

CHAPTER ONE

INTRODUCTION

1.1 General Background

Generally language is means of communication. Language is at the centre of human life. It is one of the most important ways of expressing our love or hatred for people; it is vital to achieving many of our goals and our careers; it is a source of artistic satisfaction or simple pleasure. We use language for planning our lives and remembering our past; we exchange ideas and experience through language and moreover, we live with our language.

English is one of the six official languages of the UNO and this plays a vital role in international communication. Nearly half of the world's books of science and technology are written in English. If we look at the media, we can find that over fifty percent of the world's newspaper or radio stations use English as a medium of communication. English is the passport to travel the whole world and thus has become an excellent vehicle for transmission of modern civilization for any part of the world. The importance of English in the present day world is being increased and Nepal cannot be the exception to it. It has been proved that one who has a good command of English can easily survive in any part of the world. English has become an evitable asset through which a broad world can be watched. As a result, English holds a very important position in our educational system and is taught as a compulsory subject from primary level to higher level of education. English language teaching has become a focus for different language speaking communities and also important contact language in the world. People also would need to learn English to survive in an English speaking community. In this regard, the English language is functioning as the target language for us.

In the context of Nepal, Nepali is also an important language. It serves as lingua franca in Education, mass media, administration, and in society in Nepal. Legally it has given the status of the official language. All three types of language situations monolingualism, bilingualism and multilingualism currently exist in Nepal (Giri, 2007 as cited in Khati 2011). With reference to school level (that is grade I to XII)

almost half of the schools are English medium ones. In such schools, all subjects except Nepali are taught in English whereas, in government aided public schools, all subjects except English language are taught in Nepali Language.

To sum up, language is a set of structurally related elements for the encoding and decoding of the message. It is also voluntary system of arbitrary and vocal symbols which permit all people in a given culture to communicate. So, it is a voluntary vocal system of human communication. Different linguists, philosophers and psychologists have defined language differently, however, the point they all commonly accept is that it is the possession of language which most clearly distinguishes man from other animals. It is the universal medium for conveying the common facts including complex thoughts, ideas and feelings of everyday life. To be good in language everybody should be good in vocabulary and grammar.

Learning a word means learning different aspects of that word like meaning, use, formation, grammar. Aspects of learning words mean learning and teaching different aspect of that word. Knowing a word means far more than just understanding its meaning (Harmer, 1997, p. 158).

Based on Harmer (1997, p. 173) there are four aspects of learning word

-) Word meaning (meaning in context and sense relation)
-) Word use (metaphor and idiom, collocation, style and register)
-) Word formation (parts of speech, prefixes and suffixes, spelling and pronunciation)
-) Word grammar (nouns: countable and uncountable etc., verb complementation, phrasal verbs, etc adjectives and adverbs etc.)

Grammar is also an important part of language. Grammar studies how language forms are arranged and patterned systematically for the communication of meanings.

Linguistics accounts to deal with grammar at sentential and supra sentential levels.

This study is concerned on both vocabulary and grammar.

1.2 Statement of the problem

English teaching is a very difficult job. We have to make the proficiency of the students better so we should do something for the better quality of the students. The researcher has been involving in teaching for several years. Therefore, I am interested in improving the proficiency of students of basic level. The researcher has chosen this study for the improvement of her professionalism too.

1.3 Objectives of the Study

The objectives of the study were as given below:

- a. To find out the proficiency of the English and Nepali medium students of Grade V in Grammar and Vocabulary.
- b. To compare their proficiency of Grammar and Vocabulary
- c. To point out the pedagogical implications of this study.

1.4 Research Questions

This study was carried to find out the answers of the following research questions:

- a. What is the proficiency of the English and Nepali medium students of Grade V in Grammar and Vocabulary?
- b. How can we compare the proficiency of the English and Nepali medium students of Grade V in Grammar and Vocabulary?
- c. What are the pedagogical implications of the study?

1.5 Significance of the Study

As no research work has been carried out yet to measure the effectiveness of teaching English through English at government-aided schools and institutional schools at basic level, this work is first on this particular area carried out for the specific purposes.

This study is expected to be significant to all those who are interested in language teaching and learning in general, and more particularly to the teachers, students, syllabus designers, textbook writers and material producers. The researcher hopes that

the findings and recommendations will provide significant support to be made in order to improve the teaching methodology in language teaching and learning. So that English language teaching is improved.

1.6 Delimitations of the Study

The researcher carried out her research on the basis of following limitations and considerations to make the study precise and systematic.

- a. The study was confined only to find out the proficiency of grammar and vocabulary of both English and Nepali medium students of basic level over conventional method of language teaching i.e. using the Nepali language.
- b. The study was limited to only one government-aided school and an institutional school of Chitwan district where medium of instruction in teaching English is Nepali and English at basic level.
- c. The study was limited to written data only and on the text books of grade V.
- d. Only a day was spent to get the responses of class 5 students.
- e. Only two schools were selected.
- f. Only test items consisting of twenty questions were used as tools for data collection.
- g. Only objective types of test questions were used.
- h. The data was collected from only forty students.

CHAPTER TWO

LITERATURE REVIEW

2.1 Review of Theoretical Literature

The researcher studied so many books, journals, articles to get ideas for the study. From those theoretical books, the researcher became familiar with research

2.1.1 Importance of English Language

Several languages are spoken by different people in the world. Today's world is bilingual and multilingual world. In such context, one should be familiar with more than one language to make his/her easy survival. In this context, Cook (1991, p.1) writes:

We identify ourselves with people who speak the same language. Some people are able to do this in more than one language. Knowing another language may mean : getting a job; a chance to get educated; the ability to take a fuller part in the life of one's own country or the opportunity to emigrate to another; an expansion of one's literary and cultural horizons; the expression of one's political opinions or religious beliefs. It affects people's careers and possible futures, their lives and identities. In a world where probably more people speak two languages than speak one, language learning and teaching are vital to the everyday lives of millions .

All languages are equally important in terms of communicative values; however, some languages play more dominant role in a particular case. For example, English is the only language in the world widely accepted as a lingua-franca for international communication. It is the most prestigious language which is not only one of the six languages spoken in the United Nations but also links world's people by communication in English. English today is not only the window to view the world, but the door to get success, social power and prestige. It is English through which international business, education, science and technology, communication etc have been promoted.

The survey of the UNESCO has shown that more than sixty countries of the world use English as an official language, about 160 million people listen to English at the primary level (as cited in Pokharel, 2008, p.2). Nearly half of the world's books of science and technology are written in English. Hence to describe the importance of English in words is insufficient. English has its worldwide presence and the speed of spread is unprecedented.

The latest statistics shows that one in every four human beings can speak English to some degree of competency. Today English is spoken by around 1400 million population; 400 million people speak English as their first language as well as a second or additional language but some 600 million use it as their foreign language. The non native speakers are found more than native speakers. Moreover, English is the medium of the vast treasure of world's knowledge and pleasure (Karn, 2007, p.73, as cited in Ray, 2007,p.3).

Discussing the importance of the English language, Harmer (1991, p.1, as cited in Pokharel 2008, p.2) first asks questions like why do people want to study English? Is it for pleasure? And his answers are – they want to understand Shakespeare, they want to get a better job. The importance of English is not just in how many people speak it, but in what it is used for. Anyway, the importance of the English language can be summarized in the following points:

- a) Undoubtedly, English is the passport to travel the whole world and thus has become indispensable and excellent vehicle for the transmission of modern civilization.
- b) In media sector, over 50% of the world's newspaper or scientific and technical periodicals or radio stations use English as a medium of communication.
- c) To be a professional aircraft's controller, even waiter, salesperson, and business executive, English is needed. It means English does have its scope in every field of knowledge like science, art, literature, economics etc.
- d) English is now present in every continent as a global language.
- e) The greatest number of students learn English as it is in the school and college curriculum.

