

**VOCABULARY ACHIEVEMENT OF DHIMAL AND RAI
STUDENTS**

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master's Degree in Education**

**Submitted by
Jiban Luitel**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2009**

VOCABULARY ACHIEVEMENT OF DHIMAL AND RAI STUDENTS

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

**By
Jiban Luitel
Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2009**

**TU Reg. No: 9-2-214-342-2002
Second Year Examination
Roll No: 280298/064**

**Date of Approval of the
Thesis Proposal: 2065/03/11
Date of Submission: 2066/04/11**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Jiban Luitel** has prepared this thesis entitled **Vocabulary Achievement of Dhimal and Rai Students** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: July, 2009

.....

Ms. Saraswati Dawadi

Teaching Assistant

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following Research Guidance Committee.

Signature

Dr. Chandreshwar Mishra

.....

Reader and Head

Chairperson

Department of English Education

TU, Kirtipur

Ms. Saraswati Dawadi (Guide)

.....

Teaching Assistant

Member

Department of English Education

TU, Kirtipur

Prem Bahadur Phyak

.....

Teaching Assistant

Member

Department of English Education

TU, Kirtipur

Date: July, 2009

EVALUATION AND APPROVAL

This thesis has been approved by the following thesis Evaluation and Approval Committee.

Signature

Dr. Chandreshwar Mishra

.....

Reader and Head

Chairperson

Department of English Education

TU, Kirtipur

Dr. Jai Raj Awasthi

.....

Professor

Member

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

TU, Kirtipur

Ms. Saraswati Dawadi (Guide)

.....

Teaching Assistant

Member

Department of English Education

TU, Kirtipur

Date: August, 2009

DEDICATION

To

My **parents** and **teachers** who devotedly tried to make me what I am today.

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of the research degree to any university.

.....

Date: July, 2009

Jiban Luitel

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to respected guruma and thesis supervisor **Ms. Saraswati Dawadi**, Teaching Assistant, Department of English Education, T.U., Kirtipur. This study would not be in this form without her continuous support, supervision, patience, co-operation, valuable suggestions and constructive comments.

Similarly, I express my sincere gratitude to **Dr. Chandeshwar Mishra**, Reader and Head of Department of English Education for his fertile support and inspiration for the study.

My sincere gratitude also goes to **Prof. Dr. Jai Raj Awasti** for his invaluable suggestions and advice for the study.

In the same way, I would also like to express my sincere gratitude to **Prof. Dr. Govinda Raj Bhattarai** and **Prof. Dr. Tirth Raj Khaniya**. Similarly, I would also like to extend my sincere gratitude to **Dr. Anjana Bhattarai**, Reader, Department of English Education, T.U. and the other faculty members **Mr. Prem Bahadur Phyak**, **Ms. Madhu Neupane**, **Mr. Bhesh Raj Pokhrel**, and **Mrs. Hima Rawal**.

I am grateful to all the teachers from the then Durga Primary school, Itahara, Morang (now Durga Secondary School) to Tribhuvan University, Kirtipur. I am also grateful to all the schools for providing data and to all the friends for their continuous support. My friend, **Kiran Adhikary** deserves thanks for helping me in preparing test items.

Similarly, I would like to thank all the friends at computer desk for type-setting and editing the whole work.

July, 2009

Jiban Luitel

ABSTRACT

This study entitled "**Vocabulary Achievement of Dhimal and Rai Students**" was carried out to investigate English vocabulary achievement level and to compare it on the basis of ethnic group, work class, school and gender. Altogether ninety-six students were taken as a sample from various schools in Morang district. A set of questions which incorporated a wide range of question types was the tool for data collection. Questions like multiple choice, fill in the blanks, C-test, cross word puzzle, odd man out, synonyms, antonyms etc. were included in the set. It was distributed to all the informants to collect data from them. On the basis of the achieved data, analysis was done and findings were derived. I found Rai students ahead in the performance. The performance of nouns was the best and boys excelled girls in vocabulary achievement in aggregate. While comparing schools, the performance of girls was found better.

This whole work has been divided into four chapters. The first chapter includes a short introduction of the English language in general, introduction to vocabulary, its importance, types of words, review of the related literature, objectives of the study and its significance. The second chapter makes clear the methodology adopted in this study. It includes sources of data, population of the study, sampling procedure, tools of data collection, process of data collection and limitations of the study. The third chapter deals with the analysis and interpretation of data. The data were analyzed using some statistical tools. The last chapter includes findings and recommendations on the basis of the analyzed data; findings were derived recommendations made.

TABLE OF CONTENTS

	Page No.
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Table of Contents	viii
List of Tables	xi
List of Figures	xii
List of Abbreviations and Symbols	xiv
CHAPTER - I: INTRODUCTION	1-15
1.1 General Background	1
1.1.1 Importance of English Education	2
1.1.1.1 Vocabulary: Introduction and Importance	3
A. Content and Function Words	4
B. Active and Passive Vocabulary	5
1.1.1.2 Aspects of Teaching Vocabulary	5
1.1.1.3 Vocabulary Achievement	9
1.1.1.4 Teaching / Learning Vocabulary	10
A. Problems of Teaching / Learning Vocabulary	10
B. Techniques of Teaching Vocabularies	11
1.1.1.5 Dhimial and Rai Ethnic Groups: An Introduction	11
1.2 Review of the Related Literature	12
1.3 Objectives of the Study	14

