

**Strategies Adopted by Tharu Learners in Learning English Vocabulary**

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

**Submitted by  
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Tribhuvan University, Kirtipur,  
Kathmandu, Nepal  
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## Declaration

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

Date:03/07/2024

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## **Dedication**

Dedicated to my entire family members who are the ultimate source of love and inspiration  
for my career path.

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**Shashi Kumari Chaudhary**

## Abstract

Vocabulary learning is a complex process. It is even more difficult in second and foreign language learning scenario. There are different vocabulary learning strategies to improve competence and performance of foreign language learners. This study was carried out to find the vocabulary learning strategies used by Tharu learners of Saptari district and the problems they are facing. Survey research design was used in this study. A set of questionnaire was used as a tool for data collection, which was distributed to 40 secondary level students of Saptari district. The data collected from the questionnaire were analyzed in descriptively. Findings revealed significant challenges for Tharu learners in pronunciation, spelling, and understanding homographs and homophones. They employ mnemonic devices, group study sessions, acronyms, and rhymes. Teachers recommend extensive reading, flashcards, speaking practice, vocabulary diaries, and English media. Students mix Nepali, Hindi, and Tharu in conversations and use diverse reading materials, focusing on word formation. They utilize speaking practice, reading aloud, dictionaries, and mobile apps. Strategies for learning new words include writing sentences, studying spelling, and saying words aloud, with less emphasis on physical actions. Bilingual dictionaries and identifying parts of speech are common, while monolingual dictionaries are less used. Students often seek help from teachers and classmates, focusing on understanding vocabulary in context, influenced by their first language.

This study comprises altogether five chapters. The first chapter is introductory part which includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, second chapter includes the review of theoretical and empirical literature and its implications as well as the conceptual framework. In the same way, third chapter presents with the method and procedures of the study under which design of the study, population, sample and sampling strategy, research tools, data collection procedures, data analysis and interpretation procedures as well as ethical considerations are mentioned. Likewise, fourth chapter comprises analysis and interpretation of results, and summary of findings. Fifth chapter includes conclusion and recommendations. Finally, the references and appendices are included.

## Table of Contents

	<b>Page No.</b>
<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>xi</i>
<i>List of Abbreviations</i>	<i>xii</i>
<b>Chapter I: Introduction</b>	<b>1-5</b>
Background of the Study	1
Statement of the Problem	2
Objectives of the Study	3
Research Questions	3
Rationale of the Study	3
Delimitations of the Study	4
Operational Definition of the Key Terms	4
<b>Chapter II: Review of Related Literature and Conceptual Framework</b>	<b>6-22</b>
Review of Related Theoretical Literature	6
Vocabulary	6
Types of Vocabulary	7
Aspects of Learning a Vocabulary	8
Importance of Vocabulary in Language Learning	8
Language Learning Strategies	10
Classification of Language Learning Strategies	11
Vocabulary Learning Strategies	13
Principles of Vocabulary Teaching and Learning	14
Vocabulary Learning of Second and Foreign Language Learners	15
The Difficulties in Learning Vocabulary	16

The Tharu Language	17
Review of Empirical Literature	18
Implications of the Review for the Study	20
Conceptual Framework	21
<b>Chapter III: Methods and Procedures of the Study</b>	<b>22-25</b>
Design and Method of the Study	22
Population, Sample and Sampling Strategies	22
Sources of Data	23
Primary Source of Data	23
Secondary Sources of Data	23
Data Collection Tools and Techniques	23
Data Collection Procedures	23
Data Analysis and Interpretation Procedures	24
Ethical Considerations	24
<b>Chapter IV: Analysis and interpretation</b>	<b>25-44</b>
Analysis of Data from Closed-Ended Questions	25
Strategies to Learn New Words	25
Determination Strategies	27
Strategies Related to Acquisition of Meaning	30
Practice-Based Activities	32
Vocabulary Learning Strategies of SLA and EFL Learners	33
Problems Faced by Tharu Learners	35
Analysis of Data from Open-ended Questions	37
Problems Encountered in Learning New Words	37
Improving Word Power with Teacher's Suggestions	38
Use of Native Languages in English Speaking	38
Learning New Words from English Books and Magazines	39
Understanding Word Formation and Teacher Support	40
Strategies to Overcome Challenges in Learning English Vocabulary	40
Summary of Findings	41
<b>Chapter V: Conclusions and Recommendations</b>	<b>44-47</b>
Conclusions	44
Recommendations	45

Policy Level Recommendation	45
Practice Level Recommendations	45
Further Research Recommendations	46
<b>References</b>	
<b>Appendix</b>	