Due to the rapid acceleration of international trade, commerce, transport, etc. the importance of the English language in the present day world is being increased and Nepal cannot be the exception of it.

2.1.2 Situation of English Language Teaching in Nepal

Nepal has embraced English at the heart of educational planning. Appreciating the significance of ELT, Kansakar (1998, p.72) writes, "Since the teaching of English in Nepal has assumed a greater importance in view of developmental needs of the country, ELT has now become an essential component in Nepal's educational strategy." Though the history of English language teaching is not long in the context of Nepal, it has occupied a significant position in the present education system of Nepal. English has become a popular area of study in a short period of time due to many historical, intellectual and pragmatic reasons. Since the time of its introduction, English programmes has gone through several revisions and modifications in Nepal. English has attracted the attention of flocks of Nepalese students. As a result, increase in the number of students has been one of the major problems in the English Education Department of T.U. these days.

Bhattarai (1991, as cited in Wagle, 2009, p.5) says that linguistics is one of the social sciences taking roots in Nepal. According to him, linguistics has been introduced in the academic institutions of Nepal for about two decades. He mentions Bal Krishna Pokharel, Chudamani Bandhu, Ballavmani Dahal, Dr. K. P. Malla and Dr. Tara Nath Sharma as the topmost linguists of Nepal, who could analyse the situation of Nepal from both sides of national and academic perspectives. He suggests the Department of English Education of T.U. and language experts to guide the nation with the changing perspectives of language and linguistics in mind.

At present, English is not only a subject taught in the academic institutions, but also a medium of instruction, means of communication between students and teachers and the language of trainings, seminars and conferences. English medium schools have declared their territory as 'English Speaking Zones'. Today medium of instruction is English in almost all institutional schools. In the schools run by private sectors, English is taught from nursery level; all subjects except Nepali are taught in English as content begins from the very inceptual stage of education. English is accepted as

compulsory school subject in the curriculum. Besides, in government aided community schools, English is taught from grade one. Sharma (2006) mentions, the Curriculum Development Centre (CDC) of the government of Nepal, in view of communicative approach, changed the curricula of primary, lower secondary and secondary level and new curricula became effective from 1992 for primary level, from 1994 lower secondary level and from 1998 for secondary level. To implement the changed curricula effectively, teacher training programmes were launched.

In the field of higher education, at present, there are six universities and many affiliated colleges to different universities. Under T.U., there are five technical institutes (Institute of Agriculture, Institute of Medicine, Institute of Engineering, Forestry, and Science and Technology) and four faculties (Faculty of Humanities and Social Sciences, Management, Faculty of Law and Faculty of education) (Wagle, 2009, p.6). In these faculties, English is taught as a compulsory subject upto graduation. Besides compulsory English courses, there are elective courses in English. Elective courses offered under Faculty of Education at Tribhuvan University (FOE) for PCL, B.Ed, M.Ed concentrate on English grammar, skills, functional English, ELT methods, language theory, practice and pedagogy whereas elective courses offered under Faculty of Human and Social Sciences for PCL, B.A, and M.A are primarily different genres of literature and literary theory. Consequently, there is a crowd of students studying English as a major subject in these faculties.

There are also some private colleges affiliated to Cambridge University U.K that offer courses for AS/A Levels and there are some other colleges that offer courses under graduated like Hotel Management, Management Information, Information Technology, Computer Sciences, Business Administration, Graphic Design, Engineering and Architecture, Tourism and Medicine. The medium of instruction in all these colleges is exclusively English and they use imported ELT materials. There are many language institutions in major cities of Nepal. They run classes for TOEFL, GRE and many other language tests. They also run English coaching and tuition classes. It has become an extra job as well as attractive business for such teachers. They also use ELT materials imported from the west (Sharma, 2006).

Although we can realize the improvement in teaching learning system in Nepal, we still hear the news of an alarming number of students from the Nepali medium schools fail because they cannot secure pass mark in English. So, English is still considered a difficult subject for Nepalese students. A bitter truth Nepal has experienced regarding the use of English is that even today a large mass of population living a destitute life in extreme poverty, ignorance and marginal conditions cannot send their children to schools. Even if they can, it is the Nepali medium government-aided schools that are within their reach. Thus, the English language has been proved to be both dividing and promoting instrument in case of Nepal. Despite this, students are attracted towards English as their major subjects in the higher secondary level and the universities. Hence, the present study is focused on finding out the reasons and effectiveness of making English as the medium of instruction from primary level.

2.1.3 Need and Importance of the English Language in Nepal

English, at present, is surprisingly hung at everyone's mouth. It has been globally used and so the monopoly of native speaker of English over its stock of knowledge has become a myth. Its role has undergone a sea change from Colonial context to Post-colonial context, from the top down approach to bottom up approach, from ruler's language to everybody's language. Now eight distinctive varieties of world English are globally accepted and practised, these are British, American, Canadian, Australian, caribbean, African, South Asian and East Asian. Nepal, being a part of South Asia uses 'South Asian' standardized English' (Bhattarai and Gautam, 2005,p.2).

At present, English is the language of science and technology, commerce, business, banking and industry, civil aviation, hotel management, tourism, media advertisement, diplomacy and internet. It is the voice of progress and modernization. A developing country like Nepal cannot ignore the vast space open to the process of progress and modernization through the knowledge of English. In this context, Malla (1977, p.24 as cited in Ray. 2007, p.2) writes why Nepalese people should learn English: "We shall have to learn English, not because of its prestige value but because its practical utility, particularly in the face of our own limitations - material as well as non material."

English is known as a key to succeed in science, technology and world culture for most of developing countries like Nepal. The interest of every country is growing wider with the advancement of modern civilization. No country can afford to limit to its own store of knowledge and to the resources of its national. Nepal cannot be untouched from above conditions.

Nepal has got the membership of the international organizations like the UNO, SAARC, UNESCO and so on. All people use English as a common language. We all use the products like clothes, machineries, equipments and the manuals or instructions written in English as a common language. Hence the reality is being a small developing and dependent country, Nepal and Nepalese people cannot ignore the importance of the English language.

Another factor for the need of English education is that many of the advanced countries have been helping Nepal in its development, providing financial assistance and technicians. We need to deal with such technicians through English. Being an international language, English has become very important language all over the world. So we need English to promote tourism, foreign affairs and international trade. With the promotion of tourism industry, lots of Nepalese can have opportunities to work in tourist related sectors like hotels, resorts, travel agencies and so on. Not only in tourism sector but it is considered that fluency in English is the first break through towards attaining a good and high paying job in Nepal. So, Nepal needs English for academic activities to establish diplomatic relation with foreign countries to run trade, business, industries and for the development of science and technology. "Our language, Nepali is not sufficient to meet all the requirements of communication in the field science and technology. So the importance of English in Nepal can hardly be exaggerated." (Poudel, 2004, p. 5). It is the language through which Nepalese people can be modernized and can mix up themselves in the contemporary material world.

English being the language of science and technology and an effective tool for modernization, as being the language of international business and banking, Nepal must use it to keep pace with the momentum of global progress and to enjoy these developments. At present, the world has become very small, very accessible due to e-commerce, internet networking, tourism, and swift transportation and TV channels.

Most of these agencies mainly use English as their medium. Nepalese youth want to feel the sense of the global village and be the part of it. As a result, every year, the numbers of Nepalese students studying abroad and Nepalese people working overseas are incredibly increasing. This context has created the situation in which the status of English is gradually changing from EFL to ESL (from L₃ to L₂) in Nepal. It has become almost the language of survival in Nepal.

