

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is the most widely used means of human communication. It is extremely complex and highly versatile code used for human communication. It helps us to express our thoughts, feelings, desires, ideas, emotions and experiences. It is taken as a social phenomenon which is used to establish a good relationship among the people in the community, nation and the world as a whole. Language is only one thing which makes human beings different from other animals. It is the most unique gift for human beings which distinguishes human beings from animals. Communication takes place among animals too. But their communication system is different from human communication system in the sense that the former is closed, unextendable and unmodifiable whereas human language is open, extendable and modifiable. These unique characteristics of human language have enabled the people belonging to different geographical regions, religions and cultures to live together in perfect harmony.

Language is the expression of human personality in words, whether written or spoken. It is the universal medium of conveying our thoughts, feelings and ideas of everyday life. No language is superior or inferior to other language in terms of communicative values. The major function of language is to communicate.

Language has been defined variously by various linguists. Among them, some definitions of language are mentioned below:

“A language is what the members of a particular society speak” Wardhaugh (1998, p.1). According to Sapir (1978, p.8), “Language is purely human and

non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.”

Similarly, according to Longman Dictionary of Applied Linguistics (1999, p.196), “Language is the system of human communication which consists of the structured arrangement of sounds into larger units.”

Thus, language has been defined variously. No single definition of language is perfect in itself. But it is widely accepted that language is a complex human phenomenon and its main function is to communicate among the people in the society.

Among the languages spoken in the world, English has been recognized as a widely used language for global communication. In addition to the national language, nowadays many countries around the world have put more emphasis on the English language education, realizing that English has played greater roles in international trade, technology, education, entertainment and other aspects of social life. Due to this increasing scope of English, demand of learning it as a second language has also been increasing rapidly. Different languages are spoken in the world. Of all the languages in the world today, English deserves to be regarded as a world language because English is the mother tongue of most of the people of Britain, Canada, U.S.A. and Australia.

1.1.1 Historical Background of English in Nepal

The history of the English language in Nepal goes back to the seventeenth century when King Pratap Malla ruled over Kathmandu. However, the English language was not popular among the ordinary people at that time. The inscription at Hanuman Dhoka states that King Pratap Malla knew fourteen languages including English. It proves that English had its existence in Nepal even before the time of Junga Bahadur Rana (Awasthi, 1979, p.4). Similarly, another assumption is that English was started in Nepal during the period of Bhimsen Thapa. The British government opened “Gorkha Bharti Kendra” (an

office to join British Army) during his primeministership. Then, people in Nepal were attracted towards the English language.

Junga Bahadur Rana, the first Rana Prime Minister of Nepal, visited Britain in 1950 A.D. to strengthen the friendship with the powerful British Empire. He realized the importance of the English language to communicate and strengthen the friendship with English people to make his position even stronger in Nepal. So, he established Durbar High School in 1953 A.D. to give English education to the children of Rana and Rana families after his visit to England. However, the doors of Durbar High School were opened for common people during Chandra Shamsheer's tenure. Similarly, English became a compulsory subject in the higher education in Nepal after the establishment of Tri-Chandra College in 1975 B.S.

1.1.2 Importance of the English Language in Nepal

There are thousands of languages spoken in the world. Among them, the English language is the most indispensable language for us because it has gained the status of an international language. It is spoken as a native language in most of the European countries and many countries in the world use it as a second or a foreign language.

English is taken as a key to be successful in science, technology and world culture for most of the developing countries like Nepal. The importance of English is increasing day by day in Nepal. Now, the government of Nepal has made English as a compulsory subject from grade one to bachelor level in education. Accordingly, it has occupied an important place in the academic world. So, it has got a high position in our curricula. Now, it has gained high prestige in both governmental and non-governmental sectors in Nepal. Nepal has got the membership of international organizations like UNO, SAARC, and UNESCO and so on. It is one of the many modern languages which is being taught and learnt in many countries in the world. So, it is accepted as an

international lingua franca and a medium of global communication. Doctors, engineers, pilots, high ranking officials, foreign diplomats, etc. need to have the knowledge of English. Most of the prescribed books of campus levels are written in English. Without the knowledge of English, it is very difficult to get success in higher levels of education.

Nepal is known as a beautiful country in the world. Every year thousands of foreign tourists from different parts of the world come to Nepal to enjoy her natural beauty. Thus, English is needed to communicate with them. According to Bhattarai (1994, p.226), “English has become indispensable vehicle to the transmission of modern civilization into the nation. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantages of the world citizen.” One who has a good command of English can easily survive in any part of the world. Above all, it is the gateway to world knowledge. Thus, the study of English has become inevitable to keep pace with the modern world.

1.1.3 Aspects of Language

The objectives of teaching a thing are to make the learners learn it. Therefore, teaching should be geared to facilitating learning on the part of the learners. This is true of language learning as well. A student of the language needs to learn its vocabulary, grammar, pronunciation and spelling and different skills. Thus, aspects of language refer to the things that a learner of language needs to learn. According to Harmer (1997, p.22), those aspects of language are pronunciation, grammar, vocabulary, discourse and skills. A short description of each aspect is given below:

1.1.3.1 Pronunciation

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 rules, e.g. the different pronunciation of the –ed past tense

ending. When we learn new words, we need to know how they are pronounced and where they are stressed. Similarly, we need to be able to know intonation pattern, rhythm and relationship between pitch and intonation. Accurate pronunciation gives us communicative efficiency. So, it is one of the most important aspects of language.

1.1.3.2 Grammar

Knowledge of grammar is essential for competent uses of languages because grammar is the backbone of language. If our aim of language teaching is to enable the students to use language, we should teach grammar of language.

1.1.3.3 Vocabulary

We need to learn the words of the languages. When we say words, we need to learn what they mean and how they are used. So, the meaning of words needs to be taught according to the context where they are used.

1.1.3.4 Discourse

As we know language is used differently in different situations. So, we should be able to use language according to situation. Similarly, we need to know the difference between formal and informal language use. Such knowledge involves learning language structures.

1.1.3.5 Skills

Language has four skills: listening, speaking, reading and writing. If a language learner develops his/ her language skills, he/she can approach the foreign language with more confidence.

1.1.4 Vocabulary

Broadly speaking, vocabulary refers to the word that we use in our day to day life for expressing our thoughts and feelings. The term ‘vocabulary’ has been defined differently by different linguists.

According to Oxford Advanced Learner’s Dictionary of Current English (1989, p.1425), vocabulary is “the body of words known to a person or used in a particular book or subject, etc.”

According to Harmer (1991, p.153), “If language structure makes up the skeleton of language then it is vocabulary that provides the vital organs and the flesh”. Since vocabulary functions as the vital organs and flesh, its vocabulary is of great importance.

“Vocabulary items play an important role in framing our ideas in a continuous flow. In order to communicate our thoughts effectively, we need to select the appropriate vocabulary items and combine them together with the help of underlying rules. Unless we select the right vocabulary items even the grammatically correct sentences fail to express the intended meaning” Bhattarai (2000, p.36).

Similarly, according to Richards et al. (1999, p.400), “Vocabulary refers to ‘a set of lexemes’ including single words, compound words and idioms.”

It is obvious that a word is the most important unit of language. Without having an adequate number of vocabularies, one can’t speak any language fluently and appropriately. For effective communication in the target language, only the knowledge of structure of that language is not sufficient. It is vocabulary which provides the vital organs and flesh on the structure of a language.

1.1.5 Types of Vocabulary

Vocabulary can be classified differently on the basis of different criteria. Basically, there are mainly two types of vocabulary. They are active and passive vocabularies. According to Harmer (1991, p.153) “a distinction is frequently made between ‘active’ and ‘passive’ vocabulary. The former refers to vocabulary that students have been taught or learnt and which they are expected to be able to use whilst the latter refers to the words, which the students will recognize when they meet them but which they will not be able to produce.” These descriptions show that those words which are frequently used by an individual in day to day communication are called active vocabularies. On the other hand, those words which can be understood but are rarely used are passive vocabularies.

Words can also be divided into two classes as content words and function words. The words which refer to a thing, quality, state or action and which have meaning in isolation are known as content words and the words which have little meaning on their own, but which show grammatical relationships in larger construction are known as function words.

Fries (1945, pp.45-50) classifies words into four groups. They are as follows:

- i. Function words,
- ii. Substitute words,
- iii. Grammatically distributed words, and
- iv. Content words.

Functional words are also known as empty words. They primarily perform grammatical functions, e.g. ‘do’ as signaling question. The substitute words, e.g. he, she, they, etc. replace class of words. Grammatically distributed words, e.g. some, any, etc. show unusual grammatical restrictions in distribution. The

number of words in the first three groups is rather small in English. The fourth group, i.e. content words constitute the bulk of the vocabulary of the language.

To conclude, a word is the smallest meaningful bit of speech that can occur in isolation. Todd (1991, pp.49-50) says that the term ‘word’ has the following types:

- I) An ‘orthographic word’ represents the word in its conventional alphabetical writing. e.g. book, go, etc.
- II) A ‘morphological word’ considers the form but not meaning. For example, ‘bank’ has two meanings (financial institution and side of the river) but is a single morphological form.
- III) A ‘lexical word’ is also called lexeme. The lexical word is an abstract word which underlies many morphological words. For example, the set of morphological words sing, sings, sang, sung and singing represent a single lexeme.
- IV) A ‘semantic word’ involves distinguishing between items which may be morphologically identical but differ in meaning. The one morphological word ‘table’ can refer to a piece of furniture and to a diagram. The diagram and the piece of furniture are the same morphological word but they are two semantic words because they are not closely related in meaning.

1.1.6 Aspects of Teaching Vocabulary

Teaching vocabulary means teaching different aspects of that word like meaning, use, formation, grammar, etc.

Harmer (1991, p.158) has made a summary of knowing a word as follows:

Figure 1

D) Word Meaning

The same word may have different meanings in different contexts. For example,

- a) I am reading a book. (a set of printed pages)
- b) We have to book a room in time. (to reserve)
- c) The policeman booked him for speeding. (to arrest)

So, the meaning of the word ‘book’ can not be deciphered in isolation but we have to look at the context in which it is used. There are other facts about meaning too. Sometimes words have meanings in relation to other words. Thus, students need to know the meaning of ‘vegetable’ as a word to describe any one of a number of other things, e.g. carrot, cabbages, potatoes, etc.

‘Vegetable’ has a general meaning whereas ‘carrot’ is more specific. We also understand the meaning of a word like ‘good’ in relation to a word like ‘bad’ (antonyms) and so on.

II) Word Use

Word meaning is frequently stretched by the use of metaphor and idiom. For example, the word 'hiss' describes the noise that snakes make. But, we stretch its meaning to describe the way people talk to each other. This is metaphorical use. Similarly, word meaning is also governed by collocation, style and register. So, the students need to recognize metaphorical language use and they need to know how words collocate. They also need to understand what stylistic and topical contexts words and expressions occur in.

III) Word Formation

This shows how the words can change their shape and grammatical values (i.e. parts of speech). Students need to know facts about word formation and how to twist words to fit different grammatical contexts. For example, the word 'run' (verb, present, plural) may have the forms or shapes like 'runs', 'ran', 'running', etc. Here, the students also need to know how suffixes and prefixes work to change the form of words or even to derive new words.

Students need to know how words are spelt and how they sound. Indeed, the way words are stressed is vital if students are to be able to understand and use words in speech. Hence, word formation means knowing how words are written and spoken and knowing how they can change their form.