**List of Tables**

	<b>Page No.</b>
Table 1: Strategies to Learn New Words	26
Table 2: Determination Strategies	29
Table 3: Strategies Related to Acquisition of Meaning	31
Table 4: Practice-Based Activities	33
Table 5: Vocabulary Learning Strategies of SLA and EFL Learners	35
Table 6: Problems Faced by Tharu Learners	37

**List of Abbreviations**

CBS: Central Bureau of Statistics

CUP: Cambridge University Press

EFL: English as a Foreign Language

SLA : Second Language Acquisition

## **Chapter I**

### **Introduction**

This is the research entitled "Strategies adopted by Tharu Learners in Learning English Vocabulary." This introductory part includes the background of the study, statement of the problem, objectives of the study, research questions, rationale of the study, delimitation of the study and operational definition of the key terms.

### **Background of the Study**

Nepal is a multilingual, multicultural and multiethnic country. According to Central Bureau of Statistics (CBS) report (2011), there are 123 languages spoken as mother tongue by different communities. The people of different language and cultural background not only are different in their own way but are different in the strategy they adopt while learning a second or a foreign language. Among them, the people of Tharu community have also adopted different types of learning strategies while learning English language.

Learning strategies include the intentional actions and thinking processes that learners use during their learning journey. These methods help to make their language learning efforts more fruitful. According to Oxford (1999), as mentioned in Gass and Selinker (2008), learning strategies include the certain habits, processes, or strategies students use in improving their skills in a second or foreign language. Second language learners make use of various methods to share their ideas, feelings, and emotions. These approaches help in learning, remembering, recalling, and using a new language. A key aspect of learning strategy is creating a plan to achieve main goals. Therefore, learning strategies consist of the tasks and activities learners do while learning something new, making their learning process easier yet, more effective. Different scholars discuss different types of strategies, and there is no fixed set of rules. Instead, the effectiveness of strategies depends on how individual learners prefer to learn, which also influences how quickly and successfully they learn.

A strong vocabulary is essential for acquiring language skills as it is a fundamental component of success in any language. According to UR (1996, p.60), vocabulary typically refers to the words within a language, although it can encompass more than just individual words. Thus, familiarity with a wide range of vocabulary in multiple languages enables

effective communication, while insufficient vocabulary knowledge may pose challenges in various communicative scenarios for language learners.

Therefore, Nepali learners who learn English as a foreign language have a variations of learning styles, leading individuals to adopt a variety of strategies. It's crucial to grasp the methods by which foreign language learners, such as Tharu English learners, and how they acquire English vocabulary and the techniques they employ. These strategies may help in understanding and help in the betterment of other EFL learners as well.

### **Statement of the Problem**

Learning vocabulary is a demanding and challenging work for foreign learners of English. To learn vocabulary, students must understand both pronunciation and its meaning in the actual context. Sometimes the length and abstractness of the word as well as the nature of the learner also make a huge impact on the difficulty level in learning vocabulary according to Lessard-Clouston (2013, p.17). Due to their limited vocabulary, students in public schools prefer to talk to each other, in Nepali or their native tongue, even in English class. As a result, learners find it challenging to engage with their classmates and teachers. All of these issues arise as a result of a lack of vocabulary understanding and suitable vocabulary-learning procedures and techniques.

In the case of Tharu learners, the situation is poor. Their mother tongue is different and they have to use Nepali language for communication with their classmates and teachers, which is quite basic. Reading and writing in Nepali is already a tough task, leave alone the accent while speaking, and there is English language where both speaking and writing to pass an exam is a struggle.

This study investigated the learning mechanisms used by Tharu learners to acquire English vocabulary. A fundamental difficulty is the lack of awareness about successful learning techniques and their appropriate use. As a result, the topics addressed in this study focused around the identification of appropriate vocabulary learning techniques used by Tharu students and the difficulties faced by them. Thus, it was critical to investigate the areas of students' difficulties in acquiring English vocabulary and offer solutions to solve these issues. Conducting research in this area was critical for understanding the complexities of acquiring new words and providing targeted solutions to improve learning results. Tharu

learners often find themselves at a similar educational level because many of them attend public schools due to their challenging socio-economic backgrounds and ineffective learning strategies. While all learners apply vocabulary learning strategies, the specific approaches they use can vary. As a member of the Tharu community in Saptari district, the researcher was particularly interested in investigating the English vocabulary learning strategies employed by Tharu learners. Similar research was barely done in my area and with time and technology new strategies and better findings were expected in this research.