2.1.4 Medium of Instruction

Any language that is applied in teaching is called a medium of instruction. Teaching is the implementation part of curriculum. The classroom teaching means the interaction between teachers and learners on the related subject matter, in which medium of instruction is speech (except in some cases) and speech refers to the use of language. It proves that medium is required in teaching and learning process and language is the most important medium of instruction except in some cases. A mutual interaction cannot be established and no understanding can be made without the adequate interpretation by using language about the subject matter. Moreover, in the absence of the appropriate medium of instructions, learners cannot learn and understand effectively; teaching-learning may not be effective and consequently; the goals and objectives of the curriculum cannot be achieved; the need and aspirations of society and nation cannot be fulfilled. In this regard, the problem related to medium of instruction is one of the long term pending issues in Nepal.

Generally, any country may possess its national language, language of nation, local languages and international language. Undoubtedly, in most of the countries, the instructional medium is national language. Since national language is the common language of interaction among all people within a country, it is easy to understand and thus made the medium of instruction. National language works as a lingua franca within a particular geographical boundary. There are many beneficial aspects of making national language or main language or single language as the instructional medium within a country as mentioned below:

-) Uniformity in curriculum national wide.
-) Textbook can be published in a single language.

-) Not needed to develop curriculum, textbook, and manage teachers of various languages.
-) Easiness in managing teaching-learning environment.
-) Positive attitudes towards national language.

In spite of above benefits, there are lots of negative aspects too in making a single/main language as the medium of instruction. Such as learners who cannot understand national language should be deprived of the chance of getting education, danger of imbalanced development of all languages in a country etc. So, it is difficult to decide which the better instructional medium than other is. Various researchers and educationists claim that a person can learn better and faster and in effective way in his/her first language comparing to the second/foreign language. Language is the symbol of one's culture, tradition, costumes and behavior. It is also the matter of pride and identity of a particular race. If teaching is done only using national language, then it is difficult for all those people who are from other languages to understand. On the other hand, we cannot neglect the emerging importance of international (English) language. It is obvious that the use of national language in teaching is inclusive as most of the people can be benefitted and its justice in terms of effectiveness in teaching but a country has the challenge to make equilibrium among all languages.

Regarding the instructional medium, in most of the countries of the world, national language is being used. India, our neighboring country, which possesses greater number of languages, has made local, regional as well as a language of nation at the medium of teaching. The world's largest country in terms of its population - China has made its national language the medium of instruction. The medium of instruction in one of the advanced countries of Asia - Japan is Japanese i.e. national language of Japan. In the world's most powerful country the U.S.A, the medium of teaching is its national language -English. In such a way, in almost all countries in the world, medium of instruction has become the common issue. It seems that most of the countries have adopted the policy of 'unity in diversity' by making or using national language in teaching-learning.

In the context of Nepal, the medium of instruction in lower level is Nepali whereas English is considered to be used in higher level (mostly), however, most of the

subjects except math, science and English are taught using the Nepali language even in higher level. The Nepali language is our pride, property and identity. About 126 languages are our ornaments, culture and to develop both national language and other languages are our responsibilities. At the same time we cannot ignore the importance of the English language in this 21st century. Preserving and developing all our languages harmoniously on the one hand, we should also develop the competence in the English language on the students to implement the goals of curriculum effectively and it is possible only by making the English language as medium of instruction since primary level on the other. It is essential to create English like environment during teaching-learning English.

The National Educational Commission's report 2049 of Nepal has recommended the following points for the use of language/medium of instruction.

-) To manage and execute the programme for the equal development of all languages.
-) To plan about the use of local languages in teaching-learning, publishing textbooks, give teacher's training etc.
-) To develop the Nepali language as official language and lingua franca with in the nation.
-) To bridge the gap between mother tongue and local languages
-) To study and solve the problem in teaching using national, local and international language.

To sum up, appropriate medium of instruction is a must in teaching and learning. Several problems appear in the absence of good interaction between teacher and students which is only possible through correct medium. No language is superior to other in terms of its communicative value. Teaching means making students easy to learn fulfill the objectives of curriculum and to accomplish this good technique and medium is required.

2.1.5 Teaching English through English in Nepalese context

Teaching English is one of the challenging professions. In the Nepalese context, a glance through the past century of the English language teaching gives an interesting

picture i.e. even having a long history it has not been much effective. Nepal is a small country which accommodates amazing cultural and geographical as well as linguistic diversity. More than 90 languages spoken in Nepal are mother tongues and still English has got a status of foreign language in Nepal. There is no particular speech community as such that uses English for day to day communication. Despite this fact, it is taught as one of the core subjects since very long because of its global importance of diplomacy, business, library, education, employment and human rights. It is the fact that, it has been taught as compulsory subject from grade one to Bachelor level. Although ELT has made a long history in Nepal, its situation is not satisfactory. Even after spending 10-16 years on learning English, the students do not seem proficient in language skills. As a matter of fact, one of the main reasons for hindrance in the English language learning is our teaching procedures. It is felt that we can help students learn English more effectively if we teach English through English i.e. making English the medium of instruction in teaching English. At present, a remarkable progress is made to make English as the medium of instruction to teach English, especially with the establishment and increment of many schools. Medium of instruction is English in almost all such English medium schools. They are treating their territory as 'English speaking Zones' due to this reason. Besides, English, today is not only confined to academic institutions, but also used as a means of communication between teachers and students, language of trainings, seminars and conferences etc. Despite these facts, many students feel difficult to learn it. Every year, many students fail in S.L.C. and +2 exams. Even those who are the students of major English also do not have full confidence in the English language. In this context, Norrish's (1987 as cited in Dawadi,2006,p.111) argument appears reasonable when he says "If we all learn a language as infants but find second language is so difficult, then may be it is the teaching method that are at fault." It can be the absolute problem regarding the learning of English language and perhaps any language. In Nepal, the use of the English language is rare in many government-aided schools while teaching it. There is the exclusive use of mother tongue (especially Nepali) for the interpretation of subject matter. Hence, our teaching procedure is the root cause that is hindering in language learning and it can only be improved by making English as the medium of instruction while teaching English i.e. teach English though English.

According to Willis, (1990, as cited in Dawadi, 2006,pp.111-112): Teaching English through English means speaking and using English in the classroom as often as you possibly can, for example; when organizing teaching activities or chatting to your students socially. In other words, it means establishing English as the main language of communication between your students and yourself. He further argues that your students must know that it doesn't matter if they make mistakes when they are talking, or if they fail to understand every word that you say.

Similarly Norrish (1987 as cited in Dawadi,2006,p.112) argues that one of the most inhibiting factors in any formal learning situation is that the fear of making mistakes and being ridiculed either by native speakers or by the teachers. The same is the case in the context of Nepal too. This leads to the characteristic hesitancy among learners to say anything in a foreign language for fear of appearing a fool. This form of behavior has been described by Stevick (1976) as 'defensive mechanism' (Dawadi,2006, p.112).

Dawadi (2006,p.112-113) views that to eliminate students' hesitation and make them feel relaxed, the English language should be used in the classroom from primary level. She further suggests that it is very important to create a culture of speaking English in the classroom to improve our students' English.

2.1.6 Basic level education in Nepal

The whole school education system of Nepal is divided into three levels which can be shown in the following table: (Source: Basic education curriculum, 2069B.S.)

