

**PROFICIENCY OF NEPALI AND ENGLISH MEDIUM
SCHOOLS IN GRAMMAR AND VOCABULARY**

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

**Submitted by
Samjhana Bartaula**

**Faculty of English Education
Saptagandaki Multiple Campus
Bharatpur, Chitwan, Nepal**

2019

**PROFICIENCY OF NEPALI AND ENGLISH MEDIUM
SCHOOLS IN GRAMMAR AND VOCABULARY**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Samjhana Bartaula**

**Faculty of English Education
Saptagandaki Multiple Campus
Bharatpur, Chitwan, Nepal**

2019

T.U. Regd. No: 9-1-240-413-2003

Exam Roll No.: 2400088/2011

Date of Approval of the

Thesis Proposal: 15-04-2019

Date of Submission: 29-07-2019

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 research degree to any university.

Date: 25-07-2019

.....

Samjhana Bartaula

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Samjhana Bartaula** has prepared this thesis entitled “Proficiency of Nepali and English Medium students in Grammar and Vocabulary: A Study of Basic Level” under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 02-08-2019

.....

Mr. Padam Lal Bharati

Lecturer (Supervisor)

Department of English Language

Faculty of Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation of following research guidance committee.

Mr. Dharma Raj Ghimire

Reader and Head

Department of English Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan

.....

Chairperson

Mr. Padam Lal Bharati (Supervisor)

Lecturer

Department of English Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan

.....

Member

Mr. Dipak Adhikari

Lecturer

Department of English Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan

.....

Member

Date: 05-08-2019

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following research evaluation and approval committee.

Mr. Dharma Raj Ghimire

Reader and Head

Department of English Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan

.....

(Chairperson)

Mr. Purna Bahadur Lamichhane

Lecturer

Sanothimi Campus, Sanothimi

Bhaktapur

.....

(Expert)

Mr. Padam Lal Bharati

Lecturer

Department of English Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan

.....

(Supervisor)

Date: 12-08-2019

DEDICATION

My mother, who even under a very difficult situation devoted a great span of her life in making me what I am today.

ACKNOWLEDGMENTS

I have received useful inputs from different sources while working for this study. I gratefully acknowledge my deep indebtedness to all of those who were involved one way or the other in this study. I would like to express my sincere and hearty gratitude to my supervisor **Mr. Padam Lal Bharati** who guided me throughout my study. This thesis would remain incomplete without his instructions, suggestions and guidance. Similarly, I would like to extend my sincere gratitude to **Mr. Dharma Raj Ghimire** the 'Head of the Department of English Education' for his cooperation and inspiration in this regard as well as all faculty members of English Language Education Department, for their continuous encouragement to accomplish this work.

In addition, I would like to express my particular thanks to **Mr. Chiran Kandel** and **Mr. Dev Prasad Pandit** for their computer work. In the same way I must not forget **Mr. Khadananda Prasai, Mr. Chet Raj Regmi, Mr Pradip Poudel** and **Mr. Dilip Sharma** of Shaheed Smriti Multiple Campus, Ratnanagar for their invaluable suggestions to complete this work.

In the same way, I would like to express my special thanks to my parents **Kumar Bartaula and Bagawati Bartaula** and my husband **Narendra Pathak** as well as my son **Nirbhik Pathak** for providing essential environment in the house. Similarly I would like to thank my father in law **Mr. Chet Nath Pathak** and mother in law **Mrs. Hem Kumari Pathak** for managing me time to write this thesis.

Lastly, my sincere thanks go to the students, teachers and Principal of National Boarding High School Mr. Raj Kumar Dahal and the Head Teacher of Basic School Tungara, Mrs Bimala Khaniya and the English teachers of Both schools Ms. Santoshi Pandey and Ms. Anam Darai for their kind co-operation during the collection of data.

Samjhana Bartaula

ABSTRACT

This study entitled **Proficiency of Nepali and English Medium Schools in Grammar and Vocabulary** attempts to explore the students proficiency in vocabulary items and grammatical items included in the textbook of grade five. Altogether forty students from two schools of Khairahani Municipality were selected for this study. The researcher prepared a test item to check their proficiency in English regarding grammar and vocabulary. A set of written test was used as the main instrument for the data collection. Four different types of test items of twenty questions were asked. The data were provided by the 40 students of Nepali medium school and English medium school. The sample population was selected by using a random sampling procedure. The data obtained were analyzed and interpreted using descriptive approach and simple statistical tools viz. mean and percentage. The finding of the study showed that the English vocabulary and grammatical achievement of the students of grade 5 was good in English medium school and satisfactory in Nepali medium school. It was also found that there was a great disparity in students' achievement of English vocabulary and grammar in different schools.