IV) Word Grammar

The use of certain words can trigger the use of certain grammatical patterns. For example, if a word is noun then we have to consider whether it is countable or uncountable, singular or plural, takes singular or plural verb and so on. Similarly, if a word is verb then in which verb pattern it may occur in a sentence, i.e. transitive, intransitive, ditransitive and so on. If the words are adjectives then in which position they occur in a sentence should be considered.

Thus, knowing a word implies knowing its meaning, use, formation and grammar. So, while teaching vocabulary, we should treat all the aspects of each and every vocabulary item.

1.1.7 Importance of Teaching Vocabulary

A sound in itself has no meaning whereas a word is always meaningful. Communication is possible with words. Language learners need to learn lexis of the language. With the right choice of the words, a speaker creates good impression in the hearer. So, the vocabulary teaching is essential at the primary level.

Language is a composite whole comprising grammar and vocabulary. Both of these components of language are equally important for communication to be successful. We can produce infinite number of grammatical rules. But it is not applicable in case of vocabulary because a word may be used differently in different situations. Hence, a vital question arises, which of the two is more important: Grammar or vocabulary? In this regard, Wilkins (1972, p.111) says, 'without grammar very little can be conveyed, without vocabulary nothing can be conveyed'. Thus, vocabulary teaching is essential.

When we acquire or learn a language, we acquire or learn vocabulary automatically. This implies that language learning is a matter of learning the vocabulary of that language. So, when we want to express our feelings, thoughts, ideas, etc. we need vocabulary power. In this regard, Wallace (1982, p.9) says, "It 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. It is due to the lack of adequate knowledge of vocabulary that people often get frustrated when they do not find words they need to express their thoughts, ideas and feelings while

communicating in the target language. So, it needs adequate number of vocabulary to engage in communication”.

Learning a word is often considered learning the meanings but it is not true. In order to know how to use a word appropriately in English, a speaker or writer needs to know much more than simply the meaning of a word.

1.1.8 Principles of Teaching and Learning Vocabulary

Learning vocabulary is different from the memorization of the list of words.

Wallace (1982, p.27) has mentioned the following principles:

- I. Aims:** At first, the teacher has to be clear about his/her aims: how many of the listed things does the teacher expect the learner to be able to do? If the teacher is not clear on this point, it will be difficult to assess how the vocabulary has been successful.
- II. Quantity:** After making an aim in vocabulary learning, the teacher has to decide the quantity of vocabulary to be learnt. Clearly, the actual number will be varied from class to class and learner to learner.
- III. Need:** The vocabulary should be presented in response to the students' needs and interests and they are perhaps likely to remember it. So, the teacher should try to bring such situations in the classroom by which the students should feel that they need the target words.
- IV. Frequent Exposure and Repetition:** We can not remember a new word simply by hearing it at once. It has to be repeated frequently. The students should be given enough opportunity to repeat the new words frequently.
- V. Meaningful Presentation:** The vocabulary must be used in an unambiguous way. A word may have different meanings in different situations. A word which is going to be learned should be presented in such a way that its reference is perfectly clear and unambiguous.

- VI. Situation Presentation:** The words should be learnt in an appropriate situation. The choice of words can vary according to the situations in which one is speaking.
- VII. Presentation in Contexts:** The words do not occur in isolation. The teacher should teach the vocabulary in meaningful context not in isolation.

1.1.9 Techniques of Teaching Vocabulary

Vocabulary is an important aspect of language. Not all the vocabularies can be learnt through the same technique. So, different techniques can be applied to teach the different vocabulary items. Harmer (1991, p.161) gives the following techniques to present the meaning of new vocabulary:

- 1. Realia:** One way of presenting words is to bring the real object into the classroom. The object itself leaves an unforgettable impression in the students. The words like 'ruler', 'pen', etc. can obviously be presented in this way.
- 2. Pictures:** All the objects can't be brought into the classroom. In such situation, one solution is the use of pictures. The teacher can draw things on the board or bring printed pictures and teach vocabulary. e.g. bringing the picture of car, bus, elephant, etc.
- 3. Mime, action and gesture:** It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions are probably better explained by mime. Concepts like 'running' or 'smoking' are easy to present in this way.
- 4. Contrast:** We can present the meaning of a word by contrasting it with other word. For example, the meaning of 'cold' can be presented by contrasting it with 'hot'.
- 5. Enumeration:** We can use it to present meaning. We can say 'clothes' and explain this by enumerating or listing various items. The same is true in case of 'vegetable' or 'furniture'.

6. **Explanation:** Instead of giving dictionary meaning of the word, we can explain the meaning of words which must include any facts of word use which are relevant. We can contextualize the meaning of the particular words. For example; demise = death, etc.
7. **Translation:** Translation is a quick and easy way to present the meaning of words. It refers to the technique of telling the target language equivalent words in the students' native language. We should use it only when nothing else works.

1.1.10 Criteria for Selecting Vocabulary

Learning a language does not mean mastery over the whole of vocabulary of that language. It is also not possible to learn all the words of a foreign language. Even the native speaker does not know the whole vocabulary of his own language. So, the selection of vocabulary is very important for a foreign language learner. Regarding the selection of vocabulary, Harmer (1997, p.154) says, "One of the problems of vocabulary teaching is how to select what words to teach". Thus, selecting vocabulary to the particular level is a difficult task. However, there are certain criteria which are used to select vocabulary.

a. **Frequency**

It means the number of occurrence of words. The words that occur more often should be selected and taught first. Thus, words like 'book', 'dog', 'play', etc. are more frequently used than 'encyclopedia' or 'terminology'. The words having high frequency should be selected according to this criterion.

b. **Range**

There are some words which have more structural value than others. Words such as a, an, the, this, etc. have the widest range. A word which is found everywhere is more important than a word which is found only in a particular situation. Those words that have wide range should be selected.

c. Availability

According to this criterion, words that are readily available should be selected. The frequency of a word relating to a particular topic is called its availability. The words book, homework, chalk, etc. have low range but they are readily available for the students and they should be selected.

d. Coverage

Some words can cover a large semantic field than others. For example, the word 'house' can cover the concepts of hut, cottage, building, etc. The words with larger coverage should get priority in selection.

e. Learnability

Some words are very difficult to learn and some are easy. Similarly, clarity, brevity, regularity, and learning load determine the degree of difficulty. The words that are easy to learn should be selected.

f. Productivity

There are some words out of which more words can be produced by means of prefixes and suffixes. Such words are more productive than others. So, they should be selected. For example, the word 'man' has more productivity as we can have words like manly, unmanly, manliness, and manhood by adding prefixes and suffixes.

1.2 Review of the Related Literature

In the Department of English Education, some of the studies have been carried out on vocabulary achievement which are as follows:

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 the students' achievement of English vocabulary

used in the English textbook of grade six. The findings of the study revealed that the students' English Vocabulary achievement was found poor in total.

Similarly, Khatri (2000) in his thesis entitled "A study of English Vocabulary Achievement of the Students of Grade Eight" made an attempt to investigate the students' achievement of English vocabulary used in the English textbook of grade eight. He also attempted to compare the vocabulary achievement in nouns with the achievement in verbs. He came to the conclusion that English vocabulary achievement of the students of grade eight was found satisfactory in total.

Likewise, Tiwari (2001) carried out a research on "A study of English Vocabulary Achievement of the Students of Grade Ten." The objective of the study was to find out the students' proficiency in the achievement of English vocabulary used in the new English textbook of grade ten. He has also made an attempt to analyze the difficulty level of the vocabulary on the basis of the student's intellectual maturity. The findings of the study revealed that the achievement of English vocabulary by the students of grade ten was not satisfactory in total since majority of the students (i.e. 52 %) were found below the average level.

In the same way, Upadhyaya (2002) carried out a research on "A study on Achievement of Phrasal Verbs of the Students of Higher Secondary Level." The main objective of the study was to find out the achievement of phrasal verbs of the students of higher level. The study found out that phrasal verbs achievement of the students of higher secondary level was satisfactory.

Gyawali (2004) carried out a research on "A Study on Vocabulary Teaching through Direct and Indirect Techniques: A practical Study". It was done to compare the effectiveness of two different techniques: direct and indirect in teaching vocabulary. The study found that the direct method is preferred in vocabulary teaching to indirect.

Poudyal (2005) carried out a research on “A Study on English Vocabulary Achievement by the Students of Grade Nine.” The objective of the study was to investigate the students’ achievement of vocabulary items included in the text book of grade nine. The findings of the study showed that the English vocabulary achievement of the students of grade nine in content words was found satisfactory in total.

Though the above mentioned researches were carried out to find out the vocabulary achievement of the students, no research has been carried out to compare the vocabulary proficiency of grade ten students of Kathmandu and Sarlahi Districts. So, the present researcher has attempted to do so.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. To investigate students’ proficiency of English vocabulary used in English textbook of grade ten.
- b. To compare the vocabulary proficiency level of grade ten students of Kathmandu and Sarlahi Districts in terms of the following variables:
 - i Boys of Kathmandu District Vs boys of Sarlahi District.
 - ii Girls of Kathmandu District Vs girls of Sarlahi District.
- c. To analyze the difficulty level of vocabulary items used in the textbook.
- d. To point out some pedagogical implications on the basis of the findings of the study.

1.4 Significance of the Study

The present study will provide valuable insights to the people to get an idea about the proficiency level of the students of Kathmandu and Sarlahi districts in case of vocabulary items. This research will be helpful for vocabulary

studies on the basis of the English textbook of grade ten. This study will be significant for teachers because they are the people who are directly concerned with English course and the students studying in grade ten. They are the people who can develop remedial classes. This study will also be significant for material developers who prepare remedial courses. It will also help the course designers and textbook writers to assign and write better course and textbooks. The present study will also help to adopt a particular teaching strategy according to the level of students in different districts.

1.5 Definitions of the Specific Terms

Vocabulary

The term vocabulary refers to the body of words known to a person or used in a particular book, subject, etc.

In this study, the term refers to the words used in the new English textbook of grade ten.

Proficiency

It refers to the progress or advance towards completeness or perfection.

Public School: It refers to the schools controlled and financed by the government of Nepal.

CHAPTER - TWO

METHODOLOGY

Research is a scientific discipline. It is carried out following a systematic procedure giving more attention to fulfill each and every predetermined objective of the study. Being the systematic task, the researcher needs a systematic procedure to be fulfilled. To quote Kothari (1993, p.19), “Research methodology is a sequential procedure and methods to be adopted in a systematic study”. Thus, the researcher adopted the following methodology to fulfill the objectives of the study.

2.1 Sources of Data

The study was based on both primary and secondary sources of Data.

2.1.1 Primary Sources of Data

The primary sources of data for the present research were the grade ten students of Kathmandu and Sarlahi districts.

2.1.2 Secondary Sources of Data

The secondary sources of data for the present research were related books, journals, articles and research works in this field, e.g. Harmer (1991), Heaton (1975), NELTA Vol-5 (2000), Rai et al. (2008), Wallace (1982).

2.2 Population of the Study

The population of the study was grade ten students of Kathmandu and Sarlahi districts. The sample population was 120 informants to elicit information from the concerned schools of Kathmandu and Sarlahi districts.

2.3 Sampling Procedure

Three schools from Kathmandu and three from Sarlahi were selected for the sake of data collection. The schools were selected using judgemental non-random sampling procedure. Similarly, the students were selected by random sampling procedure using the fishbowl draw. Students' names were written on the slips of paper separately and those slips were kept in a box. They were drawn one by one until there were twenty slips. In this way, twenty students from each school were selected.