Table 1

Structure of School Education

Pre-primary Schooling	Basic Level	Secondary Level
1 year	1-8 class	9-12 class

The above shown table presents the present structure of school education in Nepal among which the basic level education includes the classes from one to eight. But before this school structure was as follows:

Table 2

Previous Structure of School Education

Pre-primary	Primary	Lower secondary	Secondary	Higher Secondary
1 year	1-5 class	6-8 class	9-10 class	11-12 class

Along with the increment in the importance of education, the significance of basic level education is also increasing. As children are the foundation of the development of the country, it is urgent to provide qualitative and practical education in basis level. Considering the fact that Basic level education is the base for the higher level study, many attempts have been made to improve its condition in Nepal. i.e. Basic and Primary Education Project (BPEP), Integrated Rural Development Project (IRDP) etc. Like the country's overall development relies on its educational status, a man's educational future is also predicted on the basis of his/her basic education. In these recent years, there is mushrooming of schools both in government and private sectors, however, the condition of basic level education is not satisfactory due to the variation in using different methods, textbooks as well as medium of instruction. Thus, it is necessary to bring uniformity to develop basic level education. Compulsory education, free education and equal standard education are a must for it.

The aims and objectives of basic level education are defined and designed differently by different projects and commissions in different periods of time. Anyway, all those goals and objectives are designed considering the need of the time and contemporary society. Among them, the goals and objectives of basic level education prepared by National Curriculum Framework (NCF) 2005 A.D. were as follows:

-) To develop basic knowledge of democratic values and norms and a positive spirit for Nepali nationality.
-) To develop basic knowledge of Nepali history, society, and multiculturalism.
-) To develop basic knowledge and skills on at least two languages (Mother tongue, Nepali, English) necessary for self expression and communication with others.
-) To develop basic knowledge in science, mathematics, environment, health, information technology, and life skills. 28

-) To develop personal and social qualities like cooperation, discipline, morality, social etiquette, helpfulness, honesty.
-) To develop creative and expressive skills.
-) To make children aware of child rights and the importance of respecting everyone's human rights.
-) To contribute to children's overall development—i.e. physical, mental, emotional, and social.
-) To develop life skills such as problem solving, creative thinking, inductive thinking, decision-making, safe health practices, and teamwork.
-) To develop civic consciousness.
-) To develop respect for cultural differences and an eagerness to learn about different cultural beliefs, practices and customs.

2.1.7 English in basic level education

English is the most widely spoken language throughout the world and, for that reason, is taught as a foreign language in Nepal. Though the English language is taught importantly since the primary level as a compulsory subject, the English medium of instruction is found to be very weak specially in primary level of government-aided schools. The English textbooks are designed focusing on the development of students' communicative competency, that is to say, their ability to communicate in English and the materials follow the modern approach to English language teaching (CDC: English Textbook of grade V); there is not justice in medium of instruction in teaching English in primary level of government-aided schools. Compare to private boarding schools, there is rare use of the English language in teaching English in government-aided schools even in higher classes. Consequently, a flock of students feel difficult and fail in English subject. The S.L.C products from government-aided schools are merely able to communicate in English. Among various reasons behind this situation, the main reason is the lack of using English in teaching English or making the allowance of the Nepali language in interpreting the text to the students.

Today, English is one of the major compulsory subjects of primary level education in Nepal. It has occupied a significant position in the present curriculum of primary level. English in the primary level education was felt necessary and started right from

the entrance of English in Nepal. Since then, different commissions that were formed and launched time and again made significant contribution to the development of the present curriculum. Accordingly, changes and reforms in the English language curriculum have over gone. Today, not only the adult learners, but also the young learners are also much interested in learning English. So there is a craze of people joining to English medium schools.

The table given below shows the weightage of the English language at different periods of primary level of school education by the curriculum.

Table 3

Weightage given to the English Language Teaching

Period	Pre 1951	1951- 61	1961- 71	1971- 81	1981		1993	
Grade	I – V	I – V	I – V	I – II	I – III	IV – V	I – III	IV - V
Total Full Marks	700	700	700	650	650	700	600	700
Marks allotted for English	100	100	100	-	-	100	-	100
Percent	14.28	14.28	14.28	-	-	14.28	-	14.28

(Source: Sah 2007,p.4)

The table shows that before the implementation of the NESP (1971), the marks allotted for English at primary level was 100 out of 700. It can be inferred from the table that 14.28% marks were allotted for English at the primary level. After, 1971, English has not been considered as a compulsory subject in the curriculum of grades 1-3 of the primary level. For grade 4 and 5, the marks allotted for English is 100 out of 700 which can be calculated to be 14.28%.

However, the present curriculum has provided an opportunity to study English as a compulsory subject from grade one at primary level.

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-) Word use (metaphor and idiom, collocation, style and register)
-) Word formation (parts of speech, prefixes and suffixes, spelling and pronunciation)
-) Word grammar (nouns: countable and uncountable etc., verb complementation, phrasal verbs, etc adjectives and adverbs etc.)

2.2 Review of Empirical Literature

Various experimental research works have been carried out in the Department of English Education to test the effectiveness of different techniques and methods of English language teaching. Different articles, reports, books and research works carried out in the Department of English, that will enhance this research works, have been reviewed as follows.

Karki (1989) completed the research on “Attitudes of Campus Students towards English Language” under the guidance and supervision of Prof. Dr. Shanti Basnyat. The main objective of this study was to find out the attitudes of students towards English language in Nepal, especially towards English textbooks, methods of teaching, instructional materials, teacher’s proficiency, evaluation system and needs etc. The sample population of this study consists of 100 students (50 from Certificate and 50 from Diploma levels) representing 10 different institutes under TU available in the valley of Kathmandu. Questionnaires having 9 sets of close-ended questions were the instrument used for data collection. The findings (pp.38-66) were presented descriptively. In the course of teaching methods, the students expressed their positive attitudes towards their teachers’ teaching techniques.

Pandey (2004) carried out a research entitled “Effectiveness of Language games in Teaching Grammar”. The objective of the study was to determine effectiveness of language games in teaching grammar. A set of test was designed as the major tool for data collection and results of two test were compared. It was found that teaching grammar using games was more effective than teaching grammar without them.

Gyawali (2004) has in his M.Ed thesis on “A Study on Vocabulary teaching through Direct and Indirect Techniques” made an effort to explore the effectiveness of direct and indirect techniques in vocabulary teaching. He has come up with conclusion that indirect technique has been more effective than direct one.

Bhattarai (2006) in his article “English Teaching Situation in Nepal” has described briefly the situation of teaching English in past and present. He has clearly described the different situation of English teaching in Private and Government schooling background. He has concluded his articles with a brief description about the future status/situation of English in Nepal and suggests ELT in Nepal has a clear scope for endless days in future.

Chaudhary (2007) has carried out a research entitled “The Effectiveness of Teaching Vocabulary through Songs and Rhymes”. His main purpose was to find out the fact that whether songs and rhymes are effective or not in teaching vocabulary. The school named, ‘Shree Himal Janata Lower Secondary School’ of Rautahat district was selected as a field of study and sample population was taken from grade five reading at the same school. The researcher found that between Group ‘B’ (experimental group) and Group ‘A’ (controlled group), Group ‘B’ displayed better performance than ‘A’ since Group ‘B’ was taught with/through songs and rhymes. It shows that using songs and rhymes technique in teaching vocabulary has relatively better impact on the whole.

