

**VOCABULARY PROFICIENCY OF GRADE TEN
STUDENTS OF KATHMANDU AND SARLAHI
DISTRICTS**

**A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master's Degree in Education
(Specialization in English Education)**

**Submitted by
Tirtha Raj Paudel**

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

2008

**VOCABULARY PROFICIENCY OF GRADE TEN
STUDENTS OF KATHMANDU AND SARLAHI
DISTRICTS**

**A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master's Degree in Education
(Specialization in English Education)**

By

Tirtha Raj Paudel

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2008

T.U. Regd. No.: 14462-93

Second Year Exam Roll No: 280384/061

Date of Approval of the

Thesis Proposal: 2065/01/16

Date of Submission: 2065/04/13

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Tirtha Raj Paudel** has prepared his M.Ed. Thesis entitled “**Vocabulary Proficiency of Grade Ten Students of Kathmandu and Sarlahi Districts**” under my guidance and supervision.

I recommend the thesis for acceptance.

Date:-

Mrs. Hima Rawal

Lecturer

Department of English Education

Faculty of Education

T.U., Kirtipur

RECOMMENDATION FOR EVALUATION

This Thesis has been recommended for evaluation by the following Research Guidance Committee:

Signature

Dr. Chandreshwar Mishra

.....

Reader and Head

Chairperson

Department of English Education

T.U., Kirtipur

Mr. Bhesh Raj Pokhrel

.....

Lecturer

Member

Department of English Education

T.U., Kirtipur

Mrs. Hima Rawal (Guide)

.....

Lecturer

Member

Department of English education

T.U., Kirtipur

Date :

EVALUATION AND APPROVAL

This Thesis has been evaluated and approved by the following Thesis Evaluation Committee.

Signature

Dr. Chandreshwar Mishra

.....

Reader and Head

Chairperson

Department of English Education

T.U., Kirtipur

Dr. Jai Raj Awasthi

.....

Professor

Member

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

T.U., Kirtipur

Mrs. Hima Rawal (Guide)

.....

Lecturer

Member

Department of English Education

T.U., Kirtipur

Date :

DEDICATION

Dedicated

To my parents who have devoted their entire lives to make me what I am today.

DECLARATION

I declare that this thesis is original, no part of it was earlier submitted to the Department of English Education by any researcher.

Date:

Tirtha Raj Paudel

ACKNOWLEDGEMENTS

First of all, I am highly indebted to my thesis guide, **Mrs. Hima Rawal**, Lecturer, Department of English Education who provided me with valuable guidance, encouragement, instructive suggestions and all kinds of help during the preparation of this thesis.

I am extremely grateful to **Dr. Chandreshwar Mishra**, Reader and Head of the Department of English Education, for his necessary suggestions and encouragement.

I would like to thank **Mr. Bhesh Raj Pokhrel**, Lecturer, Department of English Education, a member of Thesis Guidance Committee, for his genuine suggestions, encouragement and recommendations to make the study successful.

I am equally indebted to **Dr. Jai Raj Awasthi**, Professor, Department of English Education for his invaluable advice.

I am also thankful to **Dr. Anjana Bhattarai** and **Dr. Bal Mukunda Bhandari** for their suggestions.

I would like to thank the headmasters, subject teachers and students of the concerned schools for their help in test administration.

I would like to extend my deep gratitude to my wife, Rachana Paudel for her help to make this work possible. I must also thank my small daughter Riya Paudel and my brother, Mr. Hari Paudel who helped me a lot in my work.

Finally, I wish to thank Mr. Buddha Ratna Tandukar for his computer work.