2.4 Tools for Data Collection

The main tools for data collection were test items. The researcher prepared a list of different content words consisting of nouns, verbs, adjectives and adverbs from the new English textbook of grade ten. The number of frequency of each word included in the list was counted. The words were selected on the basis of frequency counts from the list and some words which were included in the glossary having low frequency items were also chosen. Here, 60 % of the vocabularies having higher frequency counts and 40 % having low frequency counts from the glossary were selected. Then, a set of test items was constructed for collecting data.

There were different types of test items such as 'multiple choice', 'fill in the blanks', 'word matching', 'rearranging jumbled letters', 'using words in sentences', 'writing word meaning', 'filling in the crossword puzzle', etc. The test consisted of eighty individual vocabulary items including twenty six nouns, twenty two verbs, seventeen adjectives and fifteen adverbs (see Appendix-C).

2.5 Process of Data Collection

In the process of data collection, the researcher went to the District Education Office of Kathmandu and Sarlahi districts. He got the list of public schools and their address. He selected the schools using judgemental non-random sampling

procedure. Then, he went to the selected schools, met the head teachers as well as subject teachers, explained the purpose of his study and asked for a help. The researcher explained the nature and purpose of the study to the students. He administered the test on concerned students of the selected public schools from both the districts under the direct supervision of the researcher. The test was administered for one and a half hours. Most of the students completed the test within the allocated time. After administering the test items in all selected schools of both the districts, the researcher collected the answer sheets, evaluated and analyzed them both qualitatively and quantitatively by using appropriate statistical tools.

2.6 Limitations of the Study

The limitations of the study were as follows:

- a. The study was limited to the grade ten students of Kathmandu and Sarlahi districts.
- b. The study was limited to the vocabulary proficiency level of grade ten students on the basis of content words.
- c. The three public schools from Kathmandu district and three from Sarlahi were selected.
- d. The students studying in grade ten in concerned public schools of both the districts were taken for data collection.
- e. Twenty students of grade ten from each school were selected.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. The researcher attempted to investigate the students' vocabulary proficiency on the basis of test items. The responses of the students were marked systematically and correct responses were tabulated by using simple statistical tools.

The analysis and interpretation of the data were done under the following headings:

1 Analysis of Vocabulary Proficiency

- a. Holistic analysis of vocabulary proficiency of the students.
- b. Schoolwise analysis of the total vocabulary proficiency in the whole test.
- c. Itemwise analysis of vocabulary proficiency.

2 Comparison of Vocabulary Proficiency

- a. Comparison of vocabulary proficiency in terms of district.
- b. Genderwise comparison between two districts.
- c. Genderwise comparison within district.

3 Analysis of Difficulty Level of Vocabulary Items

- a. Schoolwise analysis of difficulty level of each vocabulary item.
- b. Itemwise analysis of difficulty level of vocabulary in total.

3.1 Analysis of Vocabulary Proficiency

Under this heading, the researcher attempted to investigate the students' vocabulary proficiency on the basis of test items. This main heading has been divided into several sub-headings. The researcher has applied simple statistical

tools, i.e. average, rank and percentage for the analysis and interpretation of data. Vocabulary proficiency of the students above 50 % was assumed to be satisfactory and below 50 % was assumed to be unsatisfactory.

3.1.1 Holistic Analysis of Vocabulary Proficiency of the Students

Vocabulary proficiency of the students of both the districts is presented below:

Table No. 1: Status of Total Vocabulary Proficiency of the Students

District	Total sample	Total average	Above the average		Below the average	
			No. of students	%	No. of students	%
Kathmandu	60	36.82	39	65	21	35
Sarlahi	60		25	41.67	35	58.33

The table given above shows that the total score obtained by the students in the whole test was 36.82. The total number of sample students was 60 from Kathmandu and 60 from Sarlahi district. Among 60 students from Kathmandu district, 39 students were found above the total average. The percentage of the students above total average was 65. Similarly, among 60 students from Sarlahi district, 25 students were found above the total average which was 41.67 % of the total students. Sixty five percentage of the students were found above the total average from Kathmandu district whereas only 41.67 % of the students were found above the total average from Sarlahi district. The table shows that majority of the students from Kathmandu district were found better than the students from Sarlahi district.

3.1.2 Schoolwise Analysis of the Total Vocabulary Proficiency

The vocabulary proficiency of the students of each school is described below:

Table No. 2: Status of Schoolwise Total Vocabulary Proficiency

Schools	Total sample	Total average	Above average		Below average	
			No. of students	%	No. of students	%
Mangal H.S.Schol	20	42.2	12	60	8	40
Vishwa Niketan H. S.School	20	40	12	60	8	40
Darbar High School	20	37.25	9	45	11	55
Mahendra Janta Sec. School	20	36.8	14	70	6	30
Chaturbhujeshwor H.S.School	20	33.65	13	65	7	35
Jana Jyoti H.S.School	20	31.15	7	35	13	65

The table above shows that vocabulary proficiency of the students of Mangal Higher Secondary School, Vishwa Niketan Higher Secondary School, Mahendra Janta Secondary School and Chaturbhujeshwor Janta Higher Secondary School was found satisfactory. Sixty percentage of the students were found above the average at Mangal Higher Secondary School and Vishwa Niketan Higher Secondary School. Seventy percentage of the Students were found above average at Mahendra Secondary School and 65% of the students were found above average at Chaturbhujeshwor Janta Higher Secondary School. But, the vocabulary proficiency of the students in other two schools (i.e. Durbar Secondary School and Jana Jyoti H.S. School) was not found satisfactory. Majority of the students in these two schools were found below the total average.

The table also makes it clear that out of total six schools, the students' total percentage of vocabulary proficiency in Mahendra Janta Secondary School was found to be the highest (i.e. 70 %) and the percentage of the Students in Jana Jyoti Higher Secondary School was found to be the lowest (i.e. 35 %).

3.1.3 Itemwise Analysis of Vocabulary Proficiency

The test contained twelve types of items like ‘tick the best answer’, ‘matching word meaning’, ‘fill in the blanks’, ‘writing word meaning’, ‘writing words in sentences’, etc. The vocabulary proficiency of each test item was analyzed by the researcher as follows:

3.1.3.1 Analysis of Vocabulary Proficiency in Item No. 1

There was ‘tick the best answer’ in item number one and it carried five marks in the test. The analysis of vocabulary proficiency in item number one is given below:

Table No. 3: Status of Total Vocabulary Proficiency in Item No. 1

District	Total sample	Total average	Above average		Below average	
			No. of students	%	No. of students	%
Kathmandu	60	3.52	24	40	36	60
Sarlahi	60		41	68.33	19	31.67

The above table shows that in total, 40 percentage of the students were above average in Kathmandu district but the majority of students (i.e. 68.33 %) were found above the average in Sarlahi district. Hence, the vocabulary proficiency of the students from Sarlahi district was found to be satisfactory in the item ‘Tick the best answer’.

3.1.3.2 Analysis of Vocabulary Proficiency in Item No. 2

Item no. two was ‘matching words with their opposite meaning’ and it carried five marks in the test. The analysis of item no. two is given below:

Table No. 4: Status of Total Vocabulary Proficiency in Item No. 2

District	Total sample	Total average	Above average		Below average	
			No. of students	%	No. of students	%
Kathmandu	60	2.87	44	73.33	16	26.67
Sarlahi	60		28	46.67	32	53.33

The above table shows that majority of the students (i.e. 73.33 %) from Kathmandu district were above the total average in item no. two but only 46.67 % of the students were found above the average from Sarlahi district on the same item. Vocabulary proficiency of Kathmandu district was found satisfactory but the majority of the students were found poor from Sarlahi district in item no. two.

3.1.3.3 Analysis of Vocabulary Proficiency in Item No. 3

Item no. three was ‘fill in the blanks’ and it carried five marks in the test. The analysis of item no. three is given below:

Table No. 5: Status of Total Vocabulary Proficiency in Item No. 3

District	Total sample	Total average	Above average		Below average	
			No. of students	%	No. of students	%
Kathmandu	60	2.68	36	60	24	40
Sarlahi	60		25	41.67	35	58.33

The table given above shows that the total average score made by the students in the item ‘Fill in the blanks’ was 2.68. The above table displays that 60 % of the students were above the average from Kathmandu district and 40 % of the students were below the average. Similarly, 41.67 % of the students were found above the total average from Sarlahi district in item no. three. Thus, vocabulary proficiency of the students of Kathmandu district was found satisfactory against the students of Sarlahi district since the majority of the students from Kathmandu district were above the average.

3.1.3.4 Analysis of Vocabulary Proficiency in Item No. 4

‘Matching word meaning’ was in item no. four and it carried five marks in the test. The analysis of item no. four has been given below:

Table No. 6: Status of Vocabulary Proficiency in Item No. 4

District	Total sample	Total average	Above average		Below average	
			No. of students	%	No. of students	%
Kathmandu	60	2.94	21	35	39	65
Sarlahi	60		50	83.33	10	16.67

The table given above makes it clear that in the item no. 4, the average score obtained by the students was 2.94. Among the total students from Kathmandu district, 21 students were found above the average but 50 students out of the total were found above the total average from Sarlahi district. Therefore, vocabulary proficiency of the students from Sarlahi district was found satisfactory in this item since majority of the students were found above the average.

3.1.3.5 Analysis of Vocabulary Proficiency in Item No. 5

‘Writing word meaning’ was in item no. five and it carried six marks in the test. The analysis of vocabulary proficiency in item no. five is given below:

Table No. 7: Status of Vocabulary Proficiency in Item No. 5

District	Total sample	Total average	Above average		Below average	
			No. of students	%	No. of students	%
Kathmandu	60	1.04	33	55	27	45
Sarlahi	60		3	5	57	95

The total average score made by the students in the item ‘writing word meaning’ was 1.04. The table shows that 55% of the students from Kathmandu district were above the total average and 45% of the students were found below the average. Similarly, only 5% of the students from Sarlahi district were above

the total average. Thus, vocabulary proficiency of the students from Kathmandu district was found satisfactory since majority of them were above the average. But, the status of vocabulary proficiency of the students from Sarlahi district was found poor in case of ‘writing word meaning.’

3.1.3.6 Analysis of Vocabulary Proficiency in Item No. 6

There was ‘using words in sentences’ in item no. six and it carried ten marks in the test. The analysis of item no. six is given below:

Table No. 8: Status of Total Vocabulary Proficiency in Item No. 6

District	Total sample	Total average	Above average		Below average	
			No. of student	%	No. of student	%
Kathmandu	60	3.08	37	61.67	23	38.33
Sarlahi	60		9	15	51	85

The above table shows that the total average made by the students in the item ‘using words in sentences’ was 3.08. Among the total students from Kathmandu district, 61.67 % of them were found above the average. Similarly, among the total students from Sarlahi district, only 15% of them were above the total average. Hence, the vocabulary proficiency of the students from Kathmandu was satisfactory than the students of Sarlahi district since the majority of students from Kathmandu district were above the average.

3.1.3.7 Analysis of Vocabulary Proficiency in Item No. 7

‘Rearranging jumbled letters’ was in item no. seven and it carried ten marks in the test. The analysis of item no. seven has been given below:

Table No. 9: Status of Total Vocabulary Proficiency in Item No. 7

District	Total sample	Total average	Above average		Below average	
			No. of students	%	No. of students	%
Kathmandu	60	3.18	40	66.67	20	33.33
Sarlahi	60		19	31.67	41	68.33

The table mentioned above shows that majority of the students from Kathmandu district were found above the total average in item ‘rearranging jumbled letters’ against the students from Sarlahi district. Among the total students from Sarlahi district, only 19 students were above the total average in this item. Hence, the vocabulary proficiency of the students from Kathmandu district was found satisfactory in this item.