Neupane (2008) completed the research on “A Study of Attitudes towards the English Language” under the supervision of Dr. Anju Giri. The main objective of his study was to find the attitudes of students, parents, English language teachers, headmasters, secondary school supervisors and members of district education committee of Gulmi towards the English language in the secondary schools. He randomly selected 10 schools of Gulmi district. He distributed the different questionnaires to 100 tenth

graders, 50 parents, 10 head masters, 12 English teachers, 6 secondary level supervisors and 4 members of the district education committee. He found that every selected population had positive attitudes towards the English language. He also found that the students were not in favor of the traditional method of teaching English but they agreed with the statement that English should be taught by non-native speakers (p.56). He concluded that listening and speaking tests were not conducted sincerely. He analyzed the responses given by the students of government schools that the GT Method is still in existence in most of the schools in Gulmi (p.31).

Wagle (2009), carried out a study entitled 'Motivation Towards Studying English as a Major Subject' to identify the motivating factors and reasons towards studying English as a major subject in higher secondary level. On the basis of the field work in the sampled higher secondary level schools of Kavre district and interaction with the students the researcher found that a numbers of students are integratively motivated to Optional English for different purposes such as to get Master's degree in English, to enjoy speaking English with their friends, to have friendship with English speaking people, to have a lot of opportunities for employment, to develop their personality, to enjoy reading English fiction, newspapers and magazines and over forty-three percent were inspired by family members and so on.

Lamsal, (2009) carried out the study on "Teachers' Attitude towards Vocabulary Teaching" under the guidance and supervision of Mr. Vasu Dev Karki. The main objective of this research was to find out the attitudes of teachers towards vocabulary teaching. He prepared a set of questionnaires consisting of different statements related to teaching vocabulary. He collected the data using simple random sampling procedure. It was found that the teachers were against translating vocabulary items into their L1 to make it comprehensible. This marks a shift to teachers attitudes from the traditional GT Method in which most of them were educated to adopt of new teaching strategy (p.59).

Sharma (2009) carried out his research on "The Revised English Textbook for Grade X: An Attitudinal Study" under the guidance and supervision of Mr. Uttam Gaulee. The main objective of this research was to find out the attitudes of the secondary level teachers towards the revised English textbook for grade X. He followed the procedures of random sampling method for his study. He used the questionnaires for the data collection. He found the positive attitudes towards the revised textbook of grade X. He also found that reading and writing skills are more emphasized and

listening and speaking skills are less prioritized (p.49). It means the textbook has somehow followed ‘focusing on reading and writing skills’ spirit of the GT Method.

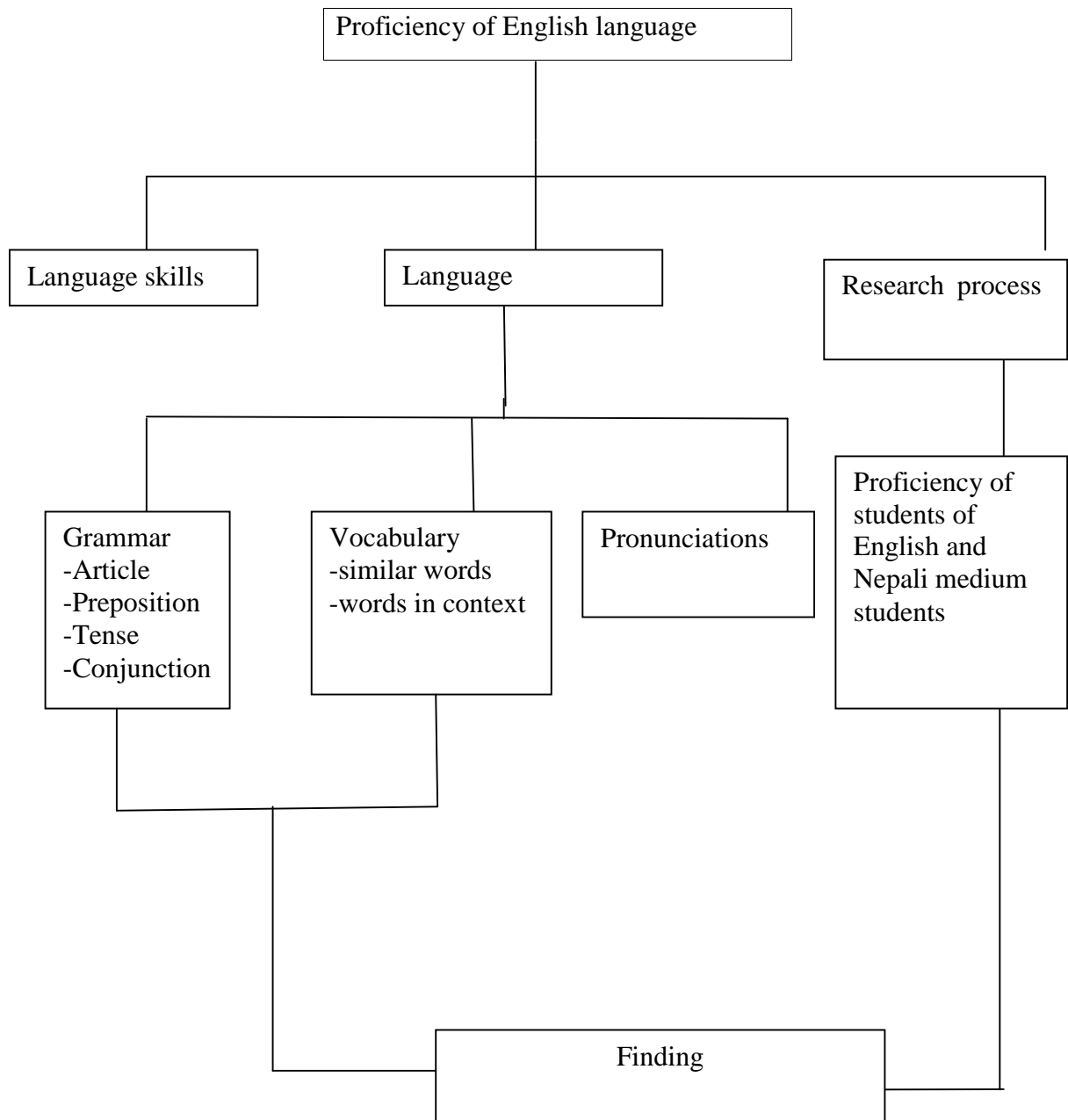
In these ways, a number of research scholars have carried out several studies in the field of effectiveness of various methods, teaching techniques and teaching materials but no research scholar has carried out the research works on effectiveness of the English language as the medium of instruction. Some of the researches and articles mentioned above are related to this research in the sense that they try to find out the effectiveness of teaching materials, techniques for the purpose of teaching and learning language. This study is different from those in the sense that they are only related to the effectiveness of using particular techniques or material in teaching and learning language where as this study is related to effectiveness of the English language as a medium of instruction at primary level in government-aided school of Kavre district. Hence, this is the first research of practical study in the field of effectiveness of teaching English through English at primary level.

2.3 Implication of Review of Literature

By the help of above stated literature, the researcher got ideas for her study. Without reading any books, the researcher would be unknown about study. Several theoretical literature as well as empirical researches made the researcher easy to handle the study. The researcher found the ideas about vocabulary research from Chaudhary (2007) who carried out a research entitled ‘The Effectiveness of Teaching Vocabulary through Songs and Rhymes’ as well as from other researches too. Similarly he got ideas of research of grammar from, Pandey (2004), who carried out a research entitled ‘Effectiveness of Language games in Teaching Grammar’ and others too. The researcher became clear about the study with the help of those literatures.

2.4 Conceptual Framework

Language is constructed with pronunciation, vocabulary, grammar and skills. Without vocabulary and grammar language teaching is imperfect. To make students good in language these things should be taught well. So the researcher was interested to find out the present situation of students with the help of her study. The following figure shows the conceptual framework of this study.