The present work is divided into five chapters. The first chapter includes general background, statement of problem, objective of the study, research questions, significance of the study and delimitations of the study. The second chapter is concerned with literature review focuses on review of theoretical literature, review of empirical literature. Implication of review of literature and conceptual framework. The third chapter i.e. methodology focuses on research design, population sample and sampling strategy, field of study, tools for data collection and procedure of data collection. Similarly, the fourth chapter is about analysis of data interpretation of the result. And conclusion and recommendations are given in the fifth chapter. On the basis of the conclusion some recommendations are given the references and appendix are the concluding parts of the study.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>I</i>
<i>Recommendation for Acceptance</i>	<i>II</i>
<i>Recommendation for Evaluation</i>	<i>III</i>
<i>Evaluation and Approval</i>	<i>IV</i>
<i>Dedication</i>	<i>V</i>
<i>Acknowledgements</i>	<i>VI</i>
<i>Abstract</i>	<i>VII</i>
<i>Table of Contents</i>	<i>VIII</i>
<i>List of Tables</i>	<i>X</i>
<i>List of Abbreviations</i>	<i>XI</i>
CHAPTER ONE: INTRODUCTION	
1.1 General Background	1
1.2 Statement of Problem	3
1.3 Objectives of the study	3
1.4 Research questions	3
1.5 Significance of the study	3
1.6 Delimitations of the study	4
CHAPTER TWO: LITERATURE REVIEW	
2.1 Review of Theoretical Literature	5
2.1.1 Importance of English Language	5
2.1.2 English in Nepal	7
2.1.3 Situation of English Language teaching in Nepal	8
2.1.4 Need and Importance of English Language in Nepal	10
2.1.5 Medium of instruction	12
2.1.6 Teaching English through English in Nepalese contest	14
2.1.7 Basic level education in Nepal	16
2.1.8 English in basic level education	18
2.2 Review of Empirical Literature	20
2.3 Implication of Review of Literature	23

2.4	Conceptual Framework	23
-----	----------------------	----

CHAPTER THREE: METHODOLOGY

3.1	Research Design	26
3.2	Population, Sample and Sampling Strategy	26
3.3	Field of Study	26
3.4	Tools for Data Collection	27
3.5	Procedure of Data Collection	27

CHAPTER FOUR: ANALYSIS OF DATA AND INTERPRETATION OF THE RESULT

4.1	Analysis of the responses of Nepali medium School	28
4.1.1	Proficiency of Nepali medium students in multiple choices Item for vocabulary	28
4.1.2	Proficiency of Nepali medium students in matching item for vocabulary	30
4.1.3	Proficiency of Nepali medium students in grammar as changing the sentences as directed in the brackets	31
4.1.4	Proficiency of Nepali medium students in grammar as fill in the blanks	32
4.2	Analysis of the responses of English medium School	34
4.2.1	Proficiency of English medium students in multiple choice item for vocabulary	34
4.2.2	Proficiency of English medium students in matching item for vocabulary	35
4.2.3	Proficiency of English medium students in grammar as changing the sentences as directed in the brackets	37
4.2.4	Proficiency of English medium students in grammar as fill in the blanks	38
4.3	Summary of Findings	39

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1	Conclusion	40
5.2	Recommendations	40
5.2.1	Policy level	40
5.2.2	Practice level	41
5.2.3	Further Research	42

REFERENCES

APPENDICES

LIST OF TABLES

	Page No.
Table 1 Structure of School Education	16
Table 2 Previous Structure of School Education	17
Table 3 Weightage given to the English Language Teaching	19
Table 4 Multiple choice items (Choose the best answer)	29
Table 5 Multiple choice items (Choose the best answer)	29
Table 6 Matching item (Match the following)	30
Table 7 Matching items (Match the following)	31
Table 8 Transformation	31
Table 9 Transformation	32
Table 10 Blank filling item (Fill in the blanks)	32
Table 11 Blank filling item (Fill in the blanks)	33
Table 12 Multiple choice items (Choose the best answer)	34
Table 13 Multiple choice items (Choose the best answer)	35
Table 14 Matching item (Match the following)	35
Table 15 Matching items (Match the following)	36
Table 16 Transformation	37
Table 17 Transformation	37
Table 18 Blank filling item (Fill in the blanks)	38
Table 19 Blank filling item (Fill in the blanks)	38

LIST OF ABBREVIATIONS

%	:	Percentage
A.D.	:	Anno Domini
B.S.	:	Bikram Sambat
CDC	:	Curriculum Development Centre
ELT	:	English Language Teaching
et al.	:	And other people, et all (in Latin)
etc.	:	Etcetera
FOE	:	Faculty of Education
i.e.	:	That is
NEC	:	National Education Commission
NELTA	:	Nepal English Language Teachers' Association
NESP	:	National Education System Plan
NNEPC	:	Nepal National Education Planning Commission
SD	:	Standard Deviation
TU	:	Tribhuvan University
UNESCO	:	United Nations Educational, Social and Cultural Organization
UNO	:	United Nations Organization