### **Objectives of the Study**

The objectives of the study were as follows:

- a. To explore the difficulties faced by Tharu learners while learning vocabulary.
- b. To find out the strategies adopted by Tharu learners in learning English vocabulary.
- c. To suggest some pedagogical implications.

### **Research Questions**

The research questions of this study were as follows:

- a. What are the difficulties faced by Tharu learners while learning vocabulary?
- b. What are the strategies that the Tharu learners of English use while learning English vocabulary items?

### **Rationale of the Study**

Learning vocabulary is an important and a very fundamental idea in language learning. Specially, when one is a non-native speaker, it is a crucial thing to add on their learning list. Among the diverse language communities of Nepal, Tharu learners are different in their own way in terms of cultural and educational backgrounds. But there is not much light in the ways Tharu learners, approach and master English language vocabulary.

Understanding the vocabulary learning processes used by Tharu learners has significant implications for classroom procedures and language learning initiatives in the community. Educators and governments can help Tharu learners' language development by discovering successful ways that suits the needs and preferences. Furthermore, the findings

from this study may be applied to wider conversations about culturally sensitive schooling and diverse educational practices.

This research was directed by appropriate theoretical frameworks in learning and acquiring language' processes, laying a sound platform for empirical exploration. The primary objectives of this research were to examine the various learning techniques used by Tharu learners, investigate their effectiveness in English vocabulary acquisition, and suggest possible areas for improvement in instruction and systems of assistance.

Each research is significant in its own way, teaching important aspects about how to organize and apply efficient language learning methods. This study gives insights to those looking to improve their English vocabulary learning skills. The exploration of new techniques, innovations, experiences and ideas helps to increase knowledge in this area. This study, which investigates the learning techniques used by Tharu learners to grasp English vocabulary, will help secondary students in the Tharu English community. It offers to provide learners with appropriate learning approaches and help them develop their lexical vocabulary. Furthermore, this research is relevant to curriculum planners, textbook authors, content providers, teacher educators, and other stakeholders interested in improving language learning outcomes.

### **Delimitations of the Study**

This study had following limitations.

- a. This study included only Tharu students who studied in secondary level of four public schools of Saptari district.
- b. Similarly, this study was limited only in vocabulary learning strategies.
- c. Only 40 Tharu students were included.
- d. This study was limited to a set of questionnaires with closed-ended questions and open-ended questions as tool of data collection.

### **Operational Definition of the Key Terms**

The operational definitions used in this study are defined as follows:

**Learning Strategies:** This term refers to the particular action, behaviour or technique employed by the learners to make their learning easier, faster, more enjoyable, effective and more transferrable to new situations.

**Vocabulary:** The term vocabulary refers to body of words known to a person used in particular book and subject.

**Tharu Learners:** the students who speak Tharu language as their mother tongue.

## **Chapter II**

### **Review of Related Literature and Conceptual Framework**

This research is concerned with "Strategies adopted by Tharu Learners in Learning English Vocabulary." This part of the research consists of review of the studies as well as their implications to the present study. Moreover, theoretical and conceptual frameworks are also included under this part.

#### **Review of Related Theoretical Literature**

The review of related theoretical literature puts light on the crucial knowledge about the topic that the researchers study. A solid theoretical foundation is required for selecting the best approach, designing a plan, and analyzing data effectively. Learning strategies help the learners to learn vocabulary in systematic and smooth way. The theoretical literature of the study includes following headings: Vocabulary, Types of Vocabulary, Aspects of learning a vocabulary, Importance of Vocabulary in Language Learning, Language learning strategies, Vocabulary learning strategies and, The Tharu Language.

#### ***Vocabulary***

A vocabulary is like a toolbox full with words. These words are composed of several pieces, such as sounds and letters, and they convey meanings that we understand. Consider language to be a home; the structure is like the walls and floors, while the vocabulary is the necessary utilities and furniture that keep the house running.

Harmer (2007, p. 133) explains that vocabulary is important because it gives language life and meaning. It's similar to the key organs that keep the body of language operating. Similarly, Lessard-Clouston (2013, p.9) defines vocabulary as groupings of words or phrases with defined meanings. So having a large vocabulary is necessary for efficient communication.

Acquiring vocabulary, or new words, is an important part of language acquisition. It's like putting together the jigsaw pieces that constitute the basis of knowledge and fluency in a certain language. According to Hornby (2006), as referenced by Maearo (2006), vocabulary includes all terms that an individual is familiar with or actively utilizes in a given linguistic

situation. In essence, each word in a language adds to its huge vocabulary. Thus, the act of acquiring and extending one's vocabulary is essential to mastering a language because it provides learners with the linguistic skills they need for efficient communication and understanding.