CHAPTER THREE

METHODOLOGY

Methodology here means all the methods adopted in this research. As Kumar (2005,p. 15) says “research process is similar to undertaking a journey...having decided upon your research question or problem, you then to think how to go about finding their answer”. Likewise it is a sequence of steps that we take one by one. The following strategies were adopted to fulfill the above mentioned objectives. In this chapter the researcher had presented the sources of data, tools for the collection of data, process of data collection and the limitations of the study. The researcher had adopted the following methodological framework to accomplish the objectives of the study.

3.1 Research Design

It is a survey research. This research is a proficiency test of Government aided school and Private or institutional school students in English grammar and vocabulary. The data were taken from the students of both schools with the help of test items.

3.2 Population, Sample and Sampling Strategy

The population of the study consisted of the students of grade V studying in a government-aided school and institutional school of Khairahani Municipality in Chitwan district. The sample size comprised 20 students of grade V studying in a government-aided school and 20 students of grade V of institutional school of Khairahani Municipality in Chitwan district. For the study, a government-aided school and institutional school of Chitwan district are chosen among various schools through simple random sampling procedure. For the selection of students, the students of grade V were sampled consisting 40 students through random sampling procedure.

3.3 Field of Study

The geographical location of the study was the eastern part of Chitwan district. Both schools were taken from Khairahani Municipality. The population of the study was the students of grade V studying in a government-aided school institutional school of

Khairahani Municipality in Chitwan district. The study was concerned on vocabulary and grammar of English language. The data was taken from Grade V students.

3.4 Tools for Data Collection

For the collection of data, the researcher will make a set of test items. The test items will be of fill in blanks, multiple choice items, matching, and transformation that carry 20 marks. Only objective questions are designed of many varieties. The different types of items and the number of items in each type are as follows:

Objective tests

S.N	Type of Items	Number of items
1.	Multiple choice	5
2.	Matching items	5
3.	Fill in the blanks	5
4.	Transformation	5

3.5 Procedure of Data Collection

The processes of data collection are as follows:

- a. At first, the researcher visited the selected government-aided school and institutional school and established a rapport with the head teacher, administration and other concerned people. She also explained her purpose to them and asked for the permission to collect data.
- b. The researcher then administered the already designed test items to the selected students to determine the students' proficiency in English subject regarding grammar and vocabulary. They were provided 30 minutes to attempt the test and their written responses were marked.
- c. At the end, the answer sheets were collected to find out the proficiency of grammar and vocabulary of both English and Nepali medium students of basic level.

CHAPTER FOUR

ANALYSIS OF DATA AND INTERPRETATION OF THE RESULT

This chapter of the study deals with the interpretation and analysis of the data collected from primary sources. To make analysis and interpretation vivid and comprehensive, the analysis had been done under the following four different categories:

Analysis of responses of Nepali medium school

Analysis of responses of English Medium school

4.1 Analysis of the responses of Nepali medium School

To maintain quality education at school, school authority should pay good attention as well as should make good environment. Effective teaching method is also necessary for improving learning. So regarding the issue i.e. proficiency of Nepali and English medium students in grammar and vocabulary, the responses of the students have been marked systematically and have been tabulated. The analysis and interpretation of data has been carried out under the following headings:

4.1.1 Proficiency of Nepali medium students in multiple choice items for vocabulary

Medium of instruction is also a challenge for second language teaching and learning. Teaching English as the second language for Nepalese students is not an easy task. Most of the students feel difficulty in learning English language. To check their proficiency in vocabulary, multiple choice item was also asked. There were five multiple choice questions. Twenty students from Tungara Basic School participated in the research questionnaire. Among them, nine students were girls whereas eleven students were boys. The following table shows the numbers of correct, incorrect and no response.

Table 4

Multiple choice items (Choose the best answer)

Questions	1		2		3		4		5		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Correct	8	8	6	2	6	6	6	5	7	5	59
Incorrect	3	1	5	7	4	3	4	3	4	4	38
No Response	0	0	0	0	1	0	1	1	0	0	3

Table 4 shows that eight boys gave correct response for the first question of multiple choice items whereas three boys gave incorrect responses. In the same way eight girls gave correct response whereas one girl gave incorrect response for the first question. Similarly, six boys gave correct response for the second question of multiple choice items whereas five of them gave incorrect responses for the same question. In the third question six boys gave correct response, four gave incorrect and one of them didn't give response. Similarly six girls gave correct responses and three girls gave incorrect responses for the third question. In the fourth question six boys gave correct response, four gave incorrect and one of them didn't give response and five girls gave correct responses and three girls gave incorrect responses and one of the girls didn't give response for the same question. Likewise in the fifth question seven boys gave correct response, four gave incorrect responses and five girls gave correct responses and four girls gave incorrect responses for the same question.

In total it can be presented in the following way:

Table 5

Multiple choice items (Choose the best answer)

Questions	1	2	3	4	5	Total	Percentage
Correct	16	8	12	11	12	59	59%
Incorrect	4	12	7	7	8	38	38%
No Response	0	0	1	2	0	3	3%

Table 5 also shows that 59% of the responses were correct in vocabulary. Similarly 35% of the responses were incorrect and 6% of the questions were not solved by the students of Government aided School.

4.1.2 Proficiency of Nepali medium students in matching item for vocabulary

The second type of question item was matching item. In it five different questions were asked in two different columns 'A' and 'B'. The responses of the questions are presented in the following way:

Table 6
Matching item (Match the following)

Questions	1		2		3		4		5		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Correct	2	2	5	6	7	3	2	1	2	3	33
Incorrect	9	7	6	3	4	6	9	8	9	6	67
No Response	0	0	0	0	0	0	0	0	0	0	0

Table 6 shows that two boys gave correct response for the first question of matching items whereas nine boys gave incorrect responses. In the same way two girls gave correct response whereas seven girls gave incorrect response for the first question. Similarly, five boys gave correct responses for the second question of matching items whereas six of them gave incorrect responses for the same question and six girls gave correct responses and three of them gave incorrect responses for it. In the third question seven boys gave correct response, four gave incorrect response. Similarly three girls gave correct responses and six girls gave incorrect responses for the third question. In the fourth question two boys gave correct response, nine gave incorrect response and only one girl gave correct response and eight girls gave incorrect responses for the same question. Likewise in the fifth question two boys gave correct response, nine gave incorrect responses and three girls gave correct responses and six girls gave incorrect responses for the same question.

In total it can be presented in the following way:

Table 7

Matching items (Match the following)

Questions	1	2	3	4	5	Total	Percentage
Correct	4	11	10	3	5	33	33%
Incorrect	16	9	10	17	15	67	67%
No Response	0	0	0	0	0	0	0%

Table 7 shows that 33% of the responses were correct in vocabulary. Similarly 67% of the responses were incorrect. This table shows that the students of Tungara Basic School have low level of proficiency in vocabulary.

4.1.3 Proficiency of Nepali medium students in grammar as changing the sentences as directed in the brackets

The third type of question item was transforming the sentences. In it five different questions were asked. The responses of the questions are presented in the following way:

Table 8

Transformation (Change the following sentences as indicated in the brackets)

Questions	1		2		3		4		5		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Correct	0	0	0	0	0	0	0	0	0	0	0
Incorrect	0	3	0	3	0	3	0	3	0	3	15
No Response	11	6	11	6	11	6	11	6	11	6	85

Table 8 shows that all eleven boys didn't give correct response for all five questions of transformation, three of the girls gave incorrect responses for all five questions and six of them didn't give responses.

