

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is a widely used means of communication through which we share feelings, sufferings, thoughts, wants, desires etc. It is human species specific property and not possessed by other living beings. According to Sapir (1921, 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" (quoted from Yadav, 2001).

Language can also be defined as a voluntary vocal system of human communication. It is so systematic and complex that no system of animal communication is very close to it. Bees and dolphins are also known to have quite elaborated forms of communication. However, none of the systems of animal communication which have been studied so far possess any thing like the flexibility and complexity of human language. Human language is full of complexity, novelty, multiplicity and creativity.

Language is manifested either through speech or through writing .Writing is not an independent medium of language but a representation of speech with some conventional symbols. While speaking, we often use several physical gestures. We wave our hands, shrug our shoulders, smile and nod to reinforce what we say.

Language is a social phenomenon and it helps to establish social relationship among people. Human beings, as members of a social group and participants in a culture, interact and communicate using an arbitrary system of vocal symbols which is called language. Language is a very complex human phenomenon in

itself but it makes human life easier via communication. For smooth and correct acquisition of language, human child should be in normal condition. Abnormal people (especially deaf and dumb) cannot possess it. Through the use of language, people can share their ideas, feelings, desires or simply they can communicate with one another. It is necessary for human beings to acquire language to adjust in their society. This does not mean that the people who are deaf and dumb cannot adjust in their society. But it is true that people having language can adjust in society more easily and earlier than abnormal human child.

1.1.1 Importance of English Education

We know that different languages are spoken in the world. Among the languages spoken in the world today, English deserves to be a world language. Since English is a world language, teaching of English takes place all around the world. It is used as a link language globally and the common means of communication between the people of different nations. Most of the books of science, medicine, history, philosophy, geography, literature etc. are written in the English language. So, we must have knowledge of English to understand the world. Being an international language, English language proficiency is regarded as a mandatory skill of an individual seeking a lucrative career and unceasing knowledge. As the importance of learning English is increasing, new methods of teaching and learning English as a foreign language are being adopted by language trainers at different profession levels.

In the context of Nepal, English is taught and used as a foreign language but its use is increasing day by day. People learn English for different reasons, some people may want to read the scholarly works in English; some of them may want to read and write scientific works in English. Some of them may want to learn English as they want to live in an English community. Whatever may be

the purpose for them to learn English, they primarily need to be able to communicate in English. This requires not only the knowledge of vocabulary and structures but also the knowledge of selecting the vocabulary and structures in the appropriate context.

In Nepal, English was introduced formally in the school level education system in 1854. Since then English language education system has gone through several ups and downs. At present, there is wider gap between students in private schools and public schools. One of the reasons for this gap is insufficient knowledge of English language in the students of public schools. Despite this, people and government have always given higher importance to the teaching learning of English. But this effort is still found to be insufficient.

The importance of English language in the present day world need not be overemphasized. It is a principal language for international communication and a gateway to the world body of knowledge. In view of these facts, the English language is given great importance in the education system of Nepal (Sthapit et al., 1994).

1.1.1.1 Vocabulary: Introduction and Importance

Vocabulary can be defined as all those words that a person uses or knows or exists in a particular language. To quote Richards et al. (1985, p. 307), vocabulary refers to "a set of lexemes, including single words, compound words and idioms." From the above definition, we can say that vocabulary can be a single word or a group of words that take a single meaning, e.g. 'post office' and 'father in law' which are made up of two and three words respectively but express a single idea. Different language aspects can be taught separately in teaching and vocabulary is one of the aspects. Considering the importance of vocabulary, Harmer (1991) says, "If language structures make

the skeleton of language, then it is vocabulary that provides the vital organs and flesh" (p. 153). It is true that without the use of meaningful words, no communication is possible. Even the wrong grammatical structure can express meaning if the words used in the sentences are accurate whereas meaning cannot be expressed properly without the use of correct words though the structure may be correct.

Therefore, we can say that the role of vocabulary teaching is vital in any English language teaching learning program. Harmer (ibid.) found methodologists and linguists increasingly turning their attention to vocabulary stressing its importance in language teaching and reassessing some of the ways in which it is taught and learnt. Therefore, vocabulary teaching is of equal importance to that of the grammar or structure of the language. Teachers also should have expertise for vocabulary teaching. Stressing the importance of vocabulary, Wilkins (1972) says, "Without grammar little can be conveyed, without vocabulary nothing can be conveyed" (p. 111). Thus, comprehension of vocabulary items plays a pivotal role for the complete understanding of a message.

A. Content and Function Words

Content word refers to a thing, quality, state or action. It has lexical meaning when it is used alone. It includes major word class i.e. nouns, verbs, adjectives, and adverbs. I will concentrate my study on this area only. On the other hand, function words refer to those words which have little meaning of their own but they show grammatical relationship in and between sentences. they include minor word class.

B. Active and Passive Vocabulary

Active and passive vocabularies are also called productive and receptive vocabulary respectively. Harmer (1991) defines active vocabulary as the ones which have been taught and learnt and which the students are expected to be able to use whereas passive vocabulary as those words which the students will recognize when they meet them but which they will probably not be able to produce.

Thus, active vocabulary refers to words which the students understand, can produce correctly and use constructively very often in speaking and writing. Passive vocabulary refers to words that the student recognizes and understands when they occur in a context but which he cannot produce correctly. Through practice and in course of gradual development in the linguistic and communicative competence of the learners, the passive vocabulary can also gradually be active one. Conversely, a word that has been active through constant use may slip back into the passive store if it is not frequently used. In other words, the status of a vocabulary item does not seem to be a permanent state of affair.

1.1.1.2 Aspects of Teaching Vocabulary

While teaching vocabulary, most of the English teachers teach only the meaning of the words, i.e. nothing more than translation. Meaning of the words is not only the thing required for students. The students need to be familiar with all the aspects of words. While teaching vocabulary, every teacher should teach the words in terms of the following aspects.

A. Word Meaning

The first thing to realize about the vocabulary items is that the same word may have different meanings in different contexts and vice versa. The word ‘book’, for example, has eight different meanings in different contexts such as,

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

When we come across a word, we have to guess the meaning of the words with the help of the context provided. The students need to understand the importance of meaning in context.

Sometimes words have meanings in relation to other words. Thus, students need to know that some words have general meaning while others have specific. For example, ‘vegetable’ has general meaning and potato, carrot, cabbage, etc. have specific meaning. We understand the meaning of ‘good’ in relation to the meaning of ‘bad’. Words have antonyms and synonyms. As far as meaning goes, then, students need to know about meaning in context and they need to know about sense relations.

B. Word Use

The meaning of a particular word can be stretched, changed or limited by how it is used and this is something students need to know. Word meaning is frequently stretched through the use of metaphor and idioms. We know that the word ‘hiss’, for example, describes the noise of snakes but we stretch its meaning to describe the way people talk to each other (“Don’t move or you are

dead.”, she hissed). It is metaphorical use. Similarly, the sentences, “He is a real snake in the grass” can be taken as idiomatic use of language.

Word meaning is also governed by collocation. For example, the word ‘ache’ is used with head, stomach, ear, etc. So, we can have headache, stomachache, earache respectively but we cannot have a *‘throatache’ or a *‘legache’.

We often use words only in certain social contexts. What we say is governed by the style and register we are in. If you want to tell someone you are angry you will choose carefully between the neutral expression of this fact (I’m angry) and the informal version (I’m really pissed off). The latter would certainly seem rude to listeners in certain context.

Students need to recognize metaphorical use of words and their collocation. They also need to understand stylistic and topical contexts of words and their expressions. Therefore, while teaching vocabulary, every teacher should keep these things in mind.

C. Word Formation

The students should be trained to form words. Words can change their shape and grammatical value too. Students need to know facts about word formation and how to twist upon the words to fit them in different grammatical contexts. The students should be trained to change a noun into verb and adjective. They should be able to see the relationships between the words ‘death’, ‘dead’, ‘dying’, and ‘die’. They should be given idea regarding the use and functions of suffixes and prefixes. Part of teaching vocabulary is teaching its written and spoken form. So the students should be made conscious regarding the spelling and pronunciation of words. Word formation means knowing how words are written and spoken and how they can change their forms. So, the teacher should be aware to make the students trained in those skills.

D. Word Grammar

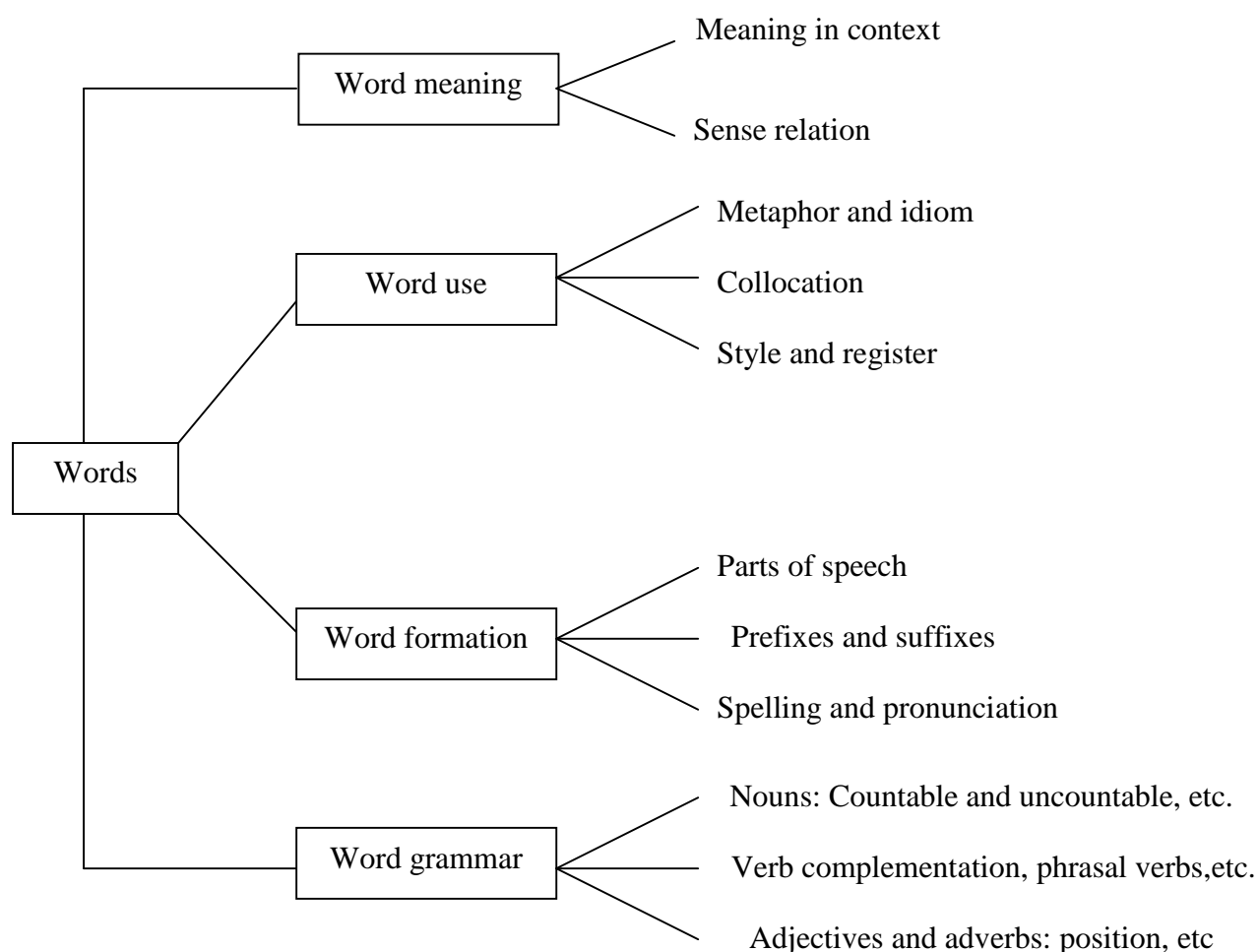
A word may have different grammatical meanings like, noun, verb, adjective, and adverb. The use of certain words can trigger the use of certain grammatical patterns. So, while making plural, the students should be very careful regarding the grammar of a word. For example, we can say 'one chair' or 'two chairs', but not 'two furnitures'.

