Terms of Adverbs	68
3.4 Comparison of Total Vocabulary Achievement in Terms of Ten Ethnic Groups	68
CHAPTER-FOUR	71-72
4.1 Findings	71
4.2 Recommendations	71
REFERENCES	74

APPENDICES	Page No.
Appendix-I Marks Obtained by the Individual Students	75
Appendix-II Frequency Counts of the Vocabulary Items	77
Appendix-III List of Schools involved in the Study	82
Appendix-IV Vocabulary Achievement Test	83

LIST OF FIGURES

Figure 1: Noun- Verb- Adjective-Adverb Comparison in Total	20
Figure 2: Noun- Verb- Adjective-Adverb Comparison in Total	25
Figure 3: Noun- Verb- Adjective-Adverb Comparison in Total	30
Figure 4: Noun- Verb- Adjective-Adverb Comparison in Total	35
Figure 5: Noun- Verb- Adjective-Adverb Comparison in Total	40
Figure 6: Noun- Verb- Adjective-Adverb Comparison in Total	45
Figure 7: Noun- Verb- Adjective-Adverb Comparison in Total	50
Figure 8: Noun- Verb- Adjective-Adverb Comparison in Total	55
Figure 9: Noun- Verb- Adjective-Adverb Comparison in Total	60
Figure 10: Noun- Verb- Adjective-Adverb Comparison in Total	65
Figure 11: Vocabulary Achievement by Ten Ethnic Groups	69