In total it can be presented in the following way:

Table 9

Transformation (Change the following sentences as indicated in the brackets)

Questions	1	2	3	4	5	Total	Percentage
Correct	0	0	0	0	0	0	0%
Incorrect	3	3	3	3	3	3	15%
No Response	17	17	17	17	17	17	85%

Table 9 shows that none of the responses were correct in transformation. Similarly 15% of the responses were incorrect and 85% didn't give response. This table shows that the students of Tungara Basic School have low level of proficiency in transformation of grammar.

4.1.4 Proficiency of Nepali medium students in grammar as fill in the blanks

The fourth type of question item was fill in the blanks item. In it five different questions were asked. The responses of the questions are presented in the following way:

Table 10

Blank filling item (Fill in the blanks)

Questions	1		2		3		4		5		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Correct	10	6	6	4	6	4	6	5	3	4	54
Incorrect	1	3	4	5	4	5	4	4	7	5	42
No Response	0	0	1	0	1	0	1	0	1	0	4

Table 10 shows that ten boys gave correct response for the first question of fill in the blanks items whereas one boy gave incorrect responses. In the same way six girls gave correct response whereas three girls gave incorrect response for the first question. Similarly, six boys gave correct responses for the second question of fill in the blanks items whereas four of them gave incorrect responses and a boy didn't give response for the same question and four girls gave correct responses and five of them gave incorrect responses for it. In the third question six boys gave correct response, four gave incorrect response and one boy didn't give response. Similarly four girls gave correct responses and five girls gave incorrect responses for the third question. In the fourth question six boys gave correct response, four gave incorrect response and one didn't give response. In the same way five girls gave correct response and four girls gave incorrect responses for the same question. Likewise in the fifth question three boys gave correct response, seven gave incorrect responses and a boy didn't give response for it. In the same way four girls gave correct responses and five girls gave incorrect responses for the same question.

In total it can be presented in the following way:

Table 11

Blank filling item (Fill in the blanks)

Questions	1	2	3	4	5	Total	Percentage
Correct	16	10	10	11	7	54	54%
Incorrect	4	9	9	8	12	42	42%
No Response	0	1	1	1	1	4	4%

Table 11 shows that 54% of the responses were correct in blank filling item. Similarly 42% of the responses were incorrect. 5% students didn't give response in it. This table shows that the students of Tungara Basic School have satisfactory level of proficiency in blanks filling of grammar.

4.2 Analysis of the responses of English medium School

To collect data the same questionnaire was provided to the students of grade 5 of National Boarding High school. So regarding the issue i.e. proficiency of Nepali and English medium students in grammar and vocabulary, the responses of the students have been marked systematically and have been tabulated. The analysis and interpretation of data has been carried out under the following headings:

4.2.1 Proficiency of English medium students in multiple choice items for vocabulary

To check the proficiency in vocabulary, multiple choice item was asked. There were five multiple choice questions. Twenty students from National Boarding High school participated in the research questionnaire. Among them, seven students were girls whereas thirteen students were boys. The following table shows the numbers of correct, incorrect and no response of the questions.

Table 12

Multiple choice items (Choose the best answer)

Questions	1		2		3		4		5		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Correct	13	7	13	7	13	7	13	7	13	7	100
Incorrect	0	0	0	0	0	0	0	0	0	0	0
No Response	0	0	0	0	0	0	0	0	0	0	0

Table 12 shows that thirteen boys gave correct response for the first question of multiple choice items. In the same way seven girls gave correct response whereas no boy or girl gave incorrect response for the first question. Similarly, all the responses of both boys and girls were correct for the second, third, fourth and the last question of multiple choice item.

In total it can be presented in the following way:

Table 13

Multiple choice items (Choose the best answer)

Questions	1	2	3	4	5	Total	Percentage
Correct	20	20	20	20	20	100	100%
Incorrect	0	0	0	0	0	0	0%
No Response	0	0	0	0	0	0	0%

Table 13 shows that all the responses were correct in vocabulary. It shows that the students of grade 5 of National Boarding High School had good proficiency in vocabulary.

4.2.2 Proficiency of English medium students in matching item for vocabulary

The second type of question item was matching item. In it five different questions were asked in two different columns 'A' and 'B'. The responses of the questions are presented in the following way:

Table 14

Matching item (Match the following)

Questions	1		2		3		4		5		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Correct	10	6	13	7	13	7	10	5	13	6	90
Incorrect	3	1	0	0	0	0	3	2	0	1	10
No Response	0	0	0	0	0	0	0	0	0	0	0

Table 14 shows that ten boys gave correct response for the first question of matching items whereas three boys gave incorrect responses. In the same way six girls gave correct response whereas only one girl gave incorrect response for the first question. Similarly, all thirteen boys and seven girls gave correct responses for the second

question of matching items. In the third question thirteen boys gave correct response. Similarly all seven girls gave correct responses for the third question. In the fourth question ten boys gave correct response, three gave incorrect response and only five girls gave correct response and two girls gave incorrect responses for the same question. Likewise in the fifth question all thirteen boys gave correct response and six girls gave correct responses and only one girl gave incorrect responses for the same question.

In total it can be presented in the following way:

Table 15

Matching items (Match the following)

Questions	1	2	3	4	5	Total	Percentage
Correct	16	20	20	15	19	90	90%
Incorrect	4	0	0	5	1	10	10%
No Response	0	0	0	0	0	0	0%

Table 15 shows that 90% of the responses were correct in vocabulary. Similarly 10% of the responses were incorrect. This table shows that the students of National Boarding High School have good level of proficiency in vocabulary.

4.2.3 Proficiency of English medium students in grammar as changing the sentences as directed in the brackets

The third type of question item was transforming the sentences. In it five different questions were asked. The responses of the questions are presented in the following way:

Table 16

Transformation (Change the following sentences as indicated in the brackets)

Questions	1		2		3		4		5		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Correct	11	6	4	3	10	6	8	6	3	2	59
Incorrect	2	1	9	4	3	1	5	1	10	5	41
No Response	0	0	0	0	0	0	0	0	0	0	0

Table 16 shows that all eleven boys gave correct response for the first question of transformation and two of them gave incorrect response. For the same question, six girls gave correct response and a girl gave incorrect response. In the same way four boys gave correct response and nine boys gave incorrect response. Like it three girls gave correct response and four girls gave incorrect response to the second question. Ten boys gave correct response and three gave incorrect response to the third question. In the same way six girls gave correct and a girl gave incorrect response to the third question of transformation. Similarly eight boys gave correct response and five of them gave incorrect response and six girls gave correct and a girl gave incorrect response to the fourth question of transformation. The last question of transformation was to change the given sentence into negative. Three boys and two girls gave correct response whereas ten boys and five girls gave incorrect response. All of them gave response to all the questions which were asked to them.

In total it can be presented in the following way:

Table 17

Transformation (Change the following sentences as indicated in the brackets)

Questions	1	2	3	4	5	Total	Percentage
Correct	17	7	16	14	5	59	59%
Incorrect	3	13	4	6	15	41	41%
No Response	0	0	0	0	0	0	0%

Table 17 shows that 59% of the responses were correct in transformation. Similarly 41% of the responses were incorrect. This table shows that the students of National Boarding High School have satisfactory level of proficiency in transformation of grammar because it is more than 50%.

4.2.4 Proficiency of English medium students in grammar as fill in the blanks

The fourth type of question item was to fill in the blanks item. In it five different questions were asked. The responses of the questions are presented in the following way:

Table 18

Blank filling item (Fill in the blanks)

Questions	1		2		3		4		5		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Correct	13	7	13	7	13	7	13	7	13	7	100
Incorrect	0	0	0	0	0	0	0	0	0	0	0
No Response	0	0	0	0	0	0	0	0	0	0	0

Table 18 shows that all the responses of both boys and girls were correct for fill in the blanks items

In total it can be presented in the following way:

Table 19
Blank filling item (Fill in the blanks)

Questions	1	2	3	4	5	Total	Percentage
Correct	20	20	20	20	20	100	100%
Incorrect	0	0	0	0	0	0	0%
No Response	0	0	0	0	0	0	0%

Table 19 shows that all the responses were correct in blank filling item. This table shows that the students of National Boarding High School have very good satisfactory level of proficiency in blanks filling of grammar.