Similarly, verbs trigger certain grammar too. 'Tell' is followed by an object + to + infinitive, for example, 'He told her to wake him up at six' and so it 'ask'. But 'say' does not work in the same way.

There are many other areas of grammatical behavior that students need to know and teachers need to teach about: different types of verbs, like, lexical and grammatical verbs, transitive and intransitive verbs, etc. Some questions like, what are phrasal-verbs and how do they behave?, How are adjectives ordered? What position can adverbs occupy?, etc. are some worth pointing aspects of any word. Without this knowledge we cannot really say that students know vocabulary items such as, 'look up' (as in dictionary), 'tried' and 'worn' or 'greedily'?

What we have been saying in this section is that teaching a vocabulary means far more than just understanding its meaning (s). Somehow our teaching must help students to understand what this knowledge implies both in general and for certain words in particular. By being aware of it, students will be more receptive to the contextual behavior of words when they first see them in texts, etc. and they will be able to manipulate both the meanings and forms of the word.

We can summarize the aspects teaching vocabulary in the following diagram:



(Harmer, 1991, p. 49)

1.1.1.3 Vocabulary Achievement

Vocabulary achievement refers to the ability to use lexical items to perform certain skills as a result of planned instruction.

Vocabulary learning is an ability to:

-) recognize it in its written and spoken form;
-) recall it at will;

-) relate it to an appropriate object or concept;
-) use it in the appropriate grammatical form;
-) in speech, pronounce it in a recognizable way;
-) in writing, spell it correctly;
-) use it with the words it correctly goes with, i.e. in the correct collocation;
-) use it at the appropriate level of formality;
-) be aware of its connotations and associations.

(Wallace, 1982, p. 26)

1.1.1.4 Teaching / Learning Vocabulary

Teaching vocabulary and enabling the learner use right choice of diction is a very serious responsibility with the teachers. We must make a note of it that there is no any fixed single approach to teaching vocabularies applicable to all. The different techniques, methods and approachs have their merits as well as limitations.

A. Problems of Teaching / Learning Vocabulary

Though teaching vocabulary is very much important aspect of a language, there are some problems in teaching / learning it. Wallace (1982) gives the following problems of teaching / learning vocabulary:

- a) Inability to retrieve vocabulary that has been taught
- b) Use of vocabulary inappropriate to the given situation
- c) Use of vocabulary at the wrong level of formality
- d) Possessing the wrong kind of vocabulary for one's needs

- e) Using vocabulary in an unidiomatic way
- f) Using vocabulary in a meaning less way
- g) Incorrect use of dictionary
- h) Use of incorrect grammatical form, spelling, pronunciation or stress

B. Techniques of Teaching Vocabularies

Teaching young learner is a challenging job. The teacher who teaches them must be creative, reflective, and innovative. They should be acquainted with modern technology, child psychology and theories of language learning. The use of teaching aids makes the teaching effective. Here, some of the techniques in primary level are mentioned as follows:

- i. Use of Realia
- ii. Use of Pictures
- iii. Pinman / Matchstick Figure
- iv. Self Defining context
- v. Demonstration
- vi. Enumeration
- vii. Audio Technique

1.1.1.5 Dhimal and Rai Ethnic Groups: An Introduction

Population of Nepal increased from 15 million in 1981 to 18.5 million in 1991 and then to 23.1 in 2001. The whole population is composed of different ethnic groups. Population census 2001 shows that there are 103 ethnic groups.

Dhimals have been living in Morang and Jhapa districts for so many years. Twenty-four villages of Jhapa district and fifty-one villages of Morang district are the main region of their habitat. Different dialects of the Dhimal language

can be found such as eastern Dhimal and western Dhimal. These two dialects are separated by Kankai River in Jhapa. It is also spoken in some areas of India. The statistical presentation in Nepal census, 2001 shows that the total population of Dhimal people was 19537, i.e. 0.09% of the total population: out of which 17308 used the Dhimal language as their mother tongue. The ethnic 'Rai', also known as the Khambu (people of Khumbu region), is one of Nepali's most ancient indigenous ethnolinguistic groups. The Rai belongs to the Kirati group or the Kirat confederation. Since ancient times, Rais have been living in the district like Solukhumbu, Okhaldhunga, Khotang, Bhojpur and Udayapur. But due to awareness, education and professional reason, they are scattered all over the globe, not only the case of other districts. They are quit densely living in Morang district at present.

According to Nepal's 2001 census, there are 635,751 Rais in Nepal which represents 2.79% of the total population. Bantawa, Chamling, Sampang, Dumi, Jerung, Kulung, Khaling, Loholung, Mewahang, Rakhali, Thulung, Tilung, Wambule, Yakkha, Yamphu, Sunuwar, Abhula, etc. are the varieties of Rai ethnic group. More than 32 different Kiranti languages and dialects are recognized within the Tibeto-Burman language family. The Rai language, though it has no script, is rich in texture.

1.2 Review of the Related Literature

A number of researchers and research scholars have made several attempts in the field of vocabulary achievement. The level and foundation of analysis differ from one study to that of the other. Some of the researches previously carried out and submitted to the Department of English Education are presented below with their topic, objectives and findings.

Chudal (1997) has studied the vocabulary achievement of the students of grade six. The objectives of this study were to investigate the students' achievement of English vocabulary used in the English textbooks for grade six and to make gender-wise comparison of the vocabulary achievement. He found girls poorer than boys and vocabulary achievement in total also was poor.

Karki (2000) conducted a research entitled "A Study of English Vocabulary Achievement of the Students of Grade Eight". The objective of his study was to investigate the achievement of English vocabulary of the students of grade eight. The study was based on primary data, i.e. eighty students of grade VIII-twenty each from four public schools of Kathmandu. The finding showed that the total achievement of the students in nouns and verbs were 67.9% and 59% respectively.

Tiwari (2001) has carried out a research on "A Study on English Vocabulary Achievement by 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 English Textbook of grade ten. The findings of his study revealed that English vocabulary achievement of the students of grade ten was not found satisfactory in aggregate.

Poudyal (2005) has conducted a research entitled "A Study on English Vocabulary Achievement by the Students of Grade Nine." She confined her study to two sub-urban and two urban public schools of Kathmandu district. In her study, English vocabulary achievement of the students of grade nine in content words was found satisfactory in total.

Budha (2007) has carried out a research on vocabulary development of the tenth graders. His study consisted of tenth graders from both public and private schools of Kathmandu. The objective of the study was to study vocabulary

development of tenth graders in some domains and he found satisfactory performance in aggregate i.e. above 50% in total.

There were some researches previously carried out on vocabulary achievement on different grades. Their bases of analysis were also different. I found no research has been carried out focusing marginalized ethnic groups. Here, I have made an attempt to focus those ethnic groups along with other bases of analysis. Thus, it can be a new and innovative venture in itself.

1.3 Objectives of the Study

The objectives of the study were as follows:

a. To compare the vocabulary achievement of fifth grade Dhimal and Rai students in terms of the following variables:

-) ethnic groups
-) word class
-) gender
-) school

b. To list some pedagogical implications.

1.4 Significance of the Study

The study will play a significant role as a supportive tool for the betterment of the existing situation on the basis of following ways:

This study will be useful to the curriculum designers and textbook writers.

They will manipulate the results of the study while selecting vocabulary items to frame the primary level curriculum and the textbook. It will also be beneficial to the related teachers and students in the sense that they will labor more on the gray area of achievement. Similarly, it may be beneficial for

researchers to carry out further researches in the similar field. Furthermore, this research work is equally significant for subject experts, language trainers, language planners, syllabus and curriculum designers etc. Other individuals, and organizations can also be benefited from the study whose concern is on vocabulary achievement and it will be significant to all those who are interested in evaluating vocabulary achievement.

CHAPTER - TWO

METHODOLOGY

Methodology includes details about the various logistic procedures researchers intend to follow while carrying out their researchers. I adopted the following strategies to accomplish the research.

2.1 Sources of Data

The study was based on primary sources of data, however, secondary sources of data were also used to obtain some significant information and support.

2.1.1 Primary Sources of Data

The primary sources of data were Dhimal and Rai students studying in public schools of Morang district.

2.1.2 Secondary Sources of Data

The secondary sources of data were several books, journals, reports and articles related to the area of study. Some of them are listed below.

Bhattarai (2001), Harmer (1991), Heaton (1972), Kumar (1996), Richards et al. (1995), Statistical Pocket Book (2006), Sthapit et al. (1994), Wallace (1982).

2.2 Sampling Procedure

The sample of the study consisted of ninety six Dhimal and Rai students of grade five of Morang district. Due to the limited number of students in these two ethnic groups, I used non-random sampling procedure to select the informants. Equal numbers of students were selected from the both races. They were selected from five different public schools. There was equal provision for the girls as boys.

2.3 Tools of Data Collection

In this research, I applied test items to fulfill my objectives. The vocabulary items to be included in the test were based on the textbook of grade four and the first unit of grade five. They were selected on the basis of frequency and difficulty level. Primary level curriculum was also consulted in the selection of the lexemes. There were different types of test items such as multiple choice, fill in the blanks, rearrangements of jumbled letters, completing words, using words in sentence, synonyms, antonyms, odd man out, cross-word puzzle, C-test, matching etc. The second half of every second content word was deleted in C-test. The whole test consisted of 70 vocabulary items and each vocabulary item carried one mark. That means the full mark of the test was 70.

2.4 Process of Data Collection

I prepared test items as a tool for the collection of data in this study. After getting permission from the concerned authorities, I contacted the subjects i.e. students and established rapport with them. Then, I gave them clear instruction through examples. I also asked them to take help from the examples. The students were provided one and a half an hour time. After the test, I collected all the responses and marked on answer-sheets. Afterwards, those answer-sheets were assessed providing one mark each for the correct responses and on the basis of their performance, they were posted in an appropriate category. In this way, data were collected for the study.

2.5 Limitations of the Study

The proposed study had the following limitations:

- a. The study was limited to decipher the vocabulary achievement of content words.

- b. I limited my study in five different public schools of Morang district.
- c. The study was limited to ninety-six Dhimal and Rai students.
- d. The students of grade five were the population of the study.
- e. The vocabulary items were selected from the textbook of grade 4 and 5, and primary level curriculum on the basis of their frequency of occurrence and difficulty level.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. I have attempted to investigate the students' vocabulary achievement on the basis of the test items administered to them. The first action after administration of the test was marking which was done systematically and accurately. I have applied both descriptive as well as statistical tools while presenting, analyzing and interpreting the data. The data is presented in tables and figures accompanied by textual discussion. The bases of classification of the responses were different divisions, primary norm, average score, level of satisfaction, etc. The support of primary norm was taken to divide the students into different divisions and the vocabulary achievement of the students above 50% was assumed to be satisfactory whereas below this was unsatisfactory.

The analysis and interpretation of data has been carried out under the following headings:

1. Total Vocabulary Achievement
2. Total Vocabulary Achievement in terms of Dhimal and Rai Ethnic Groups.
3. Vocabulary Achievement on the basis of Word Class
4. Comparison of Vocabulary Achievement in Terms of Sex.
5. Comparison of Vocabulary Achievement with the Primary Norm
6. School-wise Analysis Interpretation of Vocabulary Achievement

3.1 Total Vocabulary Achievement

The number of total respondents was ninety six and each set of questions carried seventy different questions. Thus, the whole study had 6720 empty slots to be responded. The performance of all the respondents in the whole test is presented below:

Table No. 1
Status of Total Vocabulary Achievement

| Sample | No. of responses per set | Total no. of responses to be achieved | Total no. of correct responses achieved | Achievement (%) |
|--------|--------------------------|---------------------------------------|-----------------------------------------|-----------------|
| 96 | 70 | 6720 | 4078 | 60.68 |

The above table shows that out of 6720 empty slots for the responses, 4078 questions were responded correctly, that means 60.68% of the total responses were correct.

Similarly, I had compared the students on the basis of their achievement.