3.1.3.8 Analysis of Vocabulary Proficiency in Item No. 8

There was ‘using the correct form of words’ in item no. eight and it carried six marks in the test. The analysis of item no. eight is given below:

Table No. 10: Status of Total Vocabulary Proficiency in Item No. 8

District	Total sample	Total average	Above average		Below average	
			No. of students	%	No. of students	%
Kathmandu	60	1.6	42	70	18	30
Sarlahi	60		14	23.33	46	76.67

The above table displays that the total average was 1.6 in item no. eight. The percentage of the students scoring above average was 70 from Kathmandu district and 23.33 from Sarlahi district. The table shows that the students’ vocabulary proficiency from Kathmandu district in this item was found satisfactory since majority of the students were above the total average. But the students from Sarlahi district were found poor in this item since the majority of the students were below the total average.

3.1.3.9 Analysis of Vocabulary Proficiency in Item No. 9

Item no. nine was ‘using appropriate form of verbs’ and it carried six marks in the test. The analysis of item no. nine is given below:

Table No. 11: Status of Total Vocabulary Proficiency in Item No. 9

District	Total sample	Total average	Above average		Below average	
			No. of students	%	No. of students	%
Kathmandu	60	2.16	32	53.33	28	46.67
Sarlahi	60		19	31.67	41	68.33

The above table shows that the average made by the students in this item was 2.16. Among 60 students from Kathmandu district, 32 students (i.e. 53.33 %) were found above the total average. But among the total students, 41 students (i.e. 68.33 %) were found below the total average from Sarlahi district. Hence, the vocabulary proficiency of the students from Kathmandu district was found satisfactory since the majority of the students were above the average in this item.

3.1.3.10 Analysis of Vocabulary Proficiency in Item No. 10

There was ‘using appropriate noun in the blank’ in the item no. ten and it carried six marks in the test. The analysis of it is given below:

Table No. 12: Status of Total Vocabulary Proficiency in Item no. 10

District	Total sample	Total average	Above average		Below average	
			No. of students	%	No. of students	%
Kathmandu	60	3.94	42	70	18	30
Sarlahi	60		34	56.67	26	43.33

The table given above shows that the total average made by the students was 3.94. Seventy percentage of the students from Kathmandu and 56.67 % from Sarlahi district were found above the average score. The students’ vocabulary

proficiency from both the districts was found satisfactory since the majority of students of these two districts scored above the average.

3.1.3.11 Analysis of Vocabulary Proficiency in Item No. 11

‘Filling in the crossword puzzle’ was in item no. eleven and it carried five marks in the test. The analysis of item no. eleven is given below:

Table No. 13: Status of Total Vocabulary Proficiency in Item No. 11

District	Total sample	Total average	Above average		Below average	
			No. of students	%	No. of students	%
Kathmandu	60	1.53	0	0	60	100
Sarlahi	60		54	90	6	10

The above table shows that the total average made by the students in the item ‘filling in the crossword puzzle’ was 1.53. In this item, all the students were found below the total average from Kathmandu district but majority of the students from Sarlahi district were found above the average. Hence, the vocabulary proficiency of the students from Sarlahi district was found satisfactory than the students from Kathmandu district since the majority of students from Sarlahi district were found above the average.

3.1.3.12 Analysis of Vocabulary Proficiency in Item No. 12

There was ‘completing the story using suitable word’ in item no. twelve and it carried fifteen marks in the test. The analysis of it is given below:

Table No. 14: Status of Total Vocabulary Proficiency in Item No. 12

District	Total sample	Total average	Above average		Below average	
			No. of students	%	No. of students	%
Kathmandu	60	8.43	42	70	18	30
Sarlahi	60		27	45	33	55

The above table shows that the students' vocabulary proficiency from Kathmandu district was found satisfactory in the item 'completing the story using suitable words'. Among the total students, 70 % were found above the average from Kathmandu district and among the total students, 45 % were found above the average from Sarlahi district. Hence, the vocabulary proficiency of the students from Kathmadu was satisfactory since the majority of them were above the average.

3.1.4 Comparison of Vocabulary Proficiency

The researcher compared the vocabulary proficiency of tenth grade students between Kathmandu and Sarlahi districts. Similarly, he also completed the gender wise comparison in terms of vocabulary proficiency within a district as well as between two districts. The comparison has been done in the following:

3.1.4.1 Comparison of Vocabulary Proficiency Between Kathmandu and Sarlahi Districts

The researcher has compared the vocabulary proficiency of the students between two districts in the following:

Table No. 15: Comparison of Vocabulary Proficiency Between two Districts

District	Sample size	Total average	Above average		Below Average	
			No. of students	%	No. of students	%
Kathmandu	60	36.82	39	65	21	35
Sarlahi	60		25	41.67	35	58.33

The table above shows that the total average score made by the students of Kathmandu and Sarlahi district was 36.82. It was found that 65% of the students from Kathmandu district were above the total average whereas 41.67% of the students from Sarlahi district were found above the total

average. So, the vocabulary proficiency of the students from Kathmandu was found better than the students from Sarlahi district.

3.1.4.2 Genderwise Comparison Between two Districts

The researcher compared the boys of Kathmandu and the boys of Sarlahi. Similarly, he also compared the girls of Kathmandu with the girls of Sarlahi. The genderwise proficiency in vocabulary items is presented below:

Table No. 16: Genderwise Comparison Between two Districts with the Total Average

District	Sample type	Sample size	Total average	Above Average		Below Average	
				No. of students	%	No. of students	%
Kathmandu	Boys	29	36.82	14	48.28	15	51.72
	Girls	31		25	80.65	6	19.35
Sarlahi	Boys	41		20	48.78	21	51.22
	Girls	19		5	26.32	14	73.68

The above table shows that the total average score was 36.82. 48.28 % of the boys from Kathmandu district were found above the total average and 48.72 % of the boys from Sarlahi district were found above the total average. It was found that the boys' vocabulary proficiency between Kathmandu and Sarlahi district was equal. The table also makes it clear that 80.65 % of the girls from Kathmandu were found above the average but only 26.32 % from Sarlahi district were found above the total average. Hence, the girls from Kathmandu were found far better than the girls from Sarlahi district since 80.65 % of the girls from Kathmandu were found above the total average against 26.32 % of the girls from Sarlahi district.

3.1.4.3 Genderwise Comparison within Kathmandu District

The researcher compared the boys of Kathmandu with the girls to find out their proficiency level.

Table No. 17: Genderwise Comparison of Vocabulary Proficiency in Kathmandu District

Sample Types	Sample size	Total average	Above average		Below Average	
			No. of students	%	No. of students	%
Boys	29	39.78	11	37.93	18	62.07
Girls	31		19	61.29	12	38.71

The table above shows that the total average made by the students from Kathmandu district was 39.78. However, 37.93 % of the boys were found above the average and 61.29 % of the girls were found above the average. Hence, the girls were found better than boys in Kathmandu district.

3.1.4.4 Genderwise Comparison within Sarlahi District

The researcher compared the boys of Sarlahi with the girls to find out their proficiency level.

Table No. 18: Genderwise Comparison of Vocabulary Proficiency in Sarlahi District

Sample Types	Sample size	Total average	Above average		Below Average	
			No. of students	%	No. of students	%
Boys	41	33.86	25	60.98	16	39.02
Girls	19		9	47.37	10	52.63

The above table shows that the total average made by the students from Sarlahi district was 33.86. However, 60.98 % of the boys were found above the average and 47.37 % of the girls were found above the average. Hence, the boys were found better than the girls from Sarlahi district.

3.1.5 Analysis of Difficulty Level of Vocabulary Items

The vocabulary items were categorized into five ranks to find out their difficulty level. The vocabulary items which were responded correctly by 81%-

100 % of the students were placed in the first rank and they were assumed as the easiest vocabulary items for the students. The vocabulary items which were responded by 61 %-80 % of the students were placed in the second rank and it was assumed as the easier level of difficulty. If the vocabulary items were responded correctly by 41 %-60 % of the students, they were placed in the third rank which was assumed as the average level of difficulty. Similarly, the vocabulary items responded correctly by 21 %-40 % of the students were placed in the fourth rank and they were assumed as more difficult vocabulary items. The fifth or last were assumed as the most difficult level of difficulty. The vocabulary items responded by 1 %-20 % of the students were placed in this rank.

3.1.5.1 Analysis of Difficulty Level of Vocabulary Items in Mangal Higher Secondary School

Eighty vocabulary items were used in the test items. Out of them, seventy vocabulary items were responded by the students of M.H.S.S. The table no. 21 [appendix- D (III)] shows that out of seventy vocabulary items, eighteen vocabulary items (**i.e. computer, harmful, immediately, quickly, suddenly, mental, trousers, festival, beautiful, duly, hospital, sama-chakewa, serious, slowly, shun, interesting, flora and fauna and soldiers**) were found in the first rank. These vocabulary items were found the easiest for the students of Mangal Higher Secondary School. Seven vocabulary items (**i.e. security, survival, gradually, frantically, knows, commercial, reprimanded**) were found in the fifth rank. So, they were found to be the most difficult vocabulary items for them.

3.1.5.2 Analysis of Difficulty Level of Vocabulary Items in Vishwa Niketan Higher Secondary School

There were eighty vocabulary items used in the test items. Out of them, sixty seven vocabulary items were responded by the students of V.N.H.S.S. The

table no. 22 [Appendix- D (IV)] shows that out of total sixty seven vocabulary items, seventeen vocabulary items (**i.e. computer, harmful, suddenly, soldiers, trousers, programme, photograph, get, serous, mental, festival, breastfeeds, display, duly, bank, swampy and hospital**) were found in the first rank. They were found as the easiest vocabulary items for the students of Vishwa Niketan Higher Secondary School. In the same way, the vocabulary items which were found the most difficult for them were **reprimanded, dilemma, intervened, braille, indiscriminately, knows and frantically** since these vocabulary items were correctly responded by only 1 %-20 % of the students.

3.1.5.3 Analysis of Difficulty Level of Vocabulary Items in Durbar High School

Out of eighty vocabulary items, sixty nine vocabulary items were responded correctly by the students of D.H.S. As mentioned in the table no. 23 [Appendix- D (V)], out of sixty nine vocabulary items, ten vocabulary items were placed in the first rank. They (**i.e. festival, successful, programme, computer, mental, trousers, soldiers, harmful, shun and breastfeeds**) were found as the easiest vocabulary items for the students of Durbar Secondary School. There were seven words (**i.e. reprimanded, vicious circle, swampy, frantically, commercial, attentions and prosperous**) which were found in the fifth rank. These vocabulary items were found as the most difficult vocabulary items for the students of this school.

3.1.5.4 Analysis of Difficulty Level of Vocabulary Items in Mahendra Janta Secondary School

Eighty vocabulary items were used in the test items. Out of them, sixty four vocabulary items were responded correctly by the students of M.J.S.S. The table no. 24 [Appendix- D (VI)] makes it clear that the students of Mahendra Janta Secondary School were able to place fifteen words in the first rank. These

vocabulary items which were correctly responded by 81 %-100 % of the students were **computer, serious, betumble, accident, get, going, programme, disperse, suddenly, wrap, trousers, beautiful, sama-chakewa** and **soldiers**. These vocabulary items were found to be the easiest for the students of this school. The words found in the last rank were **dilemma, afraid, disperse, strictly, wounded, aghast, intervened, breastfeeds, prosperous, refuse** and **apparently**. These eleven vocabulary items were found as the most difficult vocabulary items for the students.