4.3 Summary of Findings

On the basis of analysis and interpretation of the data, the findings of the study has been derived in the following points:

1. The proficiency in English vocabulary of the students of grade five was found satisfactory in total because students of both of the schools scored above 50 percent. But while doing schools-wise analysis, the students of English medium school was found more satisfactory in comparison to Nepali medium school.
2. The students of Nepali medium school were found weak in both grammar and vocabulary than English medium school.
3. The vocabulary proficiency of girls was found better than that of boys.
4. In the matching items girls were found better than boys.
5. In transformation, the boys were found better than girls.
6. In fill in the blanks the achievement of government school students was found to be weaker than that of private school students.

7. The proficiency of English medium school was found better in both grammar and vocabulary.

All the questions of the questionnaire were solved in better way by the students of National Boarding High School than the students of Tungara Basic School.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

This unit mainly includes conclusion and recommendations. The study mainly focused on investigating the students' proficiency of Nepali and English medium students in grammar and vocabulary at basic level. The purpose of the study was to compare proficiency of Nepali and English medium students in grammar and vocabulary at basic level.

5.1 Conclusions

The researcher visited the real field and collected data. The findings of the research will be helpful for other researchers, policy makers and concerned people. The study was limited to the students' proficiency of some grammatical items and some vocabularies used in the English textbook of grade five. The researcher selected two schools of Khairahani Municipality of Chitwan district by using random sampling procedure for data collection. All the students from each group of grade five were selected. The test was administered among all the students. The teaching of the textbook had not been completed at the time of data collection yet. The collected data were analyzed and interpreted using simple statistical tools i.e. mean and percentage.

While comparing the proficiency in grammar and vocabulary the students of government aided school were found weaker than those of the institutional school. It was also found that they were weaker in both grammar and vocabulary. The proficiency of girls was found to be better than that of boys. In the matching items girls were found better than boys whereas in transformation, the boys were found better than girls. Similarly, in fill in the blanks the achievement of government school students was found weaker than institutional school students.

5.2 Recommendations

On the basic of findings, recommendations were made and which have some pedagogical implications.

5.2.1 Policy Level

With the findings of the study, these points can be recommended to the policy makers:

- 1) Vocabulary items should be included in the text in a good way following the ideas of Jeremy Harmer.
- 2) Teacher should pay equal emphasis on all types of grammar and vocabularies.
- 3) Proficiency of grammar and vocabulary items needs to be tested frequently.
- 4) The development of vocabulary repertoire of the learners is very important in learning a language. Learning a language depends for the most on learning vocabulary. How competent a learner is in any language solely depends on how rich vocabulary repertoire he has got. So, vocabulary teaching should be carefully and judiciously prioritized in ELT.
- 5) Grammar is also an integral part of ELT so it should be focused to produce correct and sensible sentences.
- 6) Teaching vocabulary consists not only the meaning of the words but also other aspects like spelling, pronunciation and grammatical information. The meaning has to be contextualized by giving students reading texts. Stories, essays, dramas, where much emphasis has to put on vocabulary items. Time to time refreshment and revision should be maintained. So, the achievement of the vocabulary items has to be tested by conducting weeks tests .

5.2.2 Practice Level

With the help of the study, these points can be recommended to the practice level personalities:

- 1) Teacher should pay equal emphasis on all types of grammar and vocabularies.

- 2) Proficiency of grammar and vocabulary items needs to be tested frequently.
- 3) Repetition should be encouraged through testing. It forces most learners to revise their work and to make a conscious effort at retention of the learnt items.
- 4) As the students of Shree Tungara Basic School were found poor in comparison to another school's students, more practice should be given to them to increase their proficiency level. After testing students' performance, the teacher should pay more attention to the vocabulary and grammar.
- 5) The development of vocabulary repertoire of the learners is very important in learning a language. Learning a language depends for the most on learning vocabulary. How competent a learner is in any language solely depends on how rich vocabulary repertoire he has got. So, vocabulary teaching should be carefully and judiciously prioritized in ELT.
- 6) Grammar is also an integral part of ELT so it should be focused to produce correct and sensible sentences. Teachers should help them by using English language to do so.
- 7) Teaching vocabulary consists not only the meaning of the words but also other aspects like spelling, pronunciation and grammatical information. Teachers and students should be careful about it. The meaning has to be contextualized by giving students reading texts. Stories, essays, dramas, where much emphasis has to put on vocabulary items.
- 8) Time to time refreshment and revision should be maintained. So, the achievement of the vocabulary items has to be tested by conducting weeks tests .
- 9) Grammar is also important in ELT. The findings showed the proficiency of grammar was found satisfactory and therefore, further researchers are suggested to be conducted to find out the cases of their variation.

5.2.3 Further Research Level

Grammar and vocabulary are also important in ELT. The findings showed the proficiency of grammar was found satisfactory in institutional school but not good in government aided school. Therefore, further researchers are suggested to be conducted to find out the cases of their variation. It is based only on two schools of eastern Chitwan. There are many schools and areas of subject matter to be included in the study so other researchers are requested to do further research.

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Appendix-I
Proficiency of Nepali and English Medium Students in
Grammar and Vocabulary
[A study of Basic Level]

School: _____

Student's Name : _____

Roll No.: _____

Class : _____

Time : 20 M.

F.M.: 20

Read the text and do the activities given below:

One day two mothers with two babies came to Solomon. One was living one and the other was dead. Both said, "one baby was killed by accident". Both mothers claimed the living baby. Each said that dead baby belonged to the other. It was difficult to decide whom the living baby belonged to. However, the wise king thought and made a decision. He ordered to cut the living baby into two halves. Each woman was to receive one half, he said.

One of the woman agreed to receive half. The other woman started to weep. She said that the baby must not be killed. She asked to let the other woman take the baby with her rather than cutting it into two halves. King Solomon smiled and said that the weeping woman was the real mother. Then he gave her the living baby and the other was punished.

A: Choose the best answer.

[5]

1. Both mothers _____ the living baby.
i) belonged ii) claimed iii) thought
2. One day _____ mothers with two babies came to Solomon.
i) two ii) three iii) four
3. The king _____ the second mother.
i) punished ii) ordered iii) asked
4. One baby was killed by _____
i) mother ii) fever iii) accident
5. One of the _____ agreed to receive half.
i) men ii) women iii) babies

B. Match the following words with their meanings.

[5]

A

- i) said
- ii) killed
- iii) baby
- iv) difficult
- v) weep

B

- died
- told
- cry
- child
- hard

C. Change the following sentences as directed in brackets.

[5]

- a) Solomon is a good king. (into negative)
- b) She starts to weep. (into simple past)
- c) The king smiled. (into Yes/No question)
- d) The other woman wasn't happy. (into positive)
- e) Mother loves her babies. (into negative)

D. Fill in the blanks.

[5]

- a) One of the women was weeping_____she was the real mother. (but, because, or)
- b) When the king knew the real mother; he _____(smile, smiled, smiles).
- c) Each woman was to_____ one half. (received, receive, receives)
- d) Both mothers wanted to take _____living baby. (a, an, the)
- e) He cut apple _____two halves. (on, in, at)

Thank you for cooperation