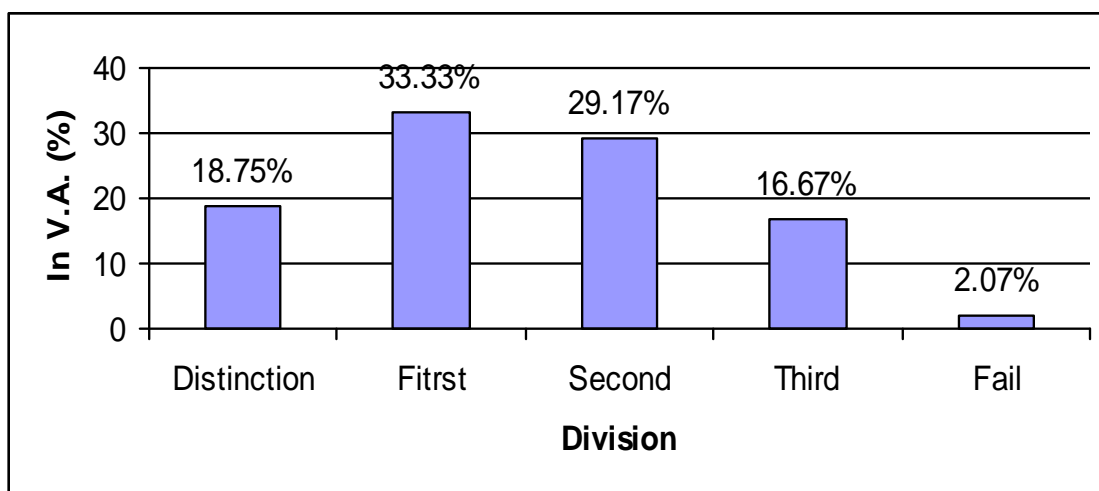
Table No. 2
Comparison on the Basis of Achievement Level

| Satisfactory Achievement | | Unsatisfactory Achievement | |
|--------------------------|------------|----------------------------|------------|
| No. of Students | Percentage | No. of Students | Percentage |
| 70 | 72.92 | 26 | 27.08 |

Here, I have taken 50% marks as a borderline to classify students on the basis of satisfaction level. In my study, I found 72.92% (70 students) of the students above the satisfaction level whereas 27.08% (26 students) got unsatisfactory achievements.

In the same way, I had compared them on the basis of primary norm i.e. classification of the students into different divisions.

Figure No. 1
Status of Position Held by all the Students



The above diagram presents different positions held by all the students. Distinction level is held by 18.75% of the total students. Similarly, 33.33% students got first division; 29.17% students secured the marks of the second division and the percentage of the third division holder students is 16.67%. There were some students who failed the test and the percentage of such students is 2.08%.

3.2 Total Vocabulary Achievements in terms of Dhimal and Rai Ethnic Groups

A comparison between Rai and Dhimal ethnic groups on the whole test is presented below.

Table No. 3

Status of Two Ethnic Groups on the Whole Test

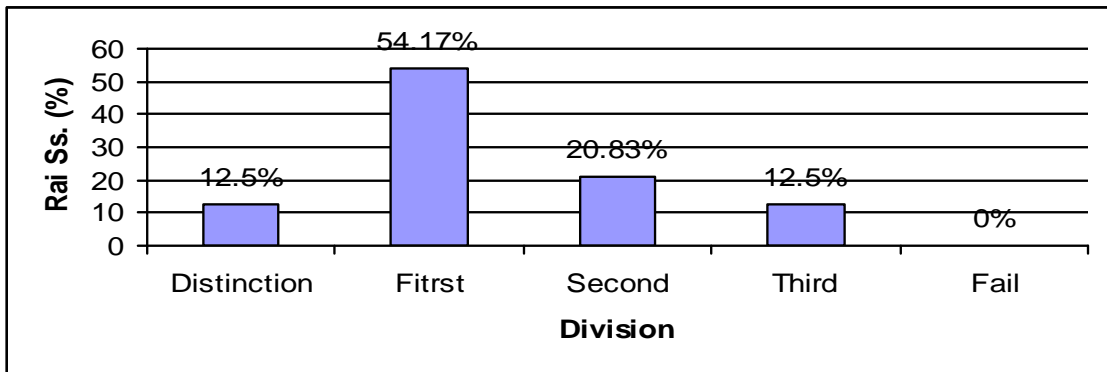
| Dhimal | | Rai | |
|---------------------------------------|-----------------------------------------|---------------------------------------|-----------------------------------------|
| Total no. of responses to be achieved | Total no. of correct responses achieved | Total no. of responses to be achieved | Total no. of correct responses achieved |
| 3360 | 1944 | 3360 | 2134 |

Out of 3360 responses, Dhimal responded 1944 correctly whereas Rai could respond 2134, which is larger in number than Rais’.

A comparison of the Rai students alone has been made in the following figure:

Figure No. 2

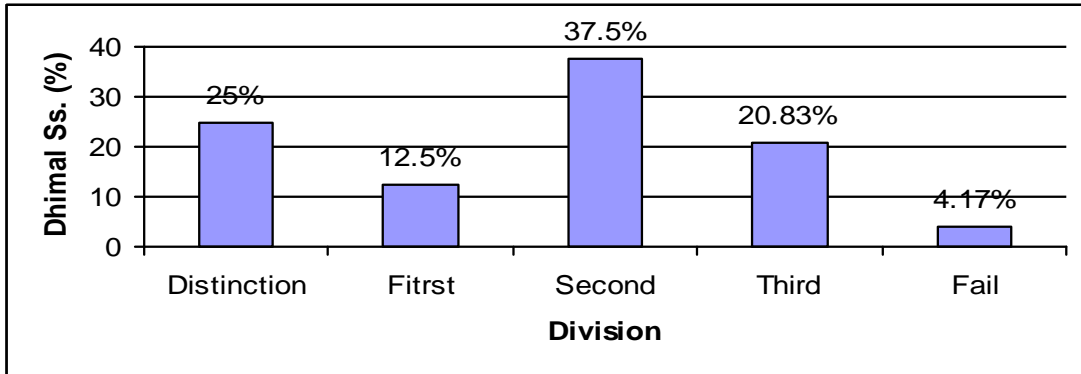
Status of the Position Held by Rai Students



One significant discovery in Rai students is that there is no student who failed the test. The percentage of third division holder students and distinction level is the same i.e. 12.5%. Out of 48 students, 54.17% got the first division and 20.83% got the second division.

Similarly, comparison of the Dhimal students alone has been made in the following figure.

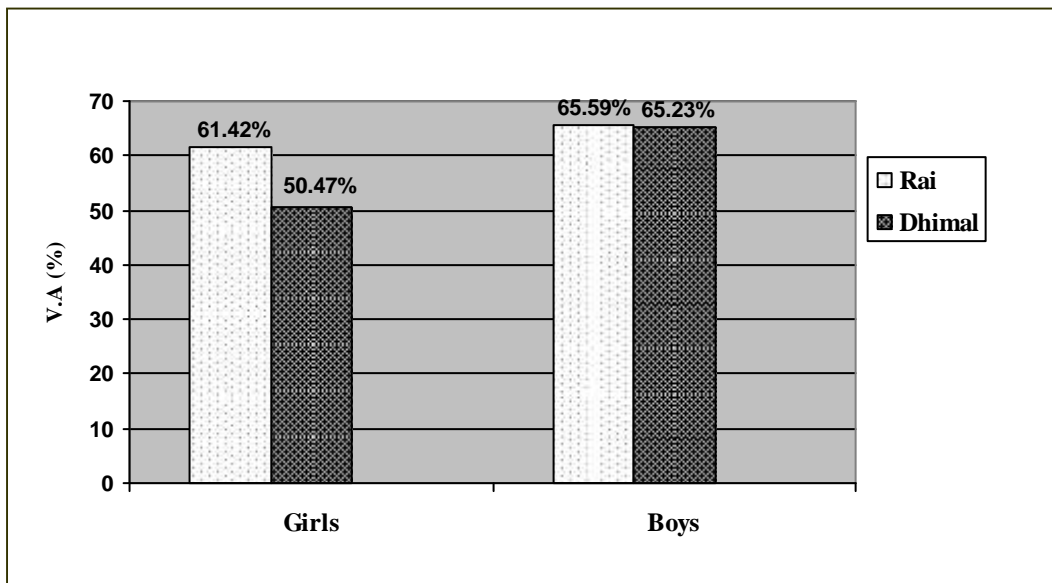
Figure No. 3
Status of the Position Held by Dhimal Students



I found out a large variation in Dhimal students. There are some students who failed the test and the number of distinction level achievers is also larger than Rai students.

I had compared male and female students as the objectives of my study demand. In the following figure, I have compared them.

Figure No. 4
Comparison of Boys and Girls Between the Two Ethnic Groups



The vocabulary achievement of Rai students excelled Dhimal in both sexes. The vocabulary achievement of Rai girls was 61.42% whereas the same of Dhimal girls was 50.47%. Similarly, the vocabulary achievement of Rai boys was 65.59% whereas Dhimal boys achieved 65.23% only. Thus, the disparity between the girls and boys is large in both ethnic groups.

3.3 Vocabulary Achievement on the Basis of Word Class (Noun, Verb, Adjective and Adverb)

This sub-unit analyses the students' vocabulary achievement on the basis of word class.

Table No.4
Noun, Verb, Adjective, Adverb Comparison in Total

| S.N. | Vocabulary Items | Total no. of responses to be achieved | Total no. of correct responses achieved | Achievement (%) |
|------|------------------|---------------------------------------|-----------------------------------------|-----------------|
| 1 | Nouns | 3072 | 1952 | 63.54 |
| 2 | Verbs | 1824 | 1040 | 57.01 |
| 3 | Adjectives | 1248 | 778 | 62.33 |
| 4 | Adverbs | 576 | 308 | 53.47 |

It was found that 63.54% nouns and 57.01% verbs were responded appropriately. Similarly, 62.33% adjectives and 53.47% adverbs were achieved by the students.

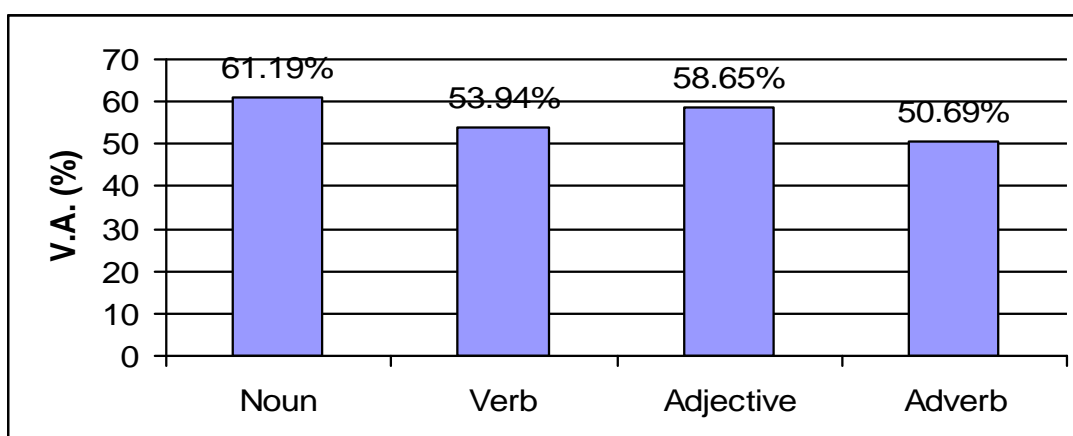
The abovementioned table showed a comparison of noun, verb, adjective and adverb in total. In the following table, I have compared both ethnic groups.

Table No. 5
A Comparison Between Dhimal and Rai Students

| S.N. | Vocabulary Items | Dhimal | | Rai | |
|------|------------------|---------------------------------------|-----------------------------------|---------------------------------------|-----------------------------------|
| | | Total no. of responses to be achieved | No. of correct responses achieved | Total no. of responses to be achieved | No. of correct responses achieved |
| 1 | Nouns | 1536 | 940 | 1536 | 1012 |
| 2 | Verbs | 912 | 492 | 912 | 548 |
| 3 | Adjectives | 624 | 366 | 624 | 412 |
| 4 | Adverbs | 288 | 146 | 288 | 162 |

Dhimal students could respond 940 questions appropriately whereas Rai students answered 1012 nouns. In case of verbs, Dhimal and Rai answered 492 and 548 correct responses respectively out of 912 slots. Out of 624 spaces for adjectives, Dhimal and Rai could respond 366 and 412 questions respectively. Dhimal students could respond 146 questions appropriately whereas Rai answered 162 questions in case of adverbs out of 288 spaces to respond.