Acquiring a new language, boils down to learning its vocabulary. Wallace (1982, p.9) notes the unusual lack of literature focused on the teaching and acquisition of foreign language vocabulary. This is crucial because, as Wallace points out, learning a foreign language is fundamentally dependent on the acquisition and comprehension of its vocabulary. It's as if the essence of understanding and utilizing a foreign language is closely linked to the range and depth of its lexical components. Thus, understanding the complexity of vocabulary acquisition as well as retention is critical for anybody going on the adventure of learning a new language.

Thus, Vocabulary is the foundation of language, unique but strongly connected to its overall structure. The very essence fills the verbal gap, making communication meaningful and full. Without a strong vocabulary, language remains disorganized, lacking the variety and depth necessary for successful expression and understanding. Whether communicating with students, professors, or others in society, a wide range of vocabulary is essential for effective communication. In fact, its importance surpasses that of other language aspects like grammar and sentence structure. While these elements are undoubtedly important, it is vocabulary that allows people to effortlessly and effectively navigate the complex aspects of a language.

### ***Types of Vocabulary***

Vocabulary stands out as the key instrument for language learning, acting as the foundation for students commencing on their journey to master any language. It may be deconstructed and classified using a variety of criteria. Harmer (2007, p. 159) discusses the categorization of language into active and passive categories. Active vocabulary refers to terms that students actively use in both spoken and written forms, therefore establishing themselves as productive vocabulary. If these words are not used on a regular basis, they will eventually become passive vocabulary. Passive vocabulary, on the other hand, refers to terms that students may identify and grasp in context, notably during listening or reading exercises, but fail to incorporate into their own spoken language. This form of language is sometimes referred to as receptive.

### *Aspects of Learning a Vocabulary*

Vocabulary is the essential building block of language, representing its core essence. As a result, it is critical for students to explore diverse aspects of vocabulary when learning new terms. These elements include knowing the meaning of words, investigating how words are generated, understanding their usage in context, and recognizing their grammatical roles within sentences. By exploring these many components of vocabulary, students develop a thorough grasp of how words function within the context of a language. As Harmer(2007, pp. 231-233) mentions, there are four main aspects of learning vocabulary which are:

**Word Formation.** Spelling, pronunciation, suffixes, and prefixes are all studied during word creation. It is the process of creating new words by combining or modifying affixes and other linguistic elements.

**Word Meaning.** Understanding word meaning is an essential part of vocabulary. Many words carry multiple meanings when studied separately, and the context in which a word is regularly employed determines its specific meaning. Understanding the complexities of word meaning requires consideration for context and use.

**Word Use.** Words can be used in several ways, including metaphor, idiom, collocation, style, and register, in addition to their literal meaning. Harmer (1991) proposes that the meaning of a word may be transformed, expanded, or restricted depending on how it is used, emphasizing the significance of recognizing different use contexts.

**Word Grammar.** Knowing the grammatical characteristics of words is important for vocabulary acquisition. Students must understand the many grammatical structures related with words, such as their role in sentence building, agreement with other parts, and the differences between countable and uncountable nouns. This awareness allows students to understand the syntactic patterns and grammatical details built into language use.

### *Importance of Vocabulary in Language Learning*

Language has enormous power, capable of influencing and changing cultures. A diverse vocabulary is essential for efficient communication across society and various categories. Wilking (1972, p.11) correctly points out that, while grammar is necessary for language structure, vocabulary is essential for showing meaning. The structural

characteristics of language are critical when instructing and obtaining vocabulary. However, vocabulary allows us to develop meaningful structures inside a language, highlighting its importance.

Lexis, or vocabulary, is at the center of language (p.89). As students aspire for greater proficiency and expressiveness in English, the acquisition and development of a useful vocabulary becomes increasingly important. By broadening their vocabulary, students improve their capacity to convey thoughts and ideas effectively, improving their command of the language and promoting meaningful conversation. Schmitt (1997) emphasizes the importance of vocabulary learning, claiming that it is one of the most critical components of second or foreign language acquisition. Without a question, vocabulary is a foundational component of language acquisition, essential for expressing complex thoughts and ideas. Vocabulary proficiency is essential since it allows people to communicate effectively and accurately in any language.

When people struggle to express themselves effectively while listening, speaking, reading, or writing in the language they are trying to learn, they realize how important a large vocabulary is. Many people feel frustrated because they don't have access to the words they need to communicate effectively. It is clear that vocabulary depth has a significant effect on one's capacity to communicate properly. Vocabulary proficiency is a critical component of language competency, heavily impacting learners' abilities in speaking, listening, reading, and writing. Students frequently fail to achieve their full potential in language performance due to insufficient vocabulary size and inadequate vocabulary growth options. According to Richard and Renandya (2008, p. 255), this deficiency may result in frustration and disappointment with their language learning prospects.