Tirtha Raj Paudel

ABSTRACT

This research entitled “**Vocabulary Proficiency of Grade Ten Students of Kathmandu and Sarlahi Districts**” was carried out to compare the vocabulary proficiency of the tenth grade students of Kathmandu and Sarlahi districts and to find out the difficulty level of vocabulary items. To meet the objectives, the researcher prepared a list of content words (nouns, verbs, adjectives and adverbs) with their frequency counts from grade ten English textbook. The researcher selected the 60% of words having high frequency and 40% having low frequency. Twelve types of test items were constructed consisting of eighty individual vocabulary items including twenty six nouns, twenty two verbs, seventeen adjectives and fifteen adverbs. The test was administered in three different schools of Kathmandu and three schools of Sarlahi district. Twenty students were selected from each school by random sampling procedure using the fishbowl draw. The data thus obtained were tabulated and analyzed using descriptive approach and simple statistical tools, i.e. rank and percentage. The result of the test showed that the total vocabulary proficiency of the students was found satisfactory. The girls of Kathmandu were better than the boys and the boys of Sarlahi were found better than the girls. Similarly, the girls of Kathmandu were found far better than the girls of Sarlahi whereas the boys of Kathmandu and Sarlahi were found equal in vocabulary proficiency. The analysis of the difficulty level of vocabulary items displayed that 30% of them were found beyond the students’ intellectual maturity.

The present work is divided into four chapters. The first chapter includes general background and definitions, review of the related literature, objectives of the study and significance of the study. The second chapter deals with the methodology. The third chapter is concerned with analysis and interpretation of data. Findings and recommendations are given in the fourth chapter. The model of the test items and students’ answers are given in the appendices.

TABLE OF CONTENTS

	<i>Page No.</i>
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Table of Contents	viii
List of Abbreviations	xi

CHAPTER - ONE: INTRODUCTION

1.1	General Background	Error! Bookmark not defined.
1.1.1	Historical Background of English in Nepal	Error! Bookmark not defined.
1.1.2	Importance of the English Language in Nepal	Error! Bookmark not defined.
1.1.3	Aspects of Language	Error! Bookmark not defined.
1.1.3.1	Pronunciation	Error! Bookmark not defined.
1.1.3.2	Grammar	Error! Bookmark not defined.
1.1.3.3	Vocabulary	Error! Bookmark not defined.
1.1.3.4	Discourse	Error! Bookmark not defined.
1.1.3.5	Skills	Error! Bookmark not defined.
1.1.4	Vocabulary	Error! Bookmark not defined.
1.1.5	Types of Vocabulary	Error! Bookmark not defined.
1.1.6	Aspects of Teaching Vocabulary	Error! Bookmark not defined.
1.1.7	Importance of Teaching Vocabulary	Error! Bookmark not defined.
1.1.8	Principles of Teaching and Learning Vocabulary	Error! Bookmark not defined.

- 1.1.9 Techniques of Teaching Vocabulary **Error! Bookmark not defined.**
- 1.1.10 Criteria for Selecting Vocabulary **Error! Bookmark not defined.**
- 1.2 Review of the Related Literature **Error! Bookmark not defined.**
- 1.3 Objectives of the Study **Error! Bookmark not defined.**
- 1.4 Significance of the Study **Error! Bookmark not defined.**
- 1.5 Definitions of the Specific Terms **Error! Bookmark not defined.**

CHAPTER - TWO: METHODOLOGY

- 2.1 Sources of Data **Error! Bookmark not defined.**
- 2.1.1 Primary Sources of Data **Error! Bookmark not defined.**
- 2.1.2 Secondary Sources of Data **Error! Bookmark not defined.**
- 2.2 Population of the Study **Error! Bookmark not defined.**
- 2.3 Sampling Procedure **Error! Bookmark not defined.**
- 2.4 Tools for Data Collection **Error! Bookmark not defined.**
- 2.5 Process of Data Collection **Error! Bookmark not defined.**
- 2.6 Limitations of the Study **Error! Bookmark not defined.**

CHAPTER - THREE: ANALYSIS AND INTERPRETATION

- 3.1 Analysis of Vocabulary Proficiency **Error! Bookmark not defined.**
- 3.1.1 Holistic Analysis of Vocabulary Proficiency of the Students **Error! Bookmark not defined.**
- 3.1.2 Schoolwise Analysis of the Total Vocabulary Proficiency **Error! Bookmark not defined.**
- 3.1.3 Itemwise Analysis of Vocabulary Proficiency **Error! Bookmark not defined.**