3.1.5.5 Analysis of Difficulty Level of Vocabulary Items in Chaturbhujeshwar Janta Higher Secondary School

There were eighty vocabulary items used in the test items. Out of them, sixty five vocabulary items were responded by the students of Cha.Ja.H.S.S. The students of Chaturbhujeshwar Janta Higher Secondary School found eight vocabulary items (**i.e. sama-chakewa, suddenly, going, photograph, accident, get, betumble** and **trousers**) the easiest since these vocabulary items were correctly responded by 81 %-100 % of the students. Similarly, thirteen vocabulary items (**i.e. afraid, shun, physical, conspicuously, finally, breastfeeds, watch, mattock, wounded, refuse, prosperous, strictly** and **attention**) were found as the most difficult vocabulary items for the students of this school as they were found in the fifth rank [Appendix-D (VII)].

3.1.5.6 Analysis of Difficulty Level of Vocabulary Items in Jana Jyoti Higher Secondary School

Eighty vocabulary items were used in the test items. Out of them, sixty five vocabulary were responded by the students of J.J.H.S.S. The table no. 26 [Appendix- D (VIII)] displays that out of total sixty five vocabulary items, only five vocabulary items (**i.e. computer, sama-chakewa, betumble, harmful** and **swampy**) were placed in the first rank. They were found as the easiest vocabulary items for them. There were fourteen words (**i.e. duly,**

indiscriminately, knowledge, well, afraid, noticeboard, strictly, wounded, appealing, jolting, prosperous, refuse, attention and breastfeed) which were found as the most difficult vocabulary items for the students of this school.

3.1.5.7 Itemwise Analysis of Difficulty Level of Vocabulary in Total

The difficulty level of each vocabulary item in total has been illustrated in the table no. 27 [Appendix - D (IX)]. Eighty vocabulary items were used in the test items where seventy three vocabulary items were responded by the students. The table no. 27 shows that out of total seventy three vocabulary items, nine vocabulary items (**i.e. computer, trousers, programme, suddenly, serious, festival, harmful, mental and soldiers**) were found in the first rank. They were found as the easiest vocabulary items. Fifteen vocabulary items (**i.e. photography, hospital, sama-chakewa, going, beautiful, bank, disease, duly, betumble, get, immediately, swampy, quickly, flora and fauna and knobbly**) were found in the second rank which were the easier vocabulary items for them.

There were twenty three vocabulary items which were correctly responded by 41 %-60 % of the students. Hence, they were placed in the third rank. The vocabulary items found in the third rank were **determine, slowly, pay, noticeboard, zamindar, animals, circumstance, vicious circle, display, shrewdly, knowledge, breastfeeds, wanted, conspicuously, shun, physical, grille, well, dilemma, interesting, accident, apparently and watch.**

Similarly, nineteen vocabulary items were found in the fourth rank which were correctly responded by 21 %-40 % of the students. The words found in this rank were **allowed, indiscriminately, afraid, finally, troublesome, mattock, successful, aghast, wrap, refuse, disperse, wounded, attention, strictly, prosperous, appealing, knows, intervened and security.**

The last rank includes those vocabulary items which were found most difficult for the students. Out of seventy three vocabulary items, seven vocabulary items

(i.e. jolting, braille, gradually, survival, reprimanded, frantically and commercial) were found in this rank. These vocabulary items were correctly responded by 1 %-20 % of the students.

CHAPTER - FOUR

FINDINGS AND RECOMMENDIONS

The main focus of the study was to compare the English vocabulary proficiency of tenth grade students of Kathmandu and Sarlahi districts. Another purpose of the study was to analyze the difficulty level of the vocabulary items used in the same textbook.

The present study was limited to the students' proficiency of content vocabulary (nouns, verbs, adjectives and adverbs) based on English textbook of grade ten. The test was divided into twelve different types of items. The researcher randomly selected three high schools from Kathmandu district and three high schools from Sarlahi district for the sake of data collection. Twenty students were selected from each school by random sampling procedure using the fishbowl draw. The test was administered among 120 students, 60 students from Kathmandu district and 60 students from Sarlahi district. The collected data were analyzed and interpreted using simple statistical tools, i.e. average, rank and percentage.

The vocabulary proficiency of the students above 50 % was considered as satisfactory and the proficiency below 50 % was considered as unsatisfactory. Similarly, the vocabulary items that were correctly responded by 81 %-100 % of the students were considered as the easiest vocabulary items and those items which were responded by only 1 %-20 % of the students were considered as the most difficult vocabulary items for them.

4.1 Findings

The following were the findings of the study on the basis of the analysis and interpretation of data:

- 1.a) English vocabulary proficiency of the tenth grade students of Kathmandu district was found satisfactory since majority (i.e. 65 %) of the students were found above the total average but the proficiency of the students of Sarlahi district was not found satisfactory since majority (i.e. 58.33 %) of them were found below the total average.
- b) The English vocabulary proficiency of the students of grade ten was found satisfactory in total since majority (i.e. 53.33 %) of them were found above the total average.
- c) The students' total vocabulary proficiency was found satisfactory in four schools (i.e. Mangal Higher Secondary School, Vishwa Niketan Higher Secondary School, Mahendra Janta Secondary school and Chaturbhujeshwar Janta Higher Secondary School). The students' vocabulary proficiency in other two schools (i.e. Durbar High School and Jana Jyoti Higher Secondary School) was found unsatisfactory. The vocabulary proficiency of Mahendra Janta Secondary School was found to be the highest (i.e. 70 %) and the proficiency of Jana Jyoti Higher Secondary School was found to be the lowest (i.e. 35 %).
- d) The students of Kathmandu district were found poor in three test items (i.e. 1: 'tick the best answer', 4: 'matching word meaning' and 11: 'filling in crossword puzzle') and the students of Sarlahi district were found poor in eight test items (i.e. 2: 'matching words with opposite meaning', 3: 'fill in the blanks', 5: 'writing word meaning', 6: 'using words in sentences', 7: 'rearranging jumbled letters', 8: 'using the correct form of the words', 9: 'using appropriate form of verbs' and 12: 'completing the story using suitable words').

- 2.a) Vocabulary proficiency of the students in Kathmandu district was found more satisfactory than that of Sarlahi district since more students (i.e. 65 %) were found above the average in Kathmandu district.
- b) The boys of Kathmandu and Sarlahi were found equal in vocabulary proficiency whereas the girls of Kathmandu were found far better than the girls of Sarlahi. So, the girls of Sarlahi were found unsatisfactory in their performance.
- c) The boys of Kathmandu were found poor than the girls of Kathmandu but the boys of Sarlahi were found better than the girls of Sarlahi.
- 3.a) Some vocabulary items like **harmful, shun, display, breastfeeds, notice board, interesting, pay, sama-chakewa, beautiful, get, slowly, physical, etc.** were found easier for the students of one school while the same vocabulary items were found more difficult for the students of other schools.
- b) Some vocabulary items with higher frequency count like **attention, zamindar, knowledge, allow, attack, breastfeed, know, want, survival, finally etc.** were found more difficult than those with low frequency counts like **flora and fauna, sama-chakewa, shun, betumble, duly, etc. (Appendix-B).**
- c) So far as the difficulty level of the vocabulary items is concerned, 30 % of them were found beyond the students' intellectual maturity [Appendix -D(IX)].

4.2 Recommendations

On the basis of the findings of the present study, the following recommendations have been made.

- 1 The students of Kathmandu district were found poor in ‘tick the best answer’, ‘matching word meaning’, and ‘filling in crossword puzzle’. So, the teachers need to make their students give more emphasis on the above mentioned items.
- 2 The students of Sarlahi were found poor in eight test items like ‘matching words with opposite meaning’, ‘fill in the blanks’, ‘writing word meaning’, ‘using words in sentences’, ‘rearranging jumbled letters’, ‘using the correct form of words’, ‘using appropriate form of verbs’ and ‘completing the story using suitable words’. Therefore, the students of Sarlahi have to give more emphasis on the above test items.
- 3 The vocabulary proficiency of Durbar High School and Jana Jyoti Higher Secondary School was found unsatisfactory. So, the teacher needs to be more devoted on his work and the students should be encouraged to uplift their condition.
- 4 The students of Kathmandu were better on ‘matching word meaning’, ‘fill in the blanks’, ‘writing word meaning’, ‘using words in sentences’, etc. but it is not sufficient for them and still there is a place to do the best on these items.
- 5 The students of Sarlahi were better on ‘tick the best answer’, ‘matching word meaning’, ‘filling in crossword puzzle’, etc. and it was not sufficient. There is a place to do the best on these items.
- 6 The students of both districts were found unable to use an appropriate form of verbs. So, more emphasis should be given to the use of appropriate form of verbs by the students of both districts.
- 7 Vocabulary proficiency of the students in Kathmandu was found better than that of Sarlahi. So, the proficiency level of the students in Sarlahi

district needs to be increased by providing an appropriate environment to the students.

- 8 The boys of Kathmandu were found poor than the girls of Kathmandu. So, the constructive encouragement has to be given to the boys to develop their proficiency level. Similarly, the girls of Sarlahi were found poor than the boys. Hence, the parental attitude towards the girls in Sarlahi district should be changed by making them conscious and educated so that they will not make any gender based discrimination against the girls.
- 9 The majority of students were found weak to use the vocabulary items such as survival, allowed, commercial, reprimanded, gradually, braille, jolting, security, intervened, appealing, prosperous, etc. Therefore, more emphasis should be given to the presentation and practice of vocabulary items in an appropriate situation.

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APPENDICES

Appendix - A

List of Schools Selected for the Study from Kathmandu and Sarlahi Districts.