Therefore, communicating effectively is dependent on the breadth and depth of one's linguistic knowledge. Language learners with a strong vocabulary are more likely to succeed in communication attempts. Thus, developing a rich vocabulary emerges as an essential component of language development, paving the path for improved linguistic ability and meaningful engagement.

### *Language Learning Strategies*

The term "strategy" comes from the ancient Greek word "strategia," which refers to planned processes or acts taken to achieve success. In simple terms, a strategy is a well-planned course of action designed primarily to achieve a specified objective. It represents a methodical and detailed approach, frequently compared to a program or blueprint. In the context of language acquisition, strategies are essential instruments for active, self-directed growth, notably in the improvement of communication skills in a second language.

Learning strategies are the many actions and tactics used by individual learners to improve their learning experiences. Oxford (1989) defines learning strategies as behaviors or acts used by students to make language learning more successful, self-directed, and pleasant. Similarly, Brown (1994) indicates that learning techniques are largely concerned with the receptive domain of language acquisition, which includes processes such as intake, memory, storage, and recall.

It is vital to remember that there is not a universal approach to learning methods; their selection and execution are determined by the learners' preferences and the individual learning context. According to Rubin (1987, p.22), learning methods play an important role in structuring the language systems that learners develop, hence directly impacting the learning process. Thus, knowing and implementing effective learning techniques is critical for maximizing developing language skills and proficiency.

Chamot (1987) defines learning strategies as intentional acts made by pupils to assist with the learning and retention of linguistic and contextual knowledge. In short, learning techniques are specialized methods used by learners to speed up and simplify the learning process. Learners use a variety of activities and approaches to enhance their learning experiences. These activities can consist of a variety of characteristics or behaviors that learners display during the process of learning, reflecting their personal preferences and methods towards learning.

In sum, learning strategies are a set of purposeful acts aimed at enhancing learning outcomes, making the learner's journey to knowledge learning smoother and more efficient overall.

### *Classification of Language Learning Strategies*

Different researchers defined learning techniques in various ways. According to Oxford (1990), there are two basic types of language acquisition techniques: direct and indirect strategies. The comprehensive classification of Oxford (1990) is as follows.

**Direct Strategies.** Direct techniques entail active interaction with the target language, which necessitates mental analysis of the language's contents. They include memory, cognition, and compensatory techniques, each providing a unique role as outlined below:

**Memory Strategies.** Memory methods help learners store and retrieve knowledge required for effective communication. Techniques such as word grouping, visual imagery, rhyming creation, and organized review aid learners in remembering vocabulary and language structures for future usage.

**Cognitive Strategies.** Cognitive techniques enable learners to understand and create new language patterns. These tactics make it easier to practice, receive, and send communications in the intended language. To improve their language abilities, learners use cognitive methods such as reasoning, analyzing, summarizing, and arranging verbal input and output.

**Compensation Strategies.** Compensation techniques act as adaptive approaches to overcome knowledge gaps and improve communication despite poor expertise. Learners use these tactics to overcome obstacles and compensate for their lack of knowledge. Examples include interpreting meaning from context during listening and reading activities, using synonyms when exact terminology is unavailable, and using gestures to express meaning when words are insufficient. These tactics help learners handle communication issues while maintaining proficiency in the target language.

**Indirect Strategies.** Indirect strategies help learners organize, evaluate, reduce fear, self-encouragement, cooperate with others, and do other helpful acts, hence indirectly supporting language learning. These techniques fall into three categories: meta-cognitive, affective, and social strategies, each of which contributes to the overall language acquisition process, as explained below.

**Meta-cognitive Techniques.** Meta-cognitive techniques allow learners to take charge of their own learning by organizing, planning, and assessing their progress. By reflecting on the ways they learn and creating goals, students improve their capacity to handle their learning more effectively and efficiently.

**Affective Methods.** Affective strategies help learners manage how they feel, attitudes, motivation, and beliefs around learning another language. Learners can get past obstacles and remain motivated about picking up a language by building a positive mentality, encouraging intrinsic motivation, and creating a favorable learning environment.

**Social Techniques.** Social techniques promote interaction with others, particularly native speakers, in order to improve language learning. These tactics include collaborative activities including interacting with classmates, obtaining help from teachers or skilled speakers, and participating in group discussions or language exchange activities. Engaging in social activities may help learners enhance their communication skills, cultural knowledge, and overall language proficiency.