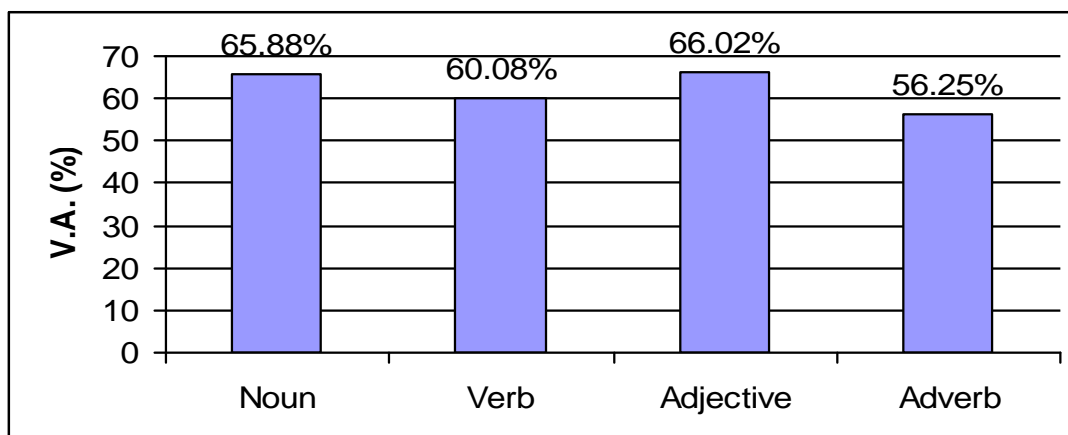
Figure No. 5
V.A. of Dhimal Students in Different Word Classes



Dhimal students were found to be superior in nouns as 61.19% of the questions were responded correctly. Similarly, 53.94% verbs, 58.65% adjectives and 50.69% adverbs were answered appropriately by Dhimal students.

Figure No. 6

V.A. of Rai Students in Different Word Classes



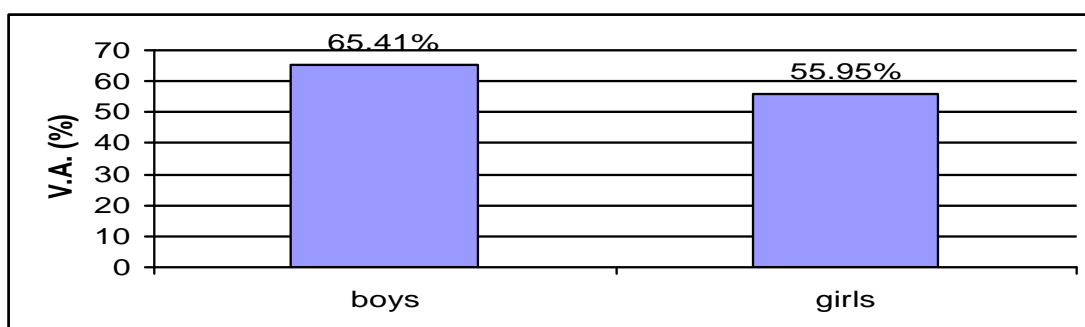
The case in Rai students is a little bit different. They were competent in 65.88% of the nouns given as a test. In the same way, 60.08% verbs, 66.02% adjectives and 56.25% adverbs were in the active state of mind in Rai students.

3.4 Vocabulary Achievements in Terms of Sex.

The following table shows a comparison of students on the basis of sex.

Figure No.7

Status of V.A. by Boys and Girls as a Whole



I analyzed the vocabulary achievements on the basis of sex also. Over sixty-five percent of vocabulary items were achieved by male students and 55.95% by female students. This is the analysis as a whole.

Similarly, I had compared both sexes in different word classes too. The table of comparison is given below.

Table No. 6
Status of V.A. by Boys and Girls in Different Word Classes

| S.N. | Vocabulary Items | Boys | | Girls | |
|------|------------------|-----------------------------------|-----------------|-----------------------------------|-----------------|
| | | No. of correct responses achieved | Achievement (%) | No. of correct responses achieved | Achievement (%) |
| 1 | Nouns | 1050 | 68.35 | 902 | 58.72 |
| 2 | Verbs | 556 | 60.96 | 484 | 53.07 |
| 3 | Adjectives | 424 | 67.94 | 354 | 56.73 |
| 4 | Adverbs | 168 | 58.33 | 140 | 48.61 |

The table given above shows the boys' vocabulary achievements in different word classes. In case of nouns, 68.35% were achieved. Similarly 60.96% verbs, 67.94% adjectives and 58.33% adverbs were achieved by boy students. In case of girls, it is different. They could answer 58.72% nouns, 53.07% verbs, 56.73% adjectives and 48.61% adverbs.

Likewise, the following table compares both sexes of both ethnic groups.

Table No. 7

Status of Boys and Girls in Both Ethnic Groups

| S.N. | Ethnic groups | Boys | | Girls | |
|------|---------------|---------------------------------------|-----------------------------------|---------------------------------------|-----------------------------------|
| | | Total no. of responses to be achieved | No. of correct responses achieved | Total no. of responses to be achieved | No. of correct responses achieved |
| 1 | Rai | 1680 | 1102 | 1680 | 1032 |
| 2 | Dhimal | 1680 | 1096 | 1680 | 848 |

While comparing boys and girls in both ethnic groups separately, boys were found to be ahead. Out of 1680 responses to be achieved from male Rai students, they could provide 1102 correct responses whereas the female Rai girls answered 1032 questions correctly. In case of Dhimal students, out of the same number of responses, i.e. 1680, male Dhimal students answered 1096 correctly whereas female Dhimal gave 848 correct answers. Thus, the disparity between boys and girls in Dhimal students is larger than Rai's.

3.5 Comparison of Vocabulary Achievements with the Primary Norm

The Ministry of Education has specified certain level-wise structure in Nepalese education system. According to the norm in the primary schools of Nepal, 32% marks function as a judge to decide a student 'fail' or 'pass'. The total marks obtained by the students are compared with the primary norm.

Table No.8
Status of V.A. with the Primary Norm

| Total Sample | F.M. | Primary Norm | Above Primary Norm | | Below Primary Norm | |
|--------------|------|--------------|--------------------|------------|--------------------|------------|
| | | | No. of Students | Percentage | No. of Students | Percentage |
| 96 | 70 | 22.4 | 94 | 97.92% | 2 | 2.08% |

On the basis of primary norm 97.92% of the total students were found to be above the primary norm whereas 2.08% students were below it. That means out of 96 students 94 were above the primary norm whereas only two were below it.

3.6 School-wise Analysis and Interpretation of Vocabulary Achievement

While collecting data for my study, I visited ten different primary, lower secondary and secondary schools of Morang district. In this sub-unit, the performance of all the students of all the schools is analyzed and interpreted in terms of different variables.

3.6.1 Vocabulary Achievement of the Students of Radhika Secondary School

Radhika Secondary School is in Urlabari Village Development Committee. Comparatively, this school had high number of Dhimal and Rai students. Therefore, I involved eight Dhimal and eight Rai students in this study.

Table No. 9

V.A. of Dhimal and Rai Students in Radhika Secondary School

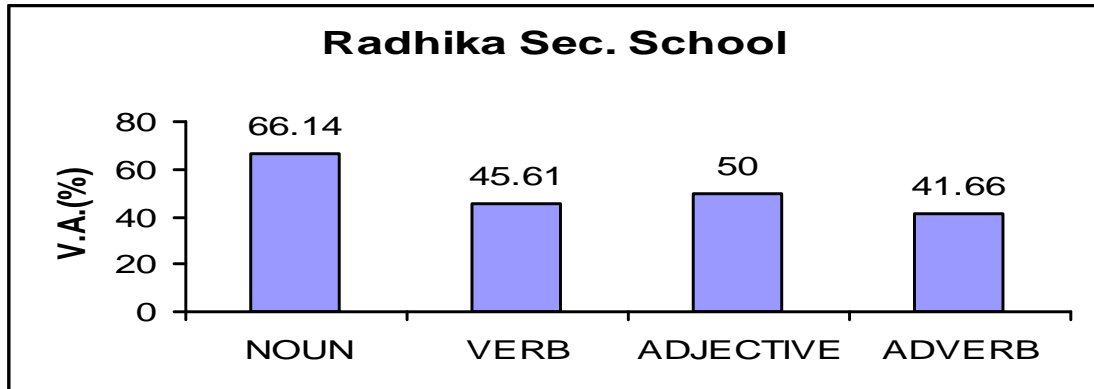
| No. of correct responses to be achieved per ethnic group | Dhimal | | Rai | |
|----------------------------------------------------------|-----------------------------------|-----------------|-----------------------------------|-----------------|
| | No. of correct responses achieved | Achievement (%) | No. of correct responses achieved | Achievement (%) |
| 560 | 320 | 57.14 | 354 | 63.21 |

From this school, eight Dhimal students were expected to answer 560 questions, but they were correct in 320 questions only. That means their vocabulary achievement is 57.14%. On the other hand, Rais answered in 354 questions. So, their vocabulary achievement is 63.21%.

Similarly, I had compared the students of Radhika Secondary School on different word classes.

Figure No. 8

V.A. of the Students of Radhika Secondary School in Different Word Classes



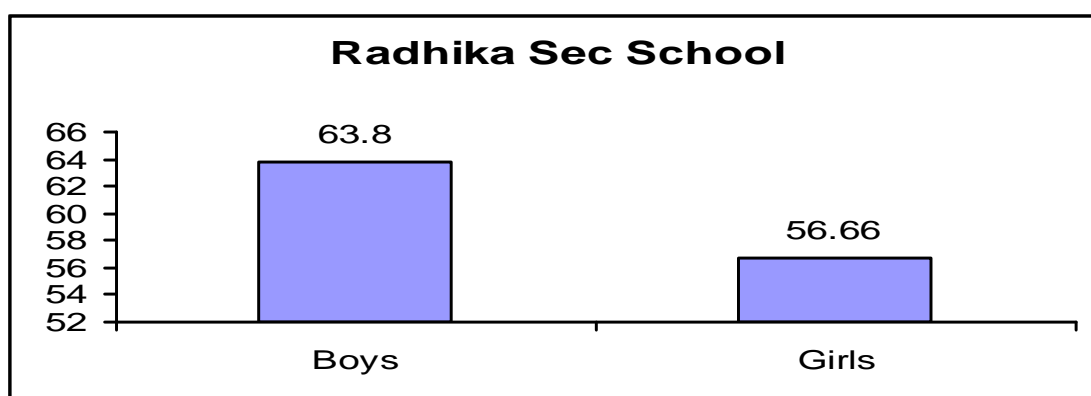
Altogether, 1120 questions from different word classes were sought to be answered. Out of them, 512 questions expected different nouns, 304 verbs 208 adjectives and 96 adverbs. The vocabulary achievements of nouns, verbs,

adjectives and adverbs were 66.14%, 45.61%, 50.00% and 41.66% respectively.

In the same way, a comparison had been made between boys and girls in Radhika Secondary School. The following figure shows this information.

Figure No. 9

V.A. of both Sexes in Radhika Secondary School



Each sex got 560 questions to be responded. The abovementioned figure shows that the vocabulary achievement of the boys of Radhika Secondary School is 63.80% whereas the same in case of girls is 56.66% only.

3.6.2 Vocabulary Achievement of the Students of Shanti L. Sec. School

Shanti L. Sec. School is located in Urlabari Village Development Committee. Comparatively, this school had limited number of Dhimal and Rai students. So, I involved four Dhimal and four Rai students in this study.