Name of Schools From Kathmandu District

1. Mangal Higher Secondary School, Kirtipur.
2. Vishwa Niketan Higher Secondary School, Tripureshwar
3. Darbar High School (Bhanu Secondary School), Ranipokhari

Name of Schools From Sarlahi District

1. Mahendra Janta Secondary School, Karmaiya
2. Shree Chaturbujeshwar Janta Higher Secondary School,
Sukhepokhari
3. Shree Jana Jyoti Higher Secondary School, Lalbandi

Appendix - B

Frequency Counts of Vocabulary Items Used in the English Textbook of Grade X

Nouns

S.N.	Vocabulary items	Freq.	S.N.	Vocabulary items	Freq.
1.	accident	5	2.	alcohol	1
3.	allergies	2	4.	ambulance	2
5.	anemia	1	6.	animal	9
7.	antibody	3	8.	arrival	1
9.	athlete	1	10.	athma	1
11.	attention	4	12.	bank	6
13.	barrack	1	14.	basket	3
15.	beech	1	16.	behaviour	1
17.	bellow	1	18.	braille	1
19.	brain	1	20.	branch	2
21.	brand	1	22.	calculation	1
23.	calculation	2	24.	calories	1
25.	cancer	1	26.	captive	1
27.	carbohydrate	1	28.	career	1
29.	caretaker	1	30.	catastrophe	1
31.	century	1	32.	chance	1
33.	chestnut	1	34.	cholera	1
35.	circumstance	1	36.	clinic	1
37.	coconut tree	1	38.	computer	13
39.	condition	3	40.	conflict	1
41.	connection	1	42.	conservation	2
43.	consideration	1	44.	country	1
45.	crane	1	46.	crowd	3
47.	cry	2	48.	cuckoo	2
49.	Culture	2	50.	dance	3
51.	death-rate	1	52.	depth	1
53.	desert	1	54.	diabetes	1
55.	diarrhoe	1	56.	dilemma	1
57.	disease	6	58.	drizzle	2
59.	duck	1	60.	effect	1
61.	enzyme	1	62.	expectation	1
63.	experience	1	64.	fair	1
65.	farmer	1	66.	farmhand	1
67.	festival	6	68.	flavour	1
69.	flora and fauna	1	70.	flower	1
71.	gentleman	1	72.	gorilla	1
73.	grain	1	74.	grandmother	2

75.	grille	4	76.	growth	1
77.	hail stone	1	78.	hailstorm	1
79.	hardship	2	80.	hardware	1
81.	harrow	1	82.	heron	1
83.	highway	1	84.	homework	1
85.	hormone	1	86.	horoscope	2
87.	hospital	5	88.	immunoglobulin	1
89.	inhabitant	1	90.	intelligence	1
91.	interview	1	92.	irrigation	1
93.	jackfruit	1	94.	keyboard	2
95.	kindness	2	96.	kitchen	1
97.	knowledge	4	98.	label	1
99.	laughter	1	100.	licence	1
101.	life	1	102.	magic	1
103.	mahazan	1	104.	maid	1
105.	mammal	1	106.	management	1
107.	marriage	7	108.	mattock	1
109.	meadow	2	110.	meningities	1
111.	mess	1	112.	mind	3
113.	minerals	1	114.	mistake	1
115.	mobile phone	1	116.	monitor	1
117.	monsoon	1	118.	motion	1
119.	motor bike	1	120.	music	1
121.	nestling	1	122.	newspaper	3
123.	noticeboard	1	124.	nurse	3
125.	occasion	2	126.	operation	1
127.	passenger	3	128.	pawnbroker	1
129.	perfection	1	130.	permission	2
131.	photocopy	1	132.	photograph	4
133.	pickpocket	1	134.	plank	3
135.	plough	3	136.	plumber	1
137.	pollution	3	138.	pond	1
139.	presentation	1	140.	priest	2
141.	profession	1	142.	programme	4
143.	protein	1	144.	pyramid	1
145.	queue	1	146.	rainbow	2
147.	reason	3	148.	reform	1
149.	rehabilitation	3	150.	restaurant	1
151.	row	1	152.	safe	1
153.	sama-chakewa	1	154.	sanitation	1
155.	scholarship	1	156.	school children	1
157.	secret	1	158.	security	5
159.	servant	1	160.	service	1
161.	shower	1	162.	sickle	1
163.	society	1	164.	sofa	1

165.	soldier	5	166.	song	2
167.	specialist	1	168.	species	3
169.	sport	1	170.	stranger	1
171.	street	1	172.	superintendent	1
173.	symbol	1	174.	toil	1
175.	transportation	1	176.	trousers	7
177.	tune	1	178.	university	2
179.	vegetation	1	180.	vicious circle	1
181.	volume	2	182.	zamindar	4

Verbs

S.N.	Vocabulary items	Freq.	S.N.	Vocabulary items	Freq.
1.	absorb	1	2.	adopt	1
3.	advertise	1	4.	allow	14
5.	apply	1	6.	appoint	1
7.	arrive	1	8.	ask	3
9.	attack	6	10.	become	1
11.	begin	2	12.	behave	1
13.	believe	2	14.	betumble	1
15.	bill	1	16.	breastfeeds	4
17.	bring	1	18.	build	1
19.	carry	2	20.	celebrate	2
21.	certain	1	22.	change	2
23.	choose	1	24.	collect	2
25.	come	2	26.	contain	1
27.	cover	1	28.	decide	1
29.	depend	1	30.	desire	1
31.	determine	1	32.	dip	1
33.	disperse	1	34.	display	1
35.	drink	1	36.	drive	2
37.	duplicate	1	38.	encourage	2
39.	end	2	40.	ensure	1
41.	enter	2	42.	extinct	2
43.	feel	3	44.	finish	2
45.	forget	1	46.	function	1
47.	gather	1	48.	get	5
49.	give up	1	50.	go	9
51.	grab	1	52.	grow	2
53.	halt	1	54.	hear	3
55.	help	1	56.	hold	1
57.	imagine	1	58.	increase	1
59.	intervene	1	60.	invite	1
61.	irrigate	1	62.	jostle	1
63.	kill	4	64.	know	7
65.	launch	1	66.	leave	1
67.	lend	1	68.	like	1
69.	listen	1	70.	look	1
71.	manage	1	72.	mention	1
73.	move	3	74.	need	1
75.	neglect	1	76.	occupy	1
77.	operate	2	78.	oppose	1
79.	pay	4	80.	perform	3
81.	permit	2	82.	pray	1

83.	prohibit	2	84.	promote	1
85.	provide	3	86.	punish	1
87.	quarrel	3	88.	raise	2
89.	refer	1	90.	refuse	4
91.	regard	1	92.	remember	2
93.	remove	3	94.	replace	1
95.	reprimand	1	96.	resume	2
97.	rise	2	98.	rush	2
99.	save	2	100.	scratch	1
101.	select	2	102.	send	1
103.	settle	1	104.	shift	1
105.	shock	1	106.	shout	1
107.	shun	1	108.	shut up	1
109.	sing	3	110.	sink	1
111.	slip	2	112.	spend	1
113.	start	1	114.	stiffen	1
115.	support	1	116.	suppose	1
117.	survive	1	118.	suspend	1
119.	sweep	1	120.	talk	2
121.	teach	1	122.	tell	1
123.	tow	2	124.	train	1
125.	treat	2	126.	understand	1
127.	want	7	128.	watch	4
129.	wrap	1			

Adjectives

S.N.	Vocabulary items	Freq.	S.N.	Vocabulary items	Freq.
1.	afraid	2	2.	aghast	1
3.	antifungal	1	4.	antiviral	1
5.	anxious	1	6.	apparent	1
7.	appealing	1	8.	awful	1
9.	beautiful	2	10.	beneficial	1
11.	boring	1	12.	brave	1
13.	bustling	1	14.	capable	1
15.	civil	1	16.	commercial	3
17.	concrete	1	18.	delicate	1
19.	democratic	1	20.	different	1
21.	difficult	1	22.	eastern	1
23.	entertaining	1	24.	excellent	1
25.	few	1	26.	flat	1
27.	fortune	1	28.	fresh	1
29.	generous	1	30.	glad	1
31.	harmful	2	32.	high	1
33.	hungry	1	34.	immature	1
35.	immunological	1	36.	important	1
37.	innocent	1	38.	intelligent	1
39.	interesting	2	40.	jolting	1
41.	long	1	42.	low	1
43.	mental	3	44.	modern	1
45.	nearby	1	46.	nervous	1
47.	original	1	48.	patient	1
49.	pessimistic	1	50.	physical	2
51.	pleasant	1	52.	poisonous	1
53.	portable	1	54.	prosperous	1
55.	real	1	56.	religious	1
57.	respectful	1	58.	respiratory	1
59.	scorching	1	60.	serious	2
61.	several	1	62.	sorrow	1
63.	special	1	64.	specific	1
65.	successful	2	66.	suitable	1
67.	supportive	1	68.	survival	4
69.	swampy	1	70.	terrible	1
71.	thirsty	1	72.	tremendous	1
73.	troublesome	1	74.	uncomfortable	1
75.	upstair	1	76.	wounded	3

Adverbs

S.N.	Vocabulary items	Freq.	S.N.	Vocabulary items	Freq.
1.	actually	1	2.	angrily	1
3.	apparently	1	4.	artificially	1
5.	biologically	1	6.	blissfully	1
7.	clearly	1	8.	consequently	1
9.	considerably	1	10.	conspicuously	1
11.	constantly	1	12.	deeply	1
13.	duly	1	14.	effectively	1
15.	entirely	1	16.	especially	1
17.	eventually	1	18.	finally	4
19.	frantically	1	20.	gradually	2
21.	immediately	2	22.	indiscriminately	1
23.	intently	1	24.	knobbly	1
25.	leisurely	1	26.	likely	1
27.	luckily	1	28.	mostly	1
29.	nearly	1	30.	officially	1
31.	particularly	1	32.	passively	1
33.	perfectly	1	34.	probably	1
35.	quickly	5	36.	quietly	1
37.	recently	1	38.	repeatedly	1
39.	rudely	1	40.	seemingly	1
41.	sensibly	1	42.	separately	1
43.	shrewdly	1	44.	similarly	1
45.	simply	1	46.	slowly	2
47.	strictly	3	48.	suddenly	2
49.	tightly	1	50.	uniquely	1
51.	usually	1	52.	vigorously	1
53.	vividly	1	54.	well	6

Note:

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

Appendix-C
Vocabulary Proficiency Test

Name:-
School:-
Class:- 10
District:-

F.M.:- 80
Time:- 1:30hrs
Roll No.:-
Date:-

Attempt all the questions.

- Q.1 Tick () the best answer. (5)
- a. CPU is also called the brain of a
- i) Television ii) Computer iii) Radio iv) All of the above
- b. means a pair of water birds.
- i) Teej ii) Chandi Naach iii) Sama-Chakewa iv) Fagu Purnima
- c. When a person causes a lot of worries for someone then he is
- i) trouble ii) refuse iii) troublesome iv) gentleman
- d) Smoking Cigarette is for our health.
- i) useful ii) beautiful iii) harmful iv) nothing
- e) are also called livestock.
- i) Animals ii) Human beings iii) Chickens iv) Houses
2. Find the opposite words in column 'B' for each word in column 'A'. Write the number of correct word in the bracket against each word. 5
- | 'A' | | 'B' |
|------------------|-----|----------------------------------|
| Display | () | 1. Gather |
| Disperse | () | 2. Hygiene (having sound health) |
| Disease | () | 3. Hide |
| Indiscriminately | () | 4. Romantic |
| Serious | () | 5. Carefully |
3. From the list of the words given below, choose the one which is the most suitable for each blank and fill in each blank. 5
- [well, slowly, immediately, quickly, shrewdly]
- One day we were discussing about a mathematical problem in the class. _____ the English teacher entered into the class. He asked a question to write answer _____. Sitting in front of the class, he was observing us _____. We were not writing fast but _____ and he suggested us to make the answer _____

4. Find the correct meaning in column 'B' for each word in column 'A'. Then, write the number of the correct meaning in the brackets against each word.