- 3.1.3.1 Analysis of Vocabulary Proficiency in Item No. 1 **Error! Bookmark not defined.**
- 3.1.3.2 Analysis of Vocabulary Proficiency in Item No. 2 **Error! Bookmark not defined.**
- 3.1.3.3 Analysis of Vocabulary Proficiency in Item No. 3 **Error! Bookmark not defined.**
- 3.1.3.4 Analysis of Vocabulary Proficiency in Item No. 4 **Error! Bookmark not defined.**
- 3.1.3.5 Analysis of Vocabulary Proficiency in Item No. 5 **Error! Bookmark not defined.**
- 3.1.3.6 Analysis of Vocabulary Proficiency in Item No. 6 **Error! Bookmark not defined.**
- 3.1.3.7 Analysis of Vocabulary Proficiency in Item No. 7 **Error! Bookmark not defined.**
- 3.1.3.8 Analysis of Vocabulary Proficiency in Item No. 8 **Error! Bookmark not defined.**
- 3.1.3.9 Analysis of Vocabulary Proficiency in Item No. 9 **Error! Bookmark not defined.**
- 3.1.3.10 Analysis of Vocabulary Proficiency in Item No. 10 **Error! Bookmark not defined.**
- 3.1.3.11 Analysis of Vocabulary Proficiency in Item No. 11 **Error! Bookmark not defined.**
- 3.1.3.12 Analysis of Vocabulary Proficiency in Item No. 12 **Error! Bookmark not defined.**
- 3.1.4 Comparison of Vocabulary Proficiency **Error! Bookmark not defined.**
 - 3.1.4.1 Comparison of Vocabulary Proficiency Between Kathmandu and Sarlahi Districts **Error! Bookmark not defined.**
 - 3.1.4.2 Genderwise Comparison Between Two Districts **Error! Bookmark not defined.**

- 3.1.4.3 Genderwise Comparison within Kathmandu District
Error! Bookmark not defined.
- 3.1.4.4 Genderwise Comparison within Sarlahi District **Error!**
Bookmark not defined.
- 3.1.5 Analysis of Difficulty Level of Vocabulary Items **Error!**
Bookmark not defined.
- 3.1.5.1 Analysis of Difficulty Level of Vocabulary Items in
Mangal Higher Secondary School **Error! Bookmark not**
defined.
- 3.1.5.2 Analysis of Difficulty Level of Vocabulary Items in
Vishwa Niketan Higher Secondary School **Error!**
Bookmark not defined.
- 3.1.5.3 Analysis of Difficulty Level of Vocabulary Items in
Durbar High School. **Error! Bookmark not defined.**
- 3.1.5.4 Analysis of Difficulty Level of Vocabulary Items in
Mahendra Janta Secondary School **Error! Bookmark**
not defined.
- 3.1.5.5 Analysis of Difficulty Level of Vocabulary Items in
Chaturbhujeshwar Janta Higher Secondary School **Error!**
Bookmark not defined.
- 3.1.5.6 Analysis of Difficulty Level of Vocabulary Items in
Jana Jyoti Higher Secondary School **Error! Bookmark**
not defined.
- 3.1.5.7 Itemwise Analysis of Difficulty Level of Vocabulary
in Total **Error! Bookmark not defined.**

CHAPTER - FOUR: FINDINGS AND RECOMMENDIONS

- 4.1 Findings **Error! Bookmark not defined.**
- 4.2 Recommendations **Error! Bookmark not defined.**

LIST OF ABBREVIATIONS

AD.	:	Anno Domini
Adj.	:	Adjective
Adv.	:	Adverb
B.S.	:	Bikram Sambat
Ch.J.H.S.S.	:	Chaturbhujeshwar Janta Higher Secondary School
D.H.S.	:	Durbar High School
e.g.	:	For example
E.L.T.	:	English Language Teaching
etc.	:	etcetera
F.M.	:	Full Mark
i.e.	:	That is
J.J.H.S.S	:	Jana Jyoti Higher Secondary School
M.H.S.S.	:	Mangal Higher Secondary School
M.J.S.S.	:	Mahendra Janta Secondary School
No.	:	Number
S.N.	:	Serial Number
SAARC	:	South Asian Association for Regional Co- operation
T.U.	:	Tribhuvan University
UNESCO	:	United Nation Education Scientific Cultural Organization
UNO	:	United Nation Organization
V.N.H.S.S	:	Vishwa Niketan Higher Secondary School
Vol.	:	Volume
Vs	:	Versus