In the same way, according to O'Malley and Chamot(1990) language learning strategies are categorized into three main sub-categories. They are given below:

**Meta-cognitive Strategies.**Metacognitive strategies include tasks such as planning, reflecting on the learning process, self-monitoring, and assessment. Learners monitor their own language output and understanding, as well as analyze their learning results after an activity. These methods allow students to take charge of their learning experience by establishing objectives, commenting on their progress, and altering their approach as needed.

**Socio-affective Strategies.**Socio-affective strategies refer to how learners connect with one another during the language the development process. These tactics encourage collaborative learning experiences and social engagement among learners. They include activities that create a supportive and interesting learning environment, as well as opportunities for practice and contact with peers. Socio-affective techniques highlight the value of social facilitation and interaction with others as essential components of language learning.

**Cognitive Strategies.** Cognitive strategies include mental processes that are explicitly applied throughout the learning process. These strategies are more task-oriented and target specific learning objectives. Examples include repetition, summarization, translation, grouping, note-taking, deduction, recombination, visualization, auditory representation, and knowledge transmission. Cognitive methods allow learners to actively engage with learning materials, improve understanding, and aid in the memory of linguistic knowledge by utilizing multiple cognitive processes.

### ***Vocabulary Learning Strategies***

Vocabulary learning methods are deliberate acts and cognitive processes used by learners to accelerate the acquisition of a second or foreign language. These techniques, which are often regarded as an aspect of language learning strategies, are used as a special instructional tool to improve independent vocabulary learning. They include both explicit and implicit approaches to word acquisition, providing students with the abilities they need to independently develop their vocabulary range. According to Nation (2001, p. 217), vocabulary learning techniques are a component of language learning strategies, which are thus a component of general learning strategies. This multilevel connection emphasizes the interrelationships of various learning processes, as well as the critical role that vocabulary acquisition plays in the broader picture of language learning. Learners can improve their language acquisition efforts by using effective vocabulary learning tools to create a strong vocabulary base required for communication and understanding.

Various scholars have developed different classifications of vocabulary learning strategies. Among them according to Schmitt (1997) categorizes vocabulary learning strategies into two groups.

**Strategies for Discovery of New Word's Meaning.** These strategies are about the new learners facing new vocabularies.

***Determination Strategies.*** According to Schmitt, determination tactics are utilized when students are faced with acquiring new words' meanings without access to other people's experiences. For example, examine parts of speech, affixes, and roots or accessible imagery, gestures, assume meaning from textual interaction, and consult a dictionary.

***Social Strategies(for discovery)***.Social techniques assist students in learning unfamiliar terms and gathering information, such as asking teachers or peers for synonyms, paraphrasing or translating a new word into their own language for meaning.

**Consolidation Strategies**.Strategies for consolidating a word once it has been encountered.These are focused on the words already faced.

***CognitiveStrategies***.There are memory-related tactics, but they are not focused on mental processing. These tactics include writing, repetition, vocal repetition, word lists, and so on.

***Memory Strategies***.Memory techniques tie the term to the learner's past personal experiences. Connect the term to its synonyms and antonyms, suppose the word's meaning, utilize the keyword technique, and examine a word's spelling.

***Social Strategies (for consolidation)***.Learners use social techniques to interact with others in society. It is also an interactive learning method in which, students study and practice the meaning of new words. Such as interacting with a native speaker.

***Meta-cognitiveStrategies***.Meta-cognitive techniques include planning, thinking about learning, and controlling or evaluating their own learning. Such techniques include the use of English media, music, and movies, with others.

### ***Principles of Vocabulary Teaching and Learning***

Since vocabulary learning are not just about learning individual words, Richard and Renandya (2008, 259-264) suggest that vocabulary instruction and learning are guided by following set of principles:

**Opportunity for Incidental Learning**.Following basic language teaching, most of the vocabulary is learned indirectly through exposure to various texts and listening exercises. To expand their vocabulary, language learners must be exposed to a variety of situations like these. Regular reading and listening sessions give chances for students to meet new words, particularly those that are often repeated.

**Collecting and Knowing the Necessary Vocabulary.**Increasing one's vocabulary to include 2,000 to 3,000 words might help you get a solid comprehension of a language. However, academics disagree on the appropriate vocabulary size for competency.

**Opportunity for Developing Fluency and Accuracy.** Familiarity with previously learned terms helps speed up the process of learning new vocabulary. This familiarity with established words is critical for improving fluency and accuracy in language learning.