Table No. 10

V.A. of Dhimal and Rai Students in Shanti L. Sec. School

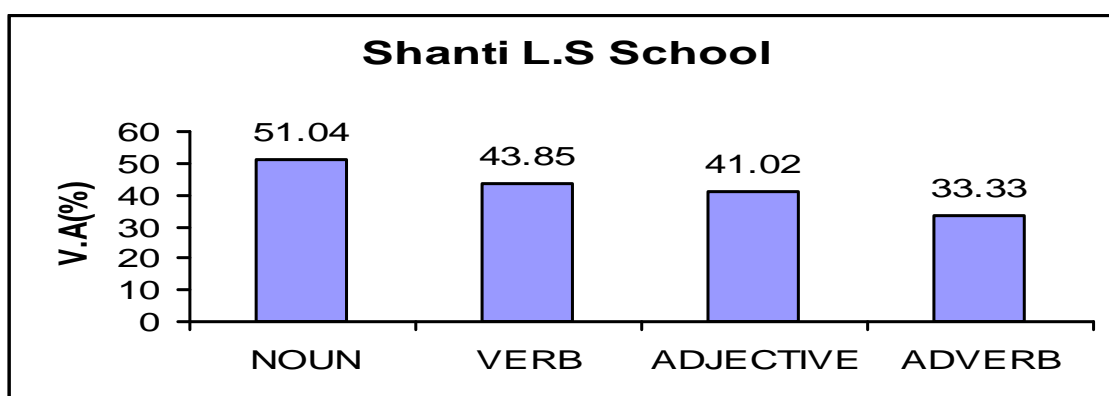
| No. of correct responses to be achieved per ethnic group | Dhimal | | Rai | |
|----------------------------------------------------------|-----------------------------------|-----------------|-----------------------------------|-----------------|
| | No. of correct responses achieved | Achievement (%) | No. of correct responses achieved | Achievement (%) |
| 280 | 134 | 47.85 | 116 | 41.42 |

From this school, eight Dhimal students answered 280 questions, but they were correct in 134 questions only. That means their vocabulary achievement is 47.85%. On the other hand, Rais answered 116 questions. So, their vocabulary achievement is 41.42%.

Similarly, I had compared the students of Shanti L. Sec. School on different word classes.

Figure No. 10

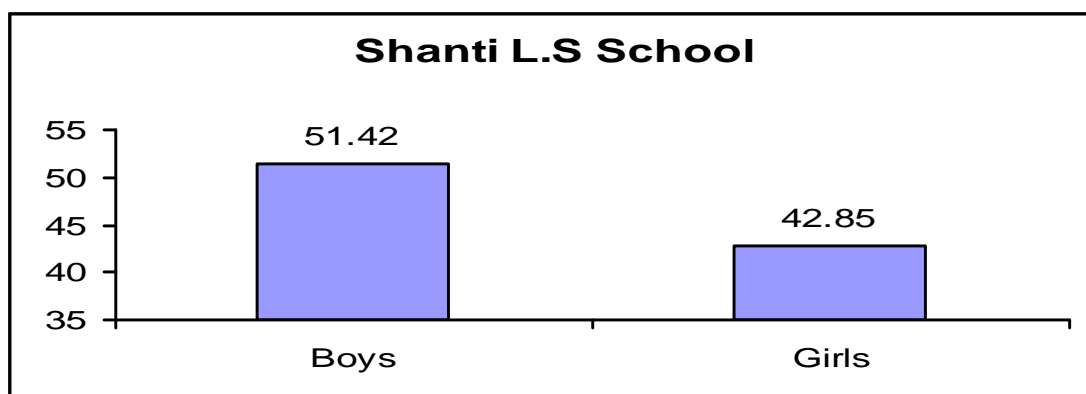
V.A. of the Students of Shanti L. Sec. School in Different Word Classes



Altogether, 560 questions from different word classes were sought to be answered. Out of them, 256 questions expected different nouns, 152 verbs 104 adjectives and 48 adverbs. The vocabulary achievements of nouns, verbs, adjectives and adverbs were 51.04%, 43.85%, 41.02% and 41.66% respectively.

In the same way, a comparison had been made between boys and girls in Shanti L. Sec. School. The following figure shows this information.

Figure No. 11
V.A. of both Sexes in Shanti L. Sec. School



Each sex got 280 questions to be responded. The abovementioned figure shows that the vocabulary achievement of the boys of Shanti L. Sec. School is 51.42%. But the girls' vocabulary achievement is 42.85% only.

3.6.3 Vocabulary Achievement of the Students of Saraswati Primary School

Saraswati Primary School is in Urlabari Village Development Committee. Comparatively, this school had limited number of Dhimal and Rai students. For this reason, I involved four Dhimal and four Rai students in my study.

Table No. 11
V.A. of Dhimal and Rai Students in Saraswati Primary School

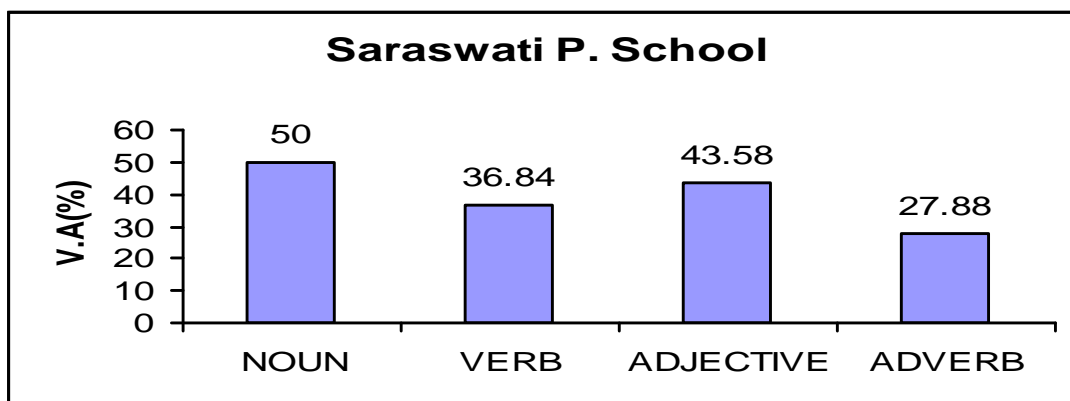
| No. of correct responses to be achieved per ethnic group | Dhimal | | Rai | |
|----------------------------------------------------------|-----------------------------------|-----------------|-----------------------------------|-----------------|
| | No. of correct responses achieved | Achievement (%) | No. of correct responses achieved | Achievement (%) |
| 280 | 110 | 39.28 | 144 | 51.42 |

From this school, eight Dhimal students answered 280 questions, but they were correct in 110 questions only. That means their vocabulary achievement is

39.28%. On the other hand, Rais answered 144 questions. So, their vocabulary achievement is 51.42%.

Figure No. 12

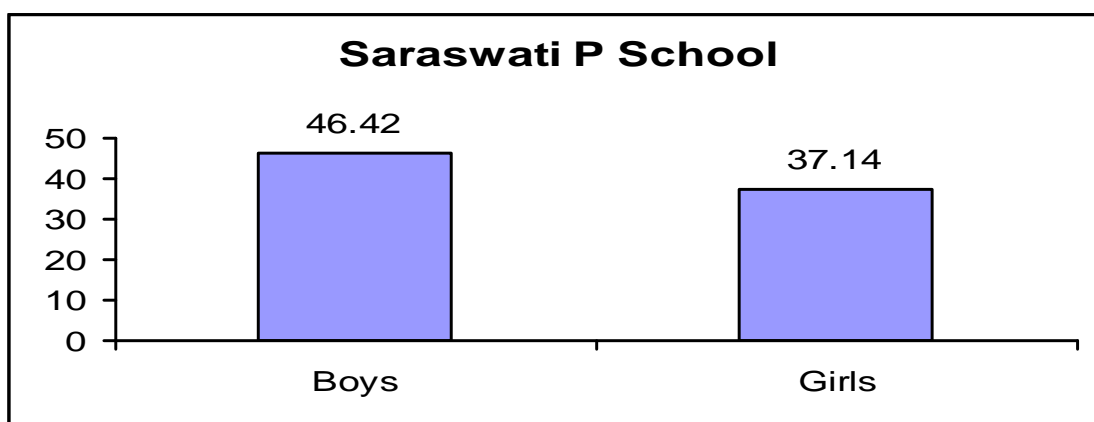
V.A. of the Students of Saraswati Primary School in Different Word Classes



Altogether, 560 questions from different word classes were sought to be answered. Out of them, 256 questions expected different nouns, 152 verbs, 104 adjectives and 48 adverbs. The vocabulary achievements of nouns, verbs, adjectives and adverbs were 50.00%, 36.84%, 43.58% and 27.77% respectively.

Figure No.13

V.A. of both Sexes in Saraswati Primary School



Each sex got 280 questions to be responded. The abovementioned figure shows that the vocabulary achievement of the boys of Saraswati Primary School is 46.42% whereas the same in case of girls is 37.14% only.

3.6.4 Vocabulary Achievement of the Students of Sunpakuwa Secondary School

Sunpakuwa Secondary School is in Urlabari Village Development Committee. Comparatively, this school had limited number of Dhimal and Rai students. So, I involved four Dhimal and four Rai students in this study.

Table No. 12

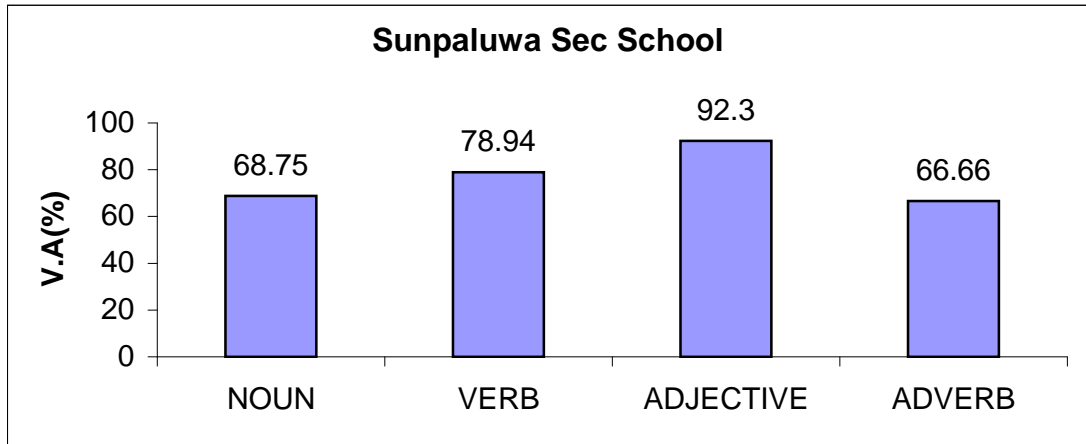
V.A. of Dhimal and Rai Students in Sunpakuwa Secondary School

| No. of correct responses to be achieved per ethnic group | Dhimal | | Rai | |
|----------------------------------------------------------|-----------------------------------|-----------------|-----------------------------------|-----------------|
| | No. of correct responses achieved | Achievement (%) | No. of correct responses achieved | Achievement (%) |
| 280 | 212 | 75.71 | 192 | 68.57 |

From this school, eight Dhimal students answered 280 questions, but they were correct in 212 questions. That means their vocabulary achievement is 75.71%. On the other hand, Rais answered 192 questions. So, their vocabulary achievement is 51.42% only.