1.4	Significance of the Study	14
CHAPTER-II: METHODOLOGY		16-18
2.1	Sources of Data	16
2.1.1	Primary Sources of Data	16
2.1.1	Secondary Sources of Data	16
2.2	Sampling Procedure	16
2.3	Tools of Data	17
2.4	Process of Data Collection	17
2.5	Limitations of the Study	17
CHAPTER-III: ANALYSIS AND INTERPRETATION		19-48
3.1	Total Vocabulary Achievement	20
3.2	Total Vocabulary Achievement in terms of Dhimal and Rai Ethnic Groups	21
3.3	Vocabulary Achievement on the Basis of Word Class	24
3.4	Comparison of Vocabulary Achievement in terms of Sex	26
3.5	Comparison of Vocabulary Achievement with the Primary Norm	28
3.6	School-wise Analysis and Interpretation of Vocabulary Achievement	29
3.6.1	V.A. of the Students of Radhika Secondary School	29
3.6.2	V.A. of the Students of Shanti L.Sec. School	31
3.6.3	V.A. of the Students of Saraswati P. School	33
3.6.4	V.A. of the Students of Sunpakuwa Sec. School	35
3.6.5	V.A. of the Students of Sunjhoda L.Sec. School	37
3.6.6	V.A. of the Students of Nunsari P. School	39
3.6.7	V.A. of the Students of Bhanu L.Sec. School	40
3.6.8	V.A. of the Students of Srijana L. Sec. School	42
3.6.9	V.A. of the Students of Radhika L. Sec. School	44

3.6.10 V.A. of the Students of Sarada Sec. School	46
CHAPTER-IV: FINDINGS AND RECOMMENDATIONS	48-51
4.1 Findings	48
4.2 Recommendations	50
References	52
Appendices	54

LIST OF TABLES

Table No.	Page No.
1. Status of Total Vocabulary Achievement	20
2. Comparison on the Basis of Achievement Level	20
3. Status of Two Ethnic Groups on the Whole Test	22
4. Noun, Verbs, Adjective, Adverb comparison in total	24
5. A Comparison between Dhimal and Rai Students	25
6. Status of V.A. by boys and girls in different word classes	27
7. Status of Boys and Girls in Both Ethnic Groups	28
8. Status of V.A. with the Primary Norm	29
9. V.A. of Dhimal and Rai Students in Radhika Secondary school	30
10. V.A. of the Students of Shanti L.Sec. School	31
11. V.A. of the Students of Saraswati P. School	33
12. V.A. of the Students of Sunpakuwa Sec. School	35
13. V.A. of the Students of Sunjhoda L.Sec. School	37
14. V.A. of the Students of Nunsari P. School	39
15. V.A. of the Students of Bhanu L.Sec. School	40
16. V.A. of the Students of Srijana L. Sec. School	42
17. V.A. of the Students of Radhika L. Sec. School	44
18. V.A. of the Students of Sarada Sec.School	46

LIST OF FIGURES

Figure No.	Page No.
1. Status of Position Held by all the Students	21
2. Status of the Position Held by Rai Students	22
3. Status of the Position Held by Dhimal Students	23
4. Comparison of Boys and Girls between the Two Ethnic Groups	23
5. V.A. of Dhimal Students in Different Word Classes	25
6. V.A. of Rai Students in Different Word Classes	26
7. Status of V.A. by Boys and Girls as a Whole	26
8. V.A. of the Students of Radhika Secondary School in Different Word Classes	30
9. V.A. Level of Boys and Girls in Radhika Secondary School	31
10. V.A. of the Students of Shanti L.Sec. School in Different Word Classes	32
11. V.A. Level of Boys and Girls in Shanti L.Sec. School	33
12. V.A. of the Students of Saraswati P. School in Different Word Classes	34
13. V.A. Level of Boys and Girls in Saraswati P. School	34
14. V.A. of the Students of Sunpakuwa Secondary School in Different Word Classes	36
15. V.A. Level of Boys and Girls in Sunpakuwa Sec. School	36
16. V.A. of the Students of Sunjhoda L.Sec. School in Different Word Classes	38
17. V.A. Level of Boys and Girls in Sunjhoda L.Sec. School	38
18. V.A. of the Students of Nunsari P. School in Different Word Classes	39
19. V.A. Level of Boys and Girls in Nunsari P. School	40

20 V.A. of the Students of Bhanu L.Sec. School in Different Word	
Classes	41
21 V.A. Level of Boys and Girls in Bhanu L.Sec. School	41
22 V.A. of the Students of Srijana L.Sec. School in Different Word	
Classes	43
23 V.A. Level of Boys and Girls in Srijana L.Sec. School	43
24 V.A. of the Students of Radhika L. Sec. School in Different Word	
Classes	45
25 V.A. Level of Boys and Girls in Radhika L. Sec. School	45
26 V.A. of the Students of Sarada Secondary School in Different Word	
Classes	46
27 V.A. Level of Boys and Girls in Sarada Secondary School	47

LIST OF ABBREVIATIONS AND SYMBOLS

%	Percentage
()	Braces
CUP	Cambridge University Press
Dis.	Distinction
div.	Division
Dr.	Doctor
Eds.	Editors
eg.	Exempli gratia (for example)
ELT	English Language Teaching
et al.	et alli/alia (and other people or things)
etc.	et cetera (and other similar things)
i.e.	id est (that is to say)
L. Sec.	Lower secondary
M.Ed.	Masters in Education
No.	Number
OUP	Oxford University Press
P	Page
Prof.	Professor
Reg. No.	Registration Number
Sec.	Secondary
Ss	Students
TU	Tribhuvan University
V.A.	Vocabulary Achievement
Viz.	Videlicet (namely)
Vol.	Volume