5

'A'		'B'
Determine	()	1. Wet or soft (of land)
Swampy	()	2. Clearly
Apparently	()	3. Shake gently
Betumble	()	4. Problem which create new problems which in turn recreate the original problem
Vicious Circle	()	5. Decide

5. Write the meaning of the following words: 6

- a) Braille:
- b) Absorb:
- c) Shun:
- d) Pessimist:
- e) Security:
- f) Prosperous:

6. Use the following words in the sentences of your own: 10

- a) Physical
- b) Gradually:
- c) Refuse:
- d) Afraid:
- e) Strictly:
- f) Attention:
- g) Wounded:
- h) Zamindar:
- g) Mattack:

7. Rearrange the following letters to make meaningful words. 6

- i) Cataphestro: ii) Metnal:
- iii) Sudlyden: iv) Jotingl:
- v) knowgeled: vi) Fesvalti:

8. Complete the following sentences using the correct form of the words given in the brackets. 6
- I. Pokhara is naturally _____. (beauty)
 - II. The _____ future of the company looks very promising. (commerce)
 - III. The majority of the world's poorest people depend on the natural environment for their _____. (survive)
 - IV. I tried _____ to collect my sense but I could remember nothing. (frantic)
 - V. Last week I went to Dasharath Stadium to see _____ football match. (interest)
 - VI. Someone's expression might be described as _____ if it makes you want to help them. (appeal)
9. Fill in the blanks with the appropriate verbs given below: 6
allow, breastfeed, know, pay, watch, reprimand
- a. Students aren't _____ to break the school rules.
 - b. If the mother _____ her baby, it helps producing antibodies against germs.
 - c. Every body _____ the way to Pashupatinath Temple.
 - d. Please _____ attention, I have got something important to say.
 - e. I have to _____ my weight, now I'm not doing so much sports.
 - f. Sita was _____ by her teacher for biting another girl.
10. Fill in the blanks with appropriate nouns given below: 6
circumstances, bank, flora and fauna, hospital, soldiers, grille
- a. _____ of the reserve are fully protected and must not be disturbed.
 - b. There is no good _____ in our country for the patients.
 - c. _____ business can't develop due to the excessive load-setting.
 - d. Lots of Jhupadis are seen at the _____ of Bagmati river.
 - e. Gorkha _____ are one of the major prides of Nepal.
 - f. One has to be guided by the responsibility in the different _____.

Appendix - D
List of Tables
Appendix - D (I)

**Table No. 19: Status of Schoolwise Total Vocabulary Proficiency in the
 Whole Test**

Test Items	M.H.S.S.	V.N.H. S.S.	D.H.S.	M.S.S.	Ch.J.H.S.S	J.J.H.S.S.	Full marks
Number of Students of with Correct Responses							
1.	71	63	64	77	68	80	5
2.	67	57	61	52	55	53	5
3.	56	43	63	55	54	40	5
4.	46	61	31	60	72	82	5
5.	45	20	33	13	6	8	6
6.	89	101	78	40	28	33	10
7.	86	72	64	56	53	50	6
8.	49	36	45	23	22	16	6
9.	51	52	45	43	32	36	6
10.	86	87	70	86	80	63	6
11.	6	20	6	58	50	44	5
12.	187	188	185	175	155	122	15
Total	839	800	745	738	675	627	80
Percentage	52.44	50.00	46.56	46.12	42.19	39.19	

Total Number of Responses = 9600

Total Number of Correct Responses = 4424

Percentage of the Correct Responses = 46.08

Note: Here, the number of students with correct responses means the number of correct responses.

Appendix - D (II)

Table No. 20: Status of Districtwise Total Vocabulary Proficiency in the Whole Test

Test item	From Kathmandu District	From Sarlahi District	Full Marks
	No. of Students with Correct Responses		
1.	197	225	5
2.	185	160	5
3.	162	149	5
4.	138	214	5
5.	98	27	6
6.	268	101	10
7.	222	159	6
8.	130	61	6
9.	148	111	6
10.	243	229	6
11.	32	152	5
12.	560	452	15
Total	2383	2040	80
Percentage	49.65	42.5	

Total no. of Responses from Kathmandu District = 4800

Total no. of Correct Responses = 2383

% of Correct Responses from Kathmandu District = 49.65

Total no. of Responses from Sarlahi District = 4800

Total no. of Correct Responses = 2040

% of Correct Responses from Sarlahi District = 42.5

Appendix - D (III)

**Table No. 21: Status Difficulty Level of Vocabulary Items in Mangal
Higher Secondary School**

S.N.	Vocabulary items	No. of students with Correct Responses	%	Rank
1.	computer	20	100	I
2.	harmful	20	100	I
3.	immedicately	20	100	I
4.	quickly	20	100	I
5.	suddenly	20	100	I
6.	mental	20	100	I
7.	trousers	20	100	I
8.	festival	19	95	I
9.	beautiful	18	90	I
10.	duly	18	90	I
11.	hospital	18	90	I
12.	sama-chakewa	18	90	I
13.	serious	18	90	I
14.	slowly	17	85	I
15.	shun	17	85	I
16.	interesting	17	85	I
17.	flora and fauna	17	85	I
18.	soldiers	17	85	I
19.	photograph	16	80	II
20.	shrewdly	16	80	II
21.	prosperous	16	80	II
22.	knowledge	16	80	II
23.	breastfeeds	16	80	II
24.	pay	16	80	II
25.	programme	16	80	II
26.	disease	15	75	II
27.	determine	14	70	II
28.	zamindar	14	70	II
29.	indiscriminately	13	65	II
30.	physical	13	65	II
31.	attention	13	65	II
32.	knobbly	13	65	II
33.	bank	13	65	II
34.	circumstances	13	65	II
35.	noticeboard	13	65	II
36.	mattock	12	60	III
37.	swampy	12	60	III
38.	dilemma	12	60	III
39.	disperse	11	55	III
40.	going	11	55	III
41.	refuse	10	50	III
42.	afraid	10	50	III

43.	wounded	10	50	III
44.	jolting	10	50	III
45.	finally	10	50	III
46.	well	9	45	III
47.	vicious circle	9	45	III
48.	grille	9	45	III
49.	watch	9	45	III
50.	strictly	8	40	IV
51.	animals	8	40	IV
52.	display	8	40	IV
53.	apparently	8	40	IV
54.	aghast	8	40	IV
55.	wanted	8	40	IV
56.	intervened	7	35	IV
57.	conspicuously	7	35	IV
58.	appealing	7	35	IV
59.	allowed	7	35	IV
60.	braille	7	35	IV
61.	get	6	30	IV
62.	betumble	5	25	IV
63.	troublesome	5	25	IV
64.	security	4	20	V
65.	survival	4	20	V
66.	gradually	2	10	V
67.	frantically	2	10	V
68.	knows	2	10	V
69.	commercial	1	5	V
70.	reprimanded	1	5	V

Appendix D (IV)

**Table No. 22: Status of Difficulty Level of Vocabulary Items in Vishwa
Niketan H. Sec. School**

S.N.	Vocabulary items	No. of students with correct responses	%	Rank
1.	computer	20	100	I
2.	harmful	20	100	I
3.	suddenly	20	100	I
4.	soldiers	20	100	I
5.	trousers	20	100	I
6.	programme	20	100	I
7.	photograph	20	100	I
8.	get	19	95	I
9.	serious	19	95	I
10.	mental	19	95	I
11.	festival	19	95	I
12.	breastfeeds	19	95	I
13.	display	18	90	I
14.	duly	18	90	I
15.	bank	18	90	I
16.	swampy	17	85	I
17.	hospital	17	85	I
18.	disease	16	80	II
19.	successful	16	80	II
20.	beautiful	16	80	II
21.	going	16	80	II
22.	noticeboard	16	80	II
23.	conspicuously	16	80	II
24.	afraid	16	80	II
25.	zamindar	16	80	II
26.	immediately	13	65	II
27.	pay	13	65	II
28.	knobbly	13	65	II
29.	wanted	13	65	II
30.	security	13	65	II
31.	betumble	12	60	III
32.	apparently	12	60	III
33.	physical	12	60	III
34.	interesting	12	60	III
35.	flora and fauna	12	60	III
36.	circumstances	12	60	III
37.	determine	11	55	III
38.	vicious circle	11	55	III
39.	refuse	11	55	III
40.	watch	10	50	III
41.	mattock	10	50	III

42.	strictly	10	50	III
43.	sama-chakewa	8	40	IV
44.	troublesome	8	40	IV
45.	well	8	40	IV
46.	quickly	8	40	IV
47.	knowledge	8	40	IV
48.	wounded	8	40	IV
49.	grille	8	40	IV
50.	attention	8	40	IV
51.	survival	7	35	IV
52.	shrewdly	7	35	IV
53.	slowly	7	35	IV
54.	animals	7	35	IV
55.	aghast	7	35	IV
56.	prosperous	7	35	IV
57.	finally	7	35	IV
58.	allowed	6	30	IV
59.	jolting	6	30	IV
60.	gradually	5	25	IV
61.	reprimanded	4	20	V
62.	dilemma	4	20	V
63.	intervened	3	15	V
64.	braille	3	15	V
65.	indiscriminately	2	10	V
66.	knows	2	10	V
67.	frantically	1	5	V

Appendix - D (V)

**Table No. 23: Status of Difficulty Level of Vocabulary Items in Durbar
Secondary School**

S.N.	Vocabulary items	No. of students with correct responses	%	Rank
1.	festival	20	100	I
2.	successful	20	100	I
3.	programme	20	100	I
4.	computer	19	95	I
5.	mental	19	95	I
6.	trousers	19	95	I
7.	soldiers	18	90	I
8.	harmful	18	90	I
9.	shun	18	90	I
10.	breastfeeds	17	85	I
11.	hospital	16	80	II
12.	dilemma	16	80	II
13.	duly	16	80	II
14.	bank	15	75	II
15.	noticeboard	15	75	II
16.	physical	15	75	II
17.	conspicuously	14	70	II
18.	knobbly	14	70	II
19.	photograph	14	70	II
20.	display	14	70	II
21.	immediately	14	70	II
22.	serious	13	65	II
23.	knowledge	13	65	II
24.	going	13	65	II
25.	aghast	13	65	II
26.	quickly	13	65	II
27.	slowly	13	65	II
28.	betumble	12	60	III
29.	well	12	60	III
30.	zamindar	12	60	III
31.	successful	11	55	III
32.	suddenly	11	55	III
33.	sama-chakewa	11	55	III
34.	animals	11	55	III
35.	disease	11	55	III
36.	indiscriminately	11	55	III
37.	shrewdly	11	55	III
38.	appealing	11	55	III
39.	refuse	11	55	III
40.	interesting	10	50	III
41.	flora and fauna	9	45	III
42.	wounded	9	45	III
43.	security	9	45	III

44.	afraid	9	45	III
45.	mattock	8	40	IV
46.	gradually	8	40	IV
47.	disperse	7	35	IV
48.	allowed	7	35	IV
49.	wanted	7	35	IV
50.	finally	7	35	IV
51.	grille	7	35	IV
52.	strictly	6	30	IV
53.	apparently	6	30	IV
54.	braille	6	30	IV
55.	determine	6	30	IV
56.	watch	6	30	IV
57.	pay	6	30	IV
58.	get	6	30	IV
59.	circumstances	6	30	IV
60.	intervened	6	30	IV
61.	troublesome	5	25	IV
62.	knows	5	25	IV
63.	reprimanded	4	20	V
64.	vicious circle	4	20	V
65.	swampy	3	15	V
66.	frantically	3	15	V
67.	commercial	2	10	V
68.	attention	2	10	V
69.	prosperous	1	5	V

Appendix - D (VI)