Figure No. 14

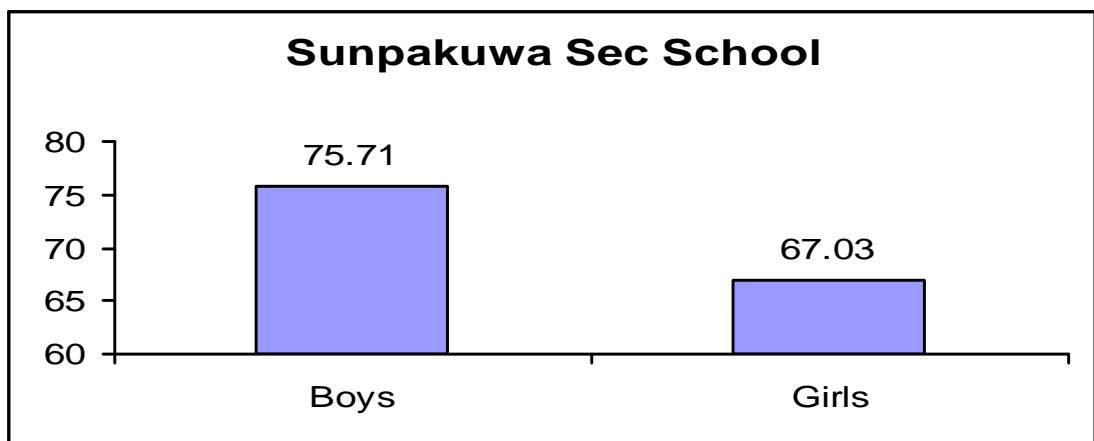
V.A. of the Students of Sunpakuwa Secondary School in Different Word Classes



Altogether, 560 questions from different word classes were sought to be answered. Out of them, 256 questions expected different nouns, 152 verbs 104 adjectives and 48 adverbs. The vocabulary achievements of nouns, verbs, adjectives and adverbs were 68.75%, 78.94%, 92.30% and 66.66% respectively.

Figure No. 15

V.A. of both Sexes in Sunpakuwa Secondary School



Each sex got 280 questions to be responded. The abovementioned figure shows that the vocabulary achievement of the boys of Saraswati Primary School is 75.71% whereas vocabulary achievement of girls is 67.03% only.

3.6.5 Vocabulary Achievement of the Students of Sunjhoda L. Sec. School

Sunpakuwa Secondary School is in Urlabari Village Development Committee. Comparatively, this school had limited number of Dhimal and Rai students. Because of this, I included four Dhimal and four Rai students in this study.

Table No. 13

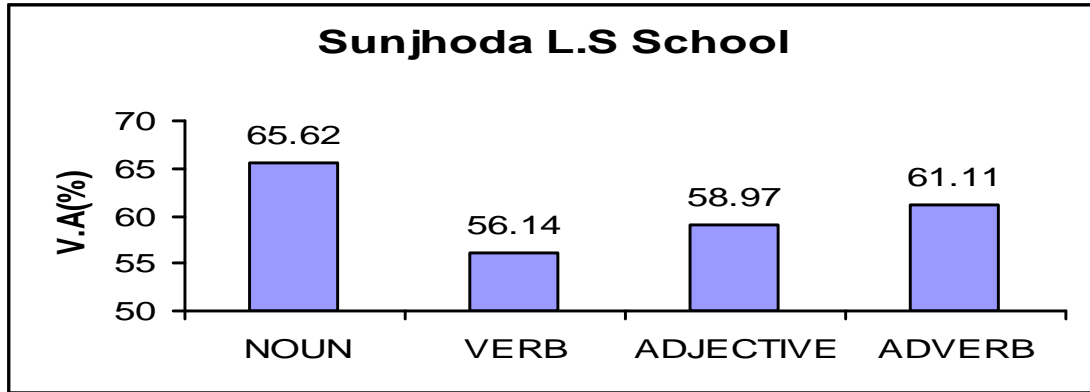
V.A. of Dhimal and Rai Students in Sunjhoda L. Sec. School

| No. of correct responses to be achieved per ethnic group | Dhimal | | Rai | |
|----------------------------------------------------------|-----------------------------------|-----------------|-----------------------------------|-----------------|
| | No. of correct responses achieved | Achievement (%) | No. of correct responses achieved | Achievement (%) |
| 280 | 220 | 78.57 | 148 | 52.85 |

The table shows that Dhimal students answered 280 questions, but they were correct in 220 questions only. That means their vocabulary achievement is 78.57%. On the other hand, Rais could answer 148 questions only. So, their vocabulary achievement is 52.85%.

Figure No.16

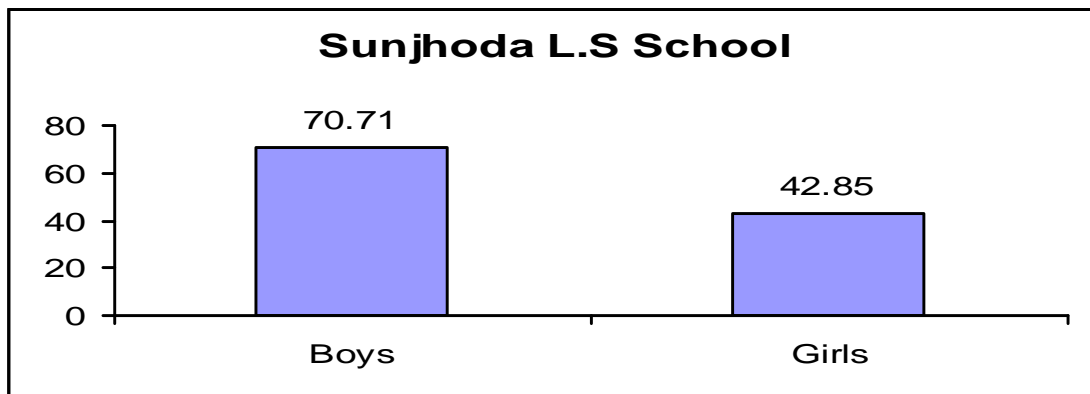
V.A. of the Students of Sunjhoda L. Sec. School in Different Word Classes



Altogether, 560 questions from different word classes were sought to be answered. Out of them, 256 questions expected different nouns, 152 verbs 104 adjectives and 48 adverbs. The vocabulary achievements of nouns, verbs, adjectives and adverbs were 65.62%, 56.14%, 58.97% and 61.11% respectively.

Figure No.17

V.A. of both Sexes in Sunjhoda L. Sec. School



Each sex got 280 questions to be responded. The abovementioned figure shows that the vocabulary achievement of the boys of Sunjhoda L. Sec. School is 70.71% whereas the girls answered 42.85% questions appropriately.

3.6.6 Vocabulary Achievement of the Students of Nunsari Primary School

Nunsari Primary School is in Madhumalla Village Development Committee. Comparatively, this school had limited number of Dhimal and Rai students. Due to this reason, I included four Dhimal and four Rai students in this study.

Table No.14

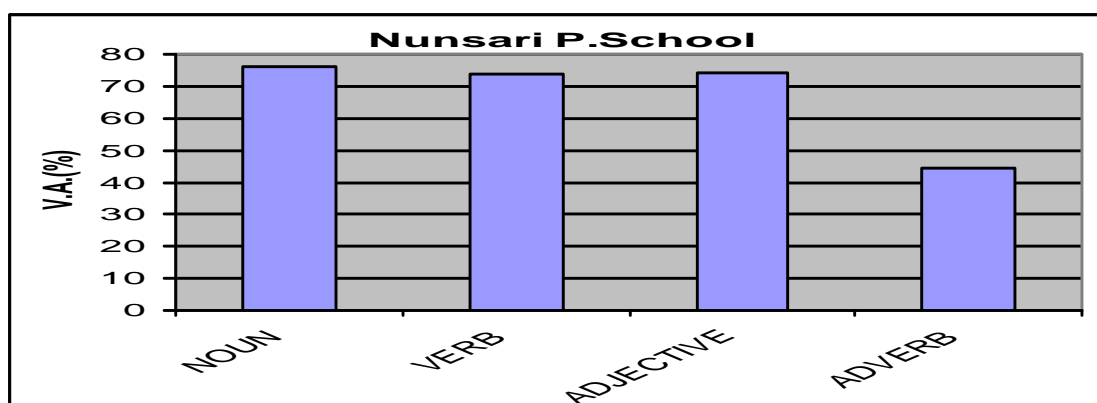
V.A. of Dhimal and Rai Students in Nunsari Primary School

| No. of correct responses to be achieved per ethnic group | Dhimal | | Rai | |
|----------------------------------------------------------|-----------------------------------|-----------------|-----------------------------------|-----------------|
| | No. of correct responses achieved | Achievement (%) | No. of correct responses achieved | Achievement (%) |
| 280 | 196 | 70.00 | 206 | 73.57 |

The table shows that Dhimal students answered 280 questions, but they were correct in 196 questions only. That means their vocabulary achievement is 70.00%. On the other hand, Rais answered 206 questions. So, their vocabulary achievement is 73.57%.

Figure No.18

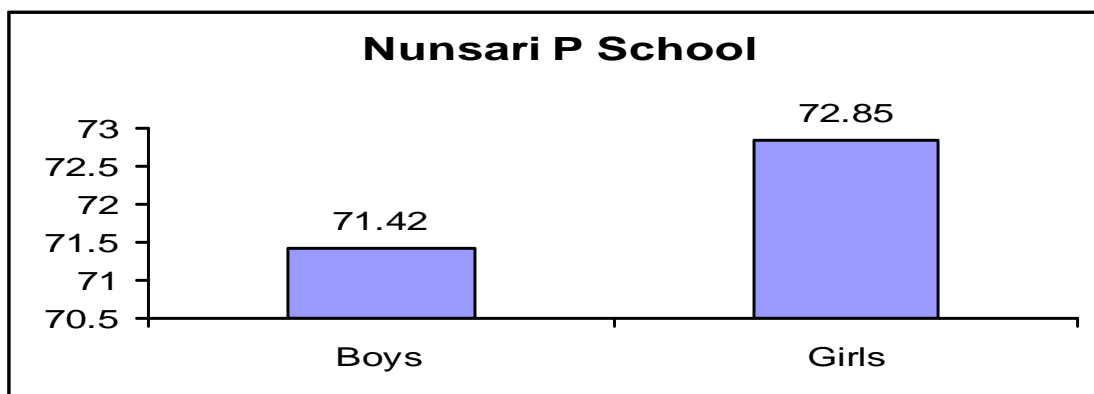
V.A. of the Students of Nunsari Primary School in Different Word Classes



Altogether, 560 questions from different word classes were sought to be answered. Out of them, 256 questions expected different nouns, 152 verbs 104 adjectives and 48 adverbs. The vocabulary achievements of nouns, verbs,

adjectives and adverbs were 76.04%, 73.68%, 74.35% and 44.44% respectively.

Figure No.19
V.A. of both Sexes in Nunsari Primary School



Each sex got 280 questions to be responded. The abovementioned figure shows that the vocabulary achievement of the boys of Sunjhoda L. Sec. School is 70.71% whereas the girls' vocabulary achievement is 42.85% only.

3.6.7 Vocabulary Achievement of the Students of Bhanu L. Secondary School

Bhanu L. Secondary School is in Uurlabari Village Development Committee. Comparatively, this school had limited number of Dhimal and Rai students. Therefore, I included four Dhimal and four Rai students in this study.

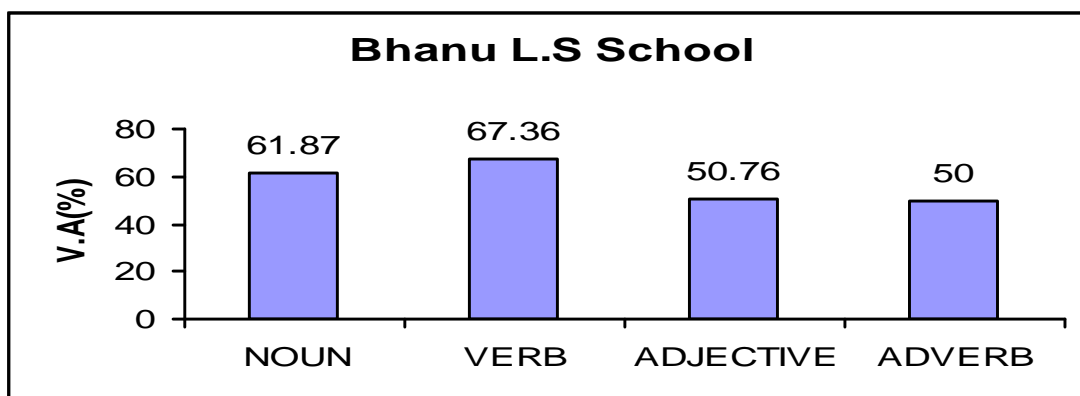
Table No.15
V.A. of Dhimal and Rai Students in Bhanu L. Secondary School

| No. of correct responses to be achieved per ethnic group | Dhimal | | Rai | |
|----------------------------------------------------------|-----------------------------------|-----------------|-----------------------------------|-----------------|
| | No. of correct responses achieved | Achievement (%) | No. of correct responses achieved | Achievement (%) |
| 280 | 142 | 50.71 | 187 | 66.78 |

From this school, four Dhimal students answered 280 questions, but they were correct in 142 questions only. That means their vocabulary achievement is 50.71%. On the other hand, Rais answered 187 questions. So, their vocabulary achievement is 66.78%.