**Opportunity for Intentional Learning.**While accidental learning may be appropriate for established learners, beginners might benefit from purposeful vocabulary acquisition to expand their word knowledge. This intentional technique focuses on pronunciation, semantics, repetition, understanding components of speech, and recognizing word relationships. Using resources like word cards or participating in vocabulary games can be very helpful ways for beginners looking to consciously enhance their vocabulary.

**Independent Learning through Guessing.**Guessing based on context might be tough, but it is beneficial for autonomous learners. If they have a 3000-word vocabulary and know 19/20 terms in context, the guessing game may be more efficient. Therefore, learners should be given the opportunity.

**Opportunity for Students to Use Dictionary.**There may be several kinds of dictionaries that are popular in the market at different times; regardless of which type is available, teaching learners how to use them will benefit their vocabulary training. Bilingual dictionaries have proven a considerable improvement in second language acquisition through mother tongue. Using electronic dictionaries may be quite useful at times.

### ***Vocabulary Learning of Second and Foreign Language Learners***

Gass and Selinker (2008) have presented some ideas about the vocabulary competence and performance of learners of a language by others than the native speakers. Some of the concepts are mentioned below:

**Receptive knowledge.** According to Nation (2001, p.27) as mentioned in Gass and selinker (2008, p. 451), to have knowledge of word means that the learner should be able to know the correct form (written/ spoken), meaning (general/specific) and use (grammar/function/ synonym/antonym).

**Productive knowledge.** Productive knowledge on the other hand include pronunciation, spelling, differences in meaning, grammatical restrictions and so on.

**Mother tongue influence.** According to Gass and Selinker, like every other aspect of language learning vocabulary is also affected by first language. Sometimes, given second language word has a different first language words, varying from learner to learner.

**Incidental vocabulary learning.** In this type of learning, learners focus on the meaning than just focusing on memorizing new words.

Incremental vocabulary learning. This type of vocabulary learning believes that knowledge of vocabulary does not build suddenly. Like if we find a new word in our mother-tongue that we do not know the meaning of. Then, we try to search it. See where it is used or check on a dictionary. So it is not an instant process but a repetitive process.

### ***The Difficulties in Learning Vocabulary***

Despite seeming simple, acquiring vocabulary is an essential component of learning a language. In actuality, it is just as challenging as other aspects of language acquisition, particularly when a particular level of language learning is the focus. It required time to learn vocabulary because it is nearly impossible to become familiar with all English terms quickly. Additionally, it takes repetitions, which some individuals find challenging, to build vocabulary.

For the process of learning vocabulary itself, students face some difficulties. Thornbury (2002, p. 27) explains that there are factors that make vocabulary is difficult to be studied. Those are:

**Pronunciation.** Research shows that the words that are difficult to be pronounced is difficult to be learned.

**Spelling.** The mismatch of vocabulary will cause an error in pronunciation in learning vocabulary difficult to understand.

**Grammar.** Grammar is considered difficult as it determines the meaning of sentence. Because wrong grammar leads to misunderstanding students should aware about using

grammar, on the other hand they should not confuse themselves from it, because what important is they know how to state their thought.

**Length and Complexity.** It is not the long and short word thing but the high frequency words and the ones with more syllables are found to be tough.

*Meaning.* Two words with similar meaning can be a reason of confusion for new learners.

**Range, Connotation and Idiomaticity.** The words that are used in variety of contexts. Multiple words with similar meaning but used in different contexts (like: the words slim, thin or skinny and where to use them?), Also the words that have idiomatic meaning than the direct ones; these types of words are also difficult to learn.

### *The Tharu Language*

The Tharu people are thought to have moved from the Thar Desert to Nepal's far western Terai area. They are acknowledged as an indigenous tribe in Nepal, making up a sizable proportion of the population. According to the 2011 Census Report, Nepal's Tharu population was 1,737,470, accounting for roughly 6.6% of the overall population of 26,494,504. The Tharu group is predominantly Hindu and speaks the Tharu language, which is the mother tongue of around 6.5% of Nepal's population.

The Tharu people inhabit in a variety of areas across Nepal, including the far-western, mid-western, eastern, and inner Terai regions. They rely mainly on agriculture for a living. They have a unique culture, habits, and language that distinguishes them from other ethnic groups. The Tharu people speak a language called Tharu language. It has different versions depending on the region, like Morangia Tharu, Saptariya/Kochila Tharu, and others. Tharu people live in the Terai and inner Terai regions of Nepal, from Jhapa district to Kanchanpur district, according to the CBS report.. The main districts where Tharu language is spoken are Jhapa, Sunsari, Udayapur, Saptari, Siraha, Sarlahi, Rautahat, Bara, Chitwan, Nawalparasi, Rupandehi, Kapilastu, Dang, Banke, Bardiya, Surkhet, Kailali, and Kanchanpur. Kailali, Dang, and Sunsari have the most speakers of Tharu language, with 249,552, 138,988, and 977,680 mother tongue speakers respectively.