**Table No. 24: Status of Difficulty of Vocabulary Items in Mahendra Janta
Secondary School**

S.N.	Vocabulary items	No. of students with correct responses	%	Rank
1.	computer	20	100	I
2.	serious	20	100	I
3.	betumble	20	100	I
4.	accident	20	100	I
5.	get	20	100	I
6.	going	20	100	I
7.	programme	19	95	I
8.	disease	18	90	I
9.	suddenly	18	90	I
10.	wrap	18	90	I
11.	trousers	18	90	I
12.	beautiful	18	90	I
13.	sama-chakewa	17	85	I
14.	bank	17	85	I
15.	soldiers	17	85	I
16.	circumstances	16	80	II
17.	photograph	16	80	II
18.	wanted	16	80	II
19.	animals	15	75	II
20.	festival	15	75	II
21.	hospital	15	75	II
22.	grille	15	75	II
23.	flora and fauna	14	70	II
24.	noticeboard	14	70	II
25.	troublesome	14	70	II
26.	vicious circle	14	70	II
27.	mental	14	70	II
28.	determine	14	70	II
29.	harmful	13	65	II
30.	immediately	13	65	II
31.	duly	13	65	II
32.	finally	12	60	III
33.	quickly	12	60	III
34.	swampy	12	60	III
35.	slowly	12	60	III
36.	knobbly	11	55	III
37.	shun	11	55	III
38.	allowed	11	55	III
39.	pay	11	55	III
40.	watch	11	55	III
41.	knowledge	9	45	III
42.	well	9	45	III
43.	shrewdly	9	45	III

44.	knows	8	40	IV
45.	attention	8	40	IV
46.	physical	8	40	IV
47.	zamindar	8	40	IV
48.	mattock	8	40	IV
49.	conspicuously	7	35	IV
50.	display	5	25	IV
51.	indiscriminately	5	25	IV
52.	successful	5	25	IV
53.	interesting	5	25	IV
54.	dilemma	4	20	V
55.	afraid	4	20	V
56.	disperse	4	20	V
57.	strictly	3	15	V
58.	wounded	3	15	V
59.	aghast	3	15	V
60.	intervened	3	15	V
61.	breastfeeds	2	10	V
62.	prosperous	2	10	V
63.	refuse	1	5	V
64.	apparently	1	5	V

Appendix - D (VII)

**Table No. 25: Status of Difficulty Level of Vocabulary Items in
Chaturbhujeshwar Janta Higher Secondary School**

S.N.	Vocabulary items	No. of students with correct responses	%	Rank
1.	sama-chakewa	18	90	I
2.	suddenly	18	90	I
3.	going	18	90	I
4.	photograph	18	90	I
5.	accident	18	90	I
6.	get	17	85	I
7.	betumble	17	85	I
8.	trousers	17	85	I
9.	computer	16	80	II
10.	serious	16	80	II
11.	swampy	16	80	II
12.	vicious circle	16	80	II
13.	programme	16	80	II
14.	duly	16	80	II
15.	hospital	15	75	II
16.	immediately	15	75	II
17.	knobbly	15	75	II
18.	bank	15	75	II
19.	soldiers	15	75	II
20.	animals	13	65	II
21.	quickly	13	65	II
22.	determine	13	65	II
23.	mental	13	65	II
24.	festival	13	65	II
25.	circumstances	13	65	II
26.	wrap	13	65	II
27.	dilemma	12	60	III
28.	flora and fauna	12	60	III
29.	harmful	12	60	III
30.	indiscriminately	12	60	III
31.	well	12	60	III
32.	apparently	12	60	III
33.	disease	11	55	III
34.	allowed	11	55	III
35.	grille	11	55	III
36.	pay	10	50	III
37.	slowly	10	50	III
38.	noticeboard	10	50	III
39.	shrewdly	10	50	III
40.	zamindar	9	45	III
41.	disperse	9	45	III
42.	knowledge	9	45	III

43.	beautiful	9	45	III
44.	appealing	8	40	IV
45.	aghast	8	40	IV
46.	intervened	8	40	IV
47.	successful	7	35	IV
48.	display	7	35	IV
49.	troublesome	6	30	IV
50.	knows	6	30	IV
51.	interesting	5	25	IV
52.	wanted	5	25	IV
53.	afraid	3	15	V
54.	shun	3	15	V
55.	physical	3	15	V
56.	conspicuously	3	15	V
57.	finally	3	15	V
58.	breastfeeds	3	15	V
59.	watch	3	15	V
60.	mattock	2	10	V
61.	wounded	2	10	V
62.	refuse	2	10	V
63.	prosperous	2	10	V
64.	strictly	1	5	V
65.	attention	1	5	V

Appendix - D (VIII)

**Table No. 26: Status of Difficulty Level of Vocabulary Items in Jana Jyoti
Higher Secondary School**

S.N.	Vocabulary items	No. of students with correct responses	%	Rank
1.	computer	20	100	I
2.	sama-chakewa	20	100	I
3.	betumble	19	95	I
4.	harmful	17	85	I
5.	swampy	17	85	I
6.	animals	16	80	II
7.	trousers	16	80	II
8.	get	16	80	II
9.	disease	15	75	II
10.	serious	15	75	II
11.	determine	15	75	II
12.	vicious circle	15	75	II
13.	suddenly	15	75	II
14.	mental	15	75	II
15.	festival	15	75	II
16.	pay	15	75	II
17.	accident	15	75	II
18.	hospital	14	70	II
19.	display	14	70	II
20.	programme	14	70	II
21.	going	14	70	II
22.	apparently	13	65	II
23.	wrap	13	65	II
24.	slowly	12	60	III
25.	conspicuously	12	60	III
26.	zamindar	12	60	III
27.	photograph	11	55	III
28.	watch	11	55	III
29.	flora and fauna	11	55	III
30.	soldiers	11	55	III
31.	circumstances	11	55	III
32.	quickly	10	50	III
33.	bank	9	45	III
34.	beautiful	9	45	III
35.	troublesome	8	40	IV
36.	immediately	8	40	IV
37.	wanted	8	40	IV
38.	finally	8	40	IV
39.	knobbly	8	40	IV
40.	shun	8	40	IV
41.	dilemma	6	30	IV

42.	aghast	6	30	IV
43.	shrewdly	6	30	IV
44.	successful	6	30	IV
45.	allowed	6	30	IV
46.	grille	6	30	IV
47.	disperse	6	30	IV
48.	mattock	6	30	IV
49.	interesting	5	25	IV
50.	knows	5	25	IV
51.	physical	5	25	IV
52.	duly	4	20	V
53.	indiscriminately	4	20	V
54.	knowledge	4	20	V
55.	well	4	20	V
56.	afraid	4	20	V
57.	noticeboard	3	15	V
58.	strictly	3	15	V
59.	wounded	3	15	V
60.	appealing	2	10	V
61.	jolting	2	10	V
62.	prosperous	2	10	V
63.	refuse	2	10	V
64.	attention	1	5	V
65.	breastfeeds	1	5	V

Appendix - D (IX)

Table No. 27: Status of Itemwise Difficulty Level of Vocabulary in Total

S.N.	Vocabulary items	M.H.S.S	V.N.H.S.S	D.H.S	M.J.S.S	Ch.J.H.S.S	J.J.H.S.S.	Total No. of Students with Correct Responses	%	Rank
		Number of Students with Correct Responses								
1.	computer	20	20	19	20	16	20	115	95.8	I
2.	trousers	20	20	19	18	17	16	110	91.67	I
3.	programme	16	20	20	19	16	14	105	87.5	I
4.	suddenly	20	20	11	18	18	15	102	85	I
5.	serious	18	19	13	20	16	15	101	84.17	I
6.	festival	19	19	20	15	13	15	101	84.17	I
7.	harmful	20	20	18	13	12	17	100	83.33	I
8.	mental	20	19	19	14	13	15	100	83.33	I
9.	soldiers	17	20	18	17	15	11	98	81.67	I
10.	photograph	16	20	14	16	18	11	95	79.17	II
11.	hospital	18	17	15	15	15	14	94	78.33	II
12.	sama-chakewa	18	8	11	17	18	20	92	76.67	II
13.	going	11	16	13	20	18	14	92	76.67	II
14.	beautiful	18	16	20	18	9	9	90	75	II
15.	bank	13	18	15	17	15	9	87	72.5	II
16.	disease	15	16	11	18	11	15	86	71.67	II
17.	duly	18	18	16	13	16	4	85	70.83	II
18.	betumble	5	12	12	20	17	19	85	70.83	II
19.	get	6	20	6	20	17	16	85	70.83	II
20.	immediately	20	13	14	13	15	8	83	69.17	II
21.	swampy	12	17	3	12	16	17	77	64.17	II
22.	quickly	20	8	13	12	13	10	76	63.33	II
23.	flora and fauna	17	12	9	14	12	11	75	62.5	II
24.	knobbly	13	13	14	11	15	8	74	61.66	II
25.	determine	14	11	6	14	13	15	73	60.83	III
26.	slowly	17	7	13	12	10	12	71	59.17	III
27.	pay	16	13	6	11	10	15	71	59.17	III
28.	noticeboard	13	16	15	14	10	3	71	59.17	III
29.	zamindar	14	16	12	8	9	12	71	59.17	III
30.	animals	8	7	11	15	13	16	70	57.33	III
31.	circumstances	13	11	6	16	13	11	70	58.33	III
32.	vicious circle	9	11	4	14	16	15	69	57.5	III
33.	display	8	18	14	5	7	14	66	55	III
34.	shrewdly	16	7	11	9	10	6	59	49.17	III
35.	knowledge	16	8	13	9	9	4	59	49.17	III
36.	breastfeeds	16	19	17	2	3	1	59	49.17	III
37.	conspicuously	7	16	14	7	3	12	59	49.17	III
38.	wanted	8	13	7	16	5	8	57	47.5	III
39.	shun	17	-	18	11	3	8	57	47.5	III
40.	physical	13	12	15	8	3	5	56	46.6	III
41.	grille	9	8	7	15	11	6	56	46.6	III
42.	well	9	8	12	9	12	4	54	45	III
43.	dilemma	12	4	16	4	12	6	54	45	III
44.	interesting	17	12	10	5	5	5	54	45	III
45.	accident	-	-	-	20	18	15	53	4.17	III
46.	apparently	8	12	6	1	12	13	52	43.33	III
47.	watch	9	10	6	11	3	11	50	41.67	III
48.	allowed	7	6	7	11	11	6	48	40	IV
49.	indiscriminately	13	2	11	5	12	4	47	39.16	IV
50.	afraid	10	16	9	4	3	4	46	38.33	IV
51.	finally	10	6	7	12	3	8	46	38.33	IV
52.	troublesome	5	8	5	14	6	8	46	38.33	IV
53.	mattock	12	10	8	8	2	6	46	38.33	IV

54.	successful	-	16	11	5	7	6	45	37.5	IV
55.	aghast	8	7	13	3	8	6	45	37.5	IV
56.	wrap	-	-	-	18	3	13	44	36.67	IV
57.	refuse	10	11	11	1	2	2	37	30.83	IV
58.	disperse	11	-	7	4	9	6	37	30.83	IV
59.	wounded	10	8	9	3	2	3	35	29.17	IV
60.	attention	13	9	2	8	1	1	34	28.33	IV
61.	strictly	8	10	6	3	1	3	31	25.83	IV
62.	prosperous	16	7	1	2	2	2	30	25	IV
63.	appealing	7	-	11	-	8	2	28	23.33	IV
64.	knows	2	2	5	8	6	5	28	23.33	IV
65.	intervended	7	3	6	3	8	-	27	22.5	IV
66.	security	4	13	9	-	-	-	26	21.67	IV
67.	jolting	10	6	1	-	-	2	19	15.83	V
68.	braille	7	3	6	-	-	-	16	13.33	V
69.	gradually	2	5	8	-	-	-	15	12.5	V
70.	survival	4	7	-	-	-	-	11	9.17	V
71.	reprimanded	1	4	4	-	-	-	9	7.5	V
72.	frantically	2	1	3	-	-	-	6	5	V
73.	commercial	1	-	2	-	-	-	3	2.5	V