Figure No.20

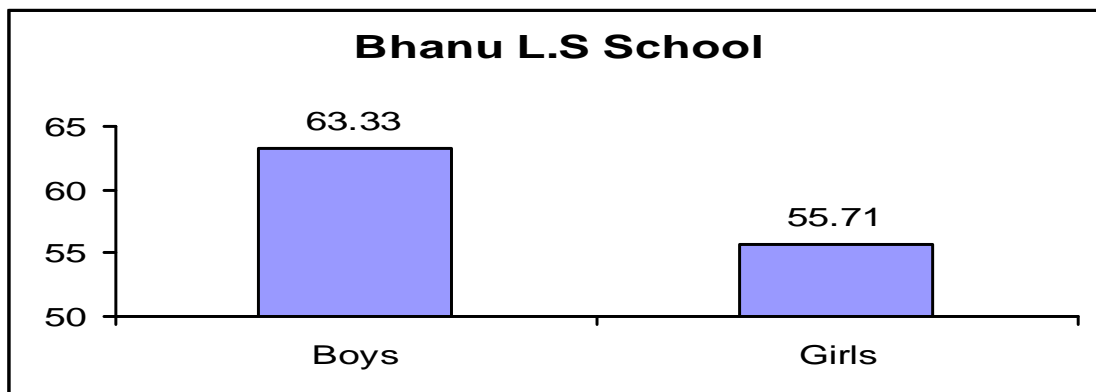
V.A. of the Students of in Different Word Classes



Altogether, 560 questions from different word classes were sought to be answered. Out of them, 256 questions expected different nouns, 152 verbs 104 adjectives and 48 adverbs. The vocabulary achievements of nouns, verbs, adjectives and adverbs were 61.87%, 67.36%, 50.76% and 50.00% respectively.

Figure No.21

V.A. of both Sexes in Bhanu L. Secondary School



Each sex got 280 questions to be responded. The abovementioned figure shows that the vocabulary achievement of the boys of Bhanu L. Sec. School is 63.33% whereas the vocabulary achievement of girls is 55.71% only.

3.6.8 Vocabulary Achievement of the Students of Srijana L. Secondary School

Srijana L. Secondary School is situated in Uurlabari Village Development Committee. Comparatively, this school had high number of Dhimal and Rai students. Therefore, I involved eight Dhimal and eight Rai students in this study.

Table No.16

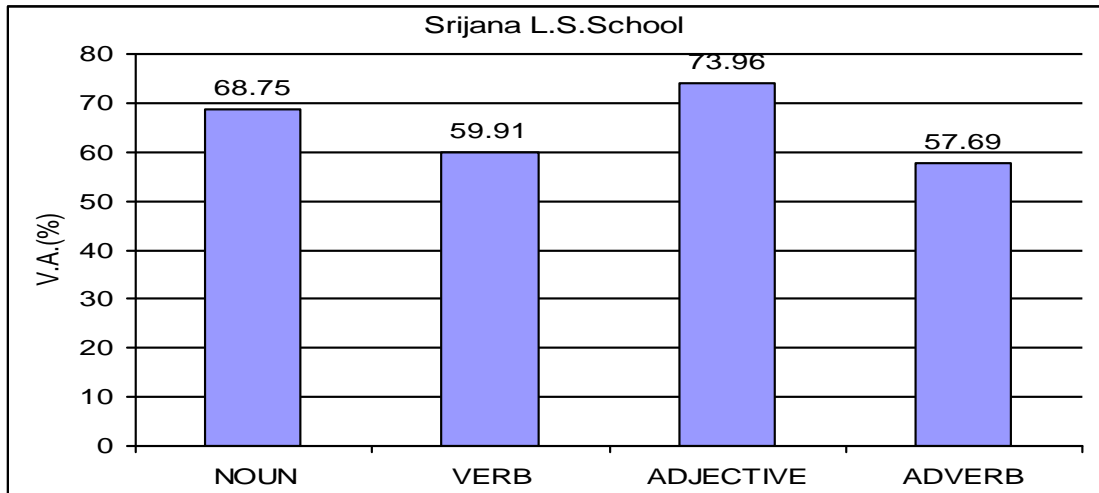
V.A. of Dhimal and Rai Students in Srijana L. Secondary School

| No. of correct responses to be achieved per ethnic group | Dhimal | | Rai | |
|----------------------------------------------------------|-----------------------------------|-----------------|-----------------------------------|-----------------|
| | No. of correct responses achieved | Achievement (%) | No. of correct responses achieved | Achievement (%) |
| 560 | 355 | 63.39 | 386 | 68.92 |

From this school, eight Dhimal students answered 560 questions, but they were correct in 355 questions only. That means their vocabulary achievement is 63.39%. On the other hand, Rais could respond 386 questions appropriately. So, their vocabulary achievement is 68.92%.

Figure No.22

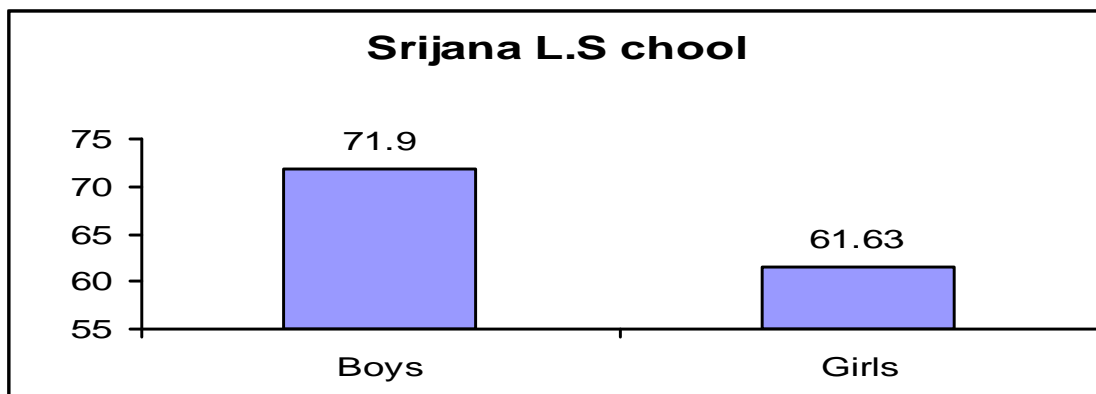
V.A. of the Students of Srijana L. Secondary School in Different Word Classes



Altogether, 1120 questions from different word classes were sought to be answered. Out of them, 512 questions expected different nouns, 304 verbs 208 adjectives and 96 adverbs. The vocabulary achievements of nouns, verbs, adjectives and adverbs were 68.75%, 59.91%, 73.96% and 57.69% respectively.

Figure No.23

V.A. of both Sexes in Srijana L. Secondary School



Each sex got 560 Questions to be responded. The abovementioned figure shows that the vocabulary achievement of the boys of Srijana L. Secondary School is 71.90% whereas the girls' vocabulary achievement is 61.63% only.

3.6.9 Vocabulary Achievement of the Students of Radhika L. Secondary School

Srijana L. Secondary School is in Uurlabari Village Development Committee. Comparatively, this school had high number of Dhimal and Rai students. Because of this reason, I involved eight Dhimal and eight Rai students in this study.

Table No.17

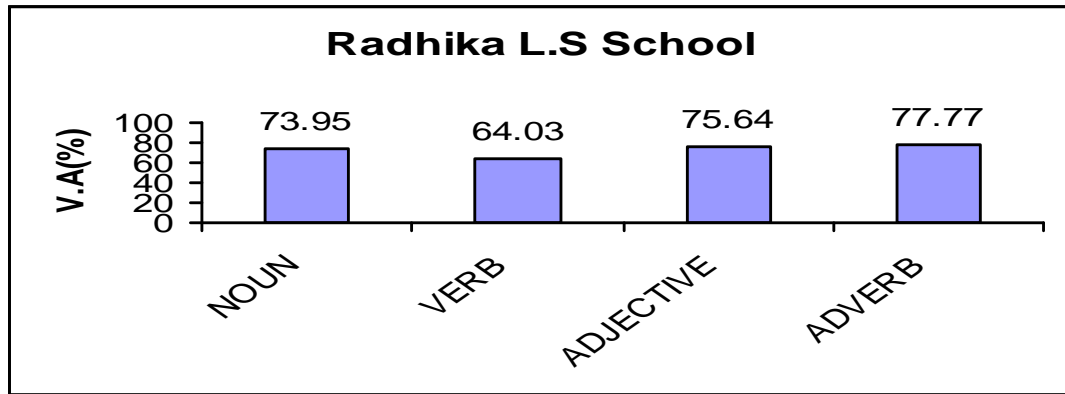
V.A. of Dhimal and Rai Students in Radhika L. Secondary School

| No. of correct responses to be achieved per ethnic group | Dhimal | | Rai | |
|----------------------------------------------------------|-----------------------------------|-----------------|-----------------------------------|-----------------|
| | No. of correct responses achieved | Achievement (%) | No. of correct responses achieved | Achievement (%) |
| 420 | 295 | 70.23 | 332 | 79.04 |

From this school, eight Dhimal students answered 420 questions, but they were correct in 295 questions only. That means their vocabulary achievement is 70.23%. On the other hand, Rais did the same in 332 questions. So, their vocabulary achievement is 79.04%.

Figure No.24

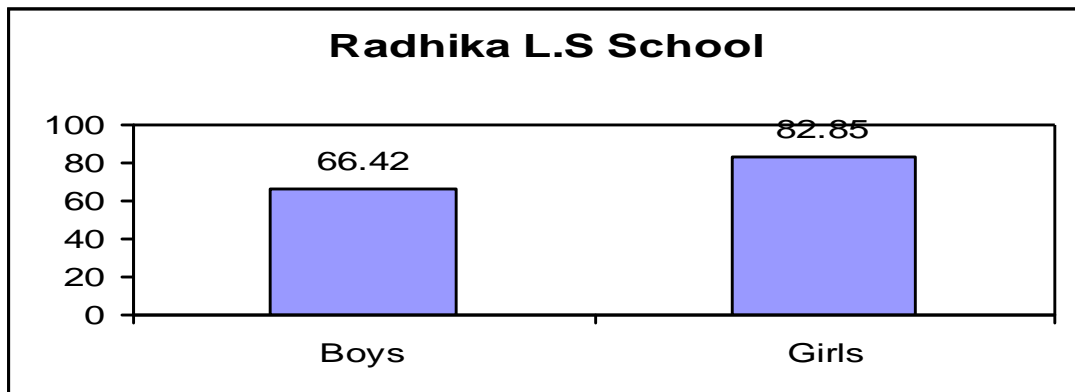
V.A. of the Students of Radhika L. Secondary School in Different Word Classes



Altogether, 840 questions from different word classes were sought to be answered. Out of them, 384 questions expected different nouns, 228 verbs 156 adjectives and 72 adverbs. The vocabulary achievements of nouns, verbs, adjectives and adverbs were 73.95%, 64.03%, 75.64% and 77.77% respectively.

Figure No.25

V.A. of both Sexes in Radhika L. Secondary School



Each sex got 420 questions to be responded. The abovementioned figure shows that the vocabulary achievement of the boys of Radhika L. Secondary School is 66.42% only whereas the girls' vocabulary achievement is 82.85%.

3.6.10 Vocabulary Achievement of the Students of Sarada Secondary School

Sarada Secondary School is situated in Madhumalla Village Development committee. Comparatively, this school had high number of Dhimal and Rai students. So, I involved eight Dhimal and eight Rai students in my study.