Tharu is a language from the Indo-Aryan branch of the wider Indo-European language family. Its actual origin is difficult to trace. Pokhrel (2050, p.9) indicates that it belongs to the

'Ardhamagadhi' branch of Indo-Aryan languages. Bandhu (2052, p.12) contends that it evolved from 'Magadhi Prakrit' inside the Prachya Sanskrit of Indo-European languages. Similarly, Yadav (2003, p.9) puts the Tharu language in the Eastern and Central groups of the Indo-Aryan language family.

### **Review of Empirical Literature**

In order to develop the insights in learning vocabulary, I have reviewed different research works related with my research topic which are listed below:

Bhandari (2010) completed a thesis titled "Strategies Adopted by Grade Eleven Students in Learning English Vocabulary." This study sought to investigate the approaches used by grade eleven students to learn English vocabulary from their required English textbooks. The researcher gathered information from students at five specifically chosen higher secondary schools in the Kathmandu Valley. The overall sample group was 100 students, with 20 males and 10 girls from each school chosen using a simple random selection method. The researcher collected data at each school over five days using a questionnaire as the primary method. The study found that the most popular vocabulary acquisition strategies were writing exercise, contacting teachers for translations into Nepali, keeping a dictionary, and learning words by definition. In contrast, the least popular options were using the internet for English language materials, testing vocabulary with parents, and listening to English language radio.

Yadav(2010) conducted a study titled "Learning strategies used by Maithili Learners of English at higher secondary level." The aim was to explore the learning strategies employed by Maithili speakers studying English at the higher secondary level. Yadav employed a simple random sampling method to select 100 Maithili native speakers from five colleges in the Dhanusha district. Data was collected using a combination of a questionnaire and structured interview schedule. The findings indicated a strong inclination among Maithili learners towards utilizing meta-cognitive strategies, such as engagement in speech, debate contests, and essay competitions, to enhance their English language proficiency.

Khadka (2011) conducted research called "Techniques of Teaching English Vocabulary at the Primary Level." This study sought to determine the teaching tactics used by primary-level English teachers. The research tool was an observational checklist, using a

purposive non-random sampling technique. Khadka chose 30 primary-level instructors for the research. The data found that the majority of teachers read vocabulary terms aloud and explained them in Nepali. Only a few teachers used strategies like games, motions, minimum pairings, facial gestures, and other approaches.

Tharu (2017) carried out a research study on “Learning strategies adopted by Tharu learners at secondary level”. His main objectives were to identify the learners strategies used by Tharu learners at secondary level and to suggest some pedagogical implications for the improvement of teaching – learning process. He selected forty Tharu students as sample population from different five secondary level government schools of Banke district through the use of simple random sampling procedure. He used a set of close-ended questionnaires as a tool for data collection. He found that all kinds of strategies such as cognitive, meta-cognitive, and socio affective strategies were used by the Tharu students, but among those, cognitive strategies were used much by the Tharu students. However, socio-affective was only used in smaller extent compared to others.

Chaudhary (2022) has conducted a study entitled “Factors Affecting to Tharu Learner in Learning English”. Exploring the complexities of second or foreign language acquisition, especially concerning English learning for Tharu learners, this study aimed to investigate and analyze the underlying factors influencing the process. Employing a descriptive qualitative approach, the research focused on four Tharu learners of English from Kailali district. Data collection involved conducting interviews with the selected learners, and the collected data were analyzed using a descriptive qualitative method. The findings of the study revealed that learning English as a foreign language for Tharu learners is influenced by several factors. These factors, as elucidated from the data, include cultural disparities, language divergence and interference, power dynamics, familial background, teachers' biased behaviors, and students' levels of interest.

Subba (2023) also conducted a study titled “Strategies Adopted by Limbu Students in Learning English Vocabulary” which was done in phenomenological research approach. The research aimed to investigate the learning strategies employed by Limbu students in acquiring English vocabulary. To achieve this objective, six elementary-level students from the Limbu community attending community schools were purposively selected as the sample. Data collection involved conducting in-depth interviews through casual conversations with the selected participants. Subsequently, the collected data were organized into seven thematic

categories and analyzed using thematic analysis. These themes encompassed vocabulary learning through discussion, motivation, rewards and encouragement, memorization, visual aids such as pictures, guessing, and translation. Despite the strengths identified, the study also revealed challenges such as a lack of appropriate teaching materials, time constraints, and irregular attendance among students.