Table No.18

V.A. of Dhimal and Rai Students in Sarada Secondary School

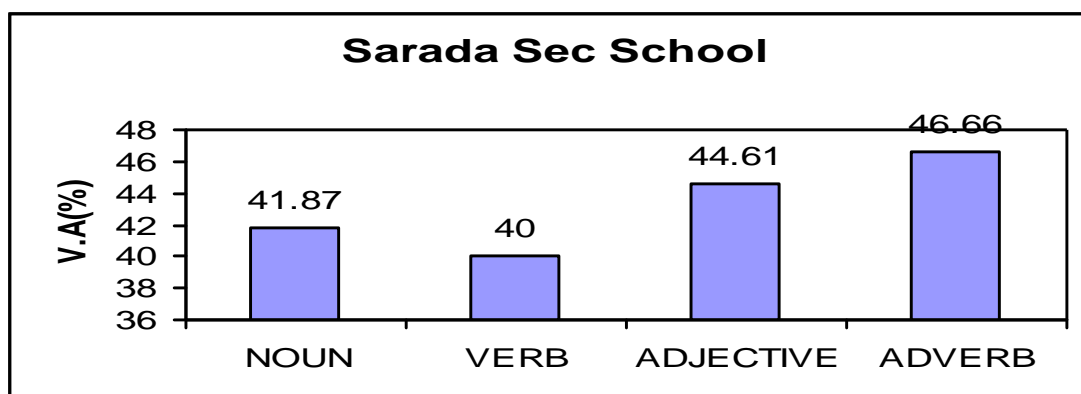
| No. of correct responses to be achieved per ethnic group | Dhimal | | Rai | |
|----------------------------------------------------------|-----------------------------------|-----------------|-----------------------------------|-----------------|
| | No. of correct responses achieved | Achievement (%) | No. of correct responses achieved | Achievement (%) |
| 420 | 197 | 46.9 | 205 | 48.8 |

From this school, eight Dhimal students answered 420 questions, but they were correct in 197 questions only. That means their vocabulary achievement is 46.9%. On the other hand, Rais did the same in 205 questions. So, their vocabulary achievement is 48.8%.

In the same way, I had compared the students of Sarada Secondary School on different word classes.

Figure No. 26

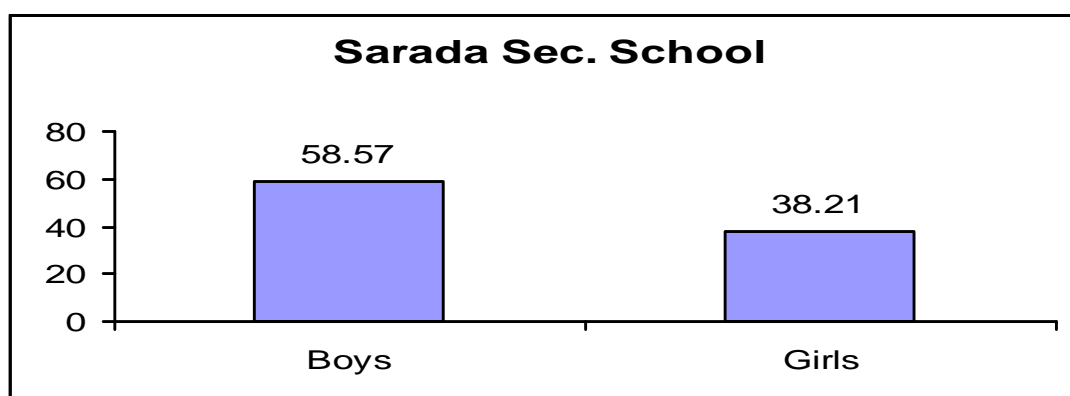
V.A. of the Students of Sarada Secondary School in Different Word Classes



Altogether, 840 questions from different word classes were sought to be answered. Out of them, 384 questions expected different nouns, 228 verbs 156 adjectives and 72 adverbs. The vocabulary achievements of nouns, verbs, adjectives and adverbs were 41.87%, 40.00%, 44.61% and 46.66% respectively. The students in this school are found to be weaker than other schools.

Likewise, a comparison had been made between boys and girls in Sarada Secondary School. The following figure shows this information.

Figure No.27
V.A. of both Sexes in Sarada Secondary School



Each sex got 420 questions to be answered. The abovementioned figure shows that the vocabulary achievement of the boys of Sarada Secondary School is 58.57% whereas the girls' vocabulary achievement is 38.27% only.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

The focus of the study was to make a comparison and a contrast on the proficiency of the English vocabulary achievement between the students of Rai and Dhimal ethnic groups of public schools in Morang district. The study was carried out in ten public schools in Morang district. I took forty-eight Rai students and forty-eight Dhimal students to analyze the focused area. The boys and girls were taken in equal number for the study. I prepared a set of test items to elicit the required data. Then the test was administered on all the students. After collecting data, the analysis and interpretation was done by using simple statistical tools such as average and percentage.

4.1 Findings

The study derived the following findings:

- 1 The performance of Rai students excelled the performance of Dhimal students in overall study.
- 2 In case of Rai students, a large number of students passed the test in the first division and the number of students who failed the test was nil. That means there was a majority having similar level of vocabulary achievement.
- 3 Dhimal students bore different quality than those of Rai students. That means there was a large variation in performance. The students achieving distinction level was double than Rais and in the same ethnic group, i.e. Dhimal, there were two students who failed the test.
- 4 Analyzing vocabulary achievements on the basis of word class, nouns preceded all. After nouns, vocabulary achievements of adjectives were

found better. The performance of verbs was found a little bit poorer than adjectives. All the students performed poor in adverbs. This is a finding as a whole.

- 5 The vocabulary achievement of Dhimal students were the best in nouns. Similarly, adjectives, verbs and adverbs were in order from better to poorest. But the performance of Rai students was different. Adjectives preceded nouns. Then, verbs and adverbs followed in respective order.
- 6 In this study, girls were found following the performance of boys in overall. Boys led girls by 9.46%.
- 7 The disparity between boys and girls was similar in all the word classes.
- 8 Dhimal students Sunjhoda Lower Secondary School were the best in performance among all Dhimal students whereas among Rai students, the students of Rai like lower secondary school were the best.
- 9 The performance of nouns was found to be good in five different schools whereas the most of the students were found to be poor in adverbs.
- 10 Girls of Radhika Lower Secondary School excelled all. They secured 82.85% whereas the boys of Sunpakuwa Secondary School secured 75.71% only. But there are some schools where the performance of girls was very poor.
- 11 In my study, I assumed 50% marks to classify the students into two levels of achievements i.e. satisfactory achievements and unsatisfactory achievements. I found 72.92% of the students above the level. That means the vocabulary achievement of Rai and Dhimal ethnic groups is satisfactory in general.
- 12 Out of 6720 responses, 60.68% of them are found to be correct. This also proves that they have satisfactory achievement.

4.2 Recommendations

On this basis of the findings of the study, the following recommendations and suggestions can be made for the effective teaching and learning of English language in general and of vocabulary in particular.

1. There is a large distribution of students in different vocabulary achievement level in Dhimal students. There are some students who failed the test. Therefore, due attention should be given to poor performers and the teacher should satisfy the needs of the better performers also.
2. All the students performed poor in the adverbs. Therefore, more exposure and practice of adverbs can be helpful to all the students. But in the name of giving emphasis, the other word classes should not be ignored.
3. The boys were found better than girls in vocabulary achievement. The cause of such disparity can be parental sex-based discrimination, lack of equal opportunity, ignorance, etc. So, the parental attitude towards their daughters should be changed by making them conscious about the importance of education.
4. Some girls initially felt hesitation to take part in my research. There is the same case in teaching learning activities also. So, they should be encouraged to take part in teaching learning without hesitation.
5. The disparity within girls was found prevalent in all of the schools, only a few girls could perform well whereas others were far behind. To address this problem, due attention should be given to the needed students.

6. Vocabulary items should be taught by creating meaningful situation and appropriate context but not in isolation.
7. Teacher training programs should be conducted by the concerned authority so as to help teachers improve their teaching skills.
8. Other supplementary textbooks and extra-curricular activities should be implemented so as to provide sufficient exposure to the students.
9. While conducting test of vocabulary suitable techniques such as gap filling, matching, multiple choice, cross-word puzzle, etc. should be applied.
10. The findings showed the achievements of the vocabulary items. Therefore, further researches can be conducted to verify or falsify it. Other researchers can conduct their study in any of the linguistic field.

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APPENDIX-I

List of Schools Selected for the Study

1. Radhika Secondary School
2. Santi L. Secondary School
3. Saraswati Primary School
4. Radhika L. Secondary School
5. Nunsari Primary School
6. Sarada Secondary School
7. Sunjhoda L. Secondary School
8. Srijana L. Secondary School
9. Bhanu L. Secondary School
10. Sunpakuwa Secondary School

APPENDIX II
LIST OF INFORMANTS

| SN | Dhimal Fthnic Group | SN | Rai Fthnic Group |
|-----|---------------------|-----|------------------|
| 1. | Milan Dhimal | 1. | Susma Rai |
| 2. | Saran Dhimal | 2. | Janaki Rai |
| 3. | Manisha Dhimal | 3. | Milan Rai |
| 4. | Rita Dhimal | 4. | Bimal Rai |
| 5. | Tika devi Dhimal | 5. | Bimala Rai |
| 6. | Bandana Dhimal | 6. | Anusa Rai |
| 7. | Ranjeet Dhimal | 7. | Prithbiraj Rai |
| 8. | Nabin Dhimal | 8. | Nitesh Rai |
| 9. | Rakki Dhimal | 9. | Nisha Rai |
| 10. | Jeewan Dhimal | 10. | Man kumari Rai |
| 11. | Puja Dhimal | 11. | Netra Rai |
| 12. | Pratima Dhimal | 12. | Tanka Rai |
| 13. | Urop Dhimal | 13. | Kamal Rai |
| 14. | Dal bdr. Dhimal | 14. | Santosh Rai |
| 15. | Bandana Dhimal | 15. | Manju Rai |
| 16. | Sunita Dhimal | 16. | Manika Rai |
| 17. | Sabina Dhimal | 17. | Biwash Rai |
| 18. | Suman Dhimal | 18. | Sumit Rai |
| 19. | Subarna Dhimal | 19. | Rupan Rai |
| 20. | Anita Dhimal | 20. | Priti Rai |
| 21. | Sujan Dhimal | 21. | Mandira Rai |
| 22. | Anjan Dhimal | 22. | Sangita Rai |
| 23. | Sarmila Dhimal | 23. | Milan Rai |
| 24. | Sova Dhimal | 24. | Sandesh Rai |
| 25. | Pawan Dhimal | 25. | Parbati Rai |
| 26. | Jay Dhimal | 26. | Maya Rai |
| 27. | Gita Dhimal | 27. | Raj kumari Rai |
| 28. | Kanchhi Dhimal | 28. | Indira Rai |
| 29. | Pinu Dhimal | 29. | Mallika Rai |
| 30. | Rajan Dhimal | 30. | Peshal Rai |
| 31. | Ganesh Dhimal | 31. | Mohan Rai |
| 32. | Harka Dhimal | 32. | Arjun Rai |
| 33. | Bhawin Dhimal | 33. | Yamkala Rai |
| 34. | Urmila Dhimal | 34. | Bal bdr. Rai |

| | | | |
|-----|-------------------|-----|----------------|
| 35. | Shree Dhimal | 35. | Kamal Rai |
| 36. | Roma Dhimal | 36. | Sanjita Rai |
| 37. | Babita Dhimal | 37. | Tiha Dewan |
| 38. | Rojina Dhimal | 38. | Amit Marapache |
| 39. | Kopila Dhimal | 39. | Alisha Sunuwar |
| 40. | Jit bdr. Dhimal | 40. | Manisha Rai |
| 41. | Radheshyam Dhimal | 41. | Anisha Rai |
| 42. | Anil Dhimal | 42. | Sarbadhan Rai |
| 43. | Sanjay Dhimal | 43. | Arjun Rai |
| 44. | Sita Dhimal | 44. | Merina Rai |
| 45. | Melina Dhimal | 45. | Amar Dewan |
| 46. | Sunil Dhimal | 46. | Pradip Rai |
| 47. | Prakash Dhimal | 47. | Susmita Rai |
| 48. | Indu Dhimal | 48. | Santi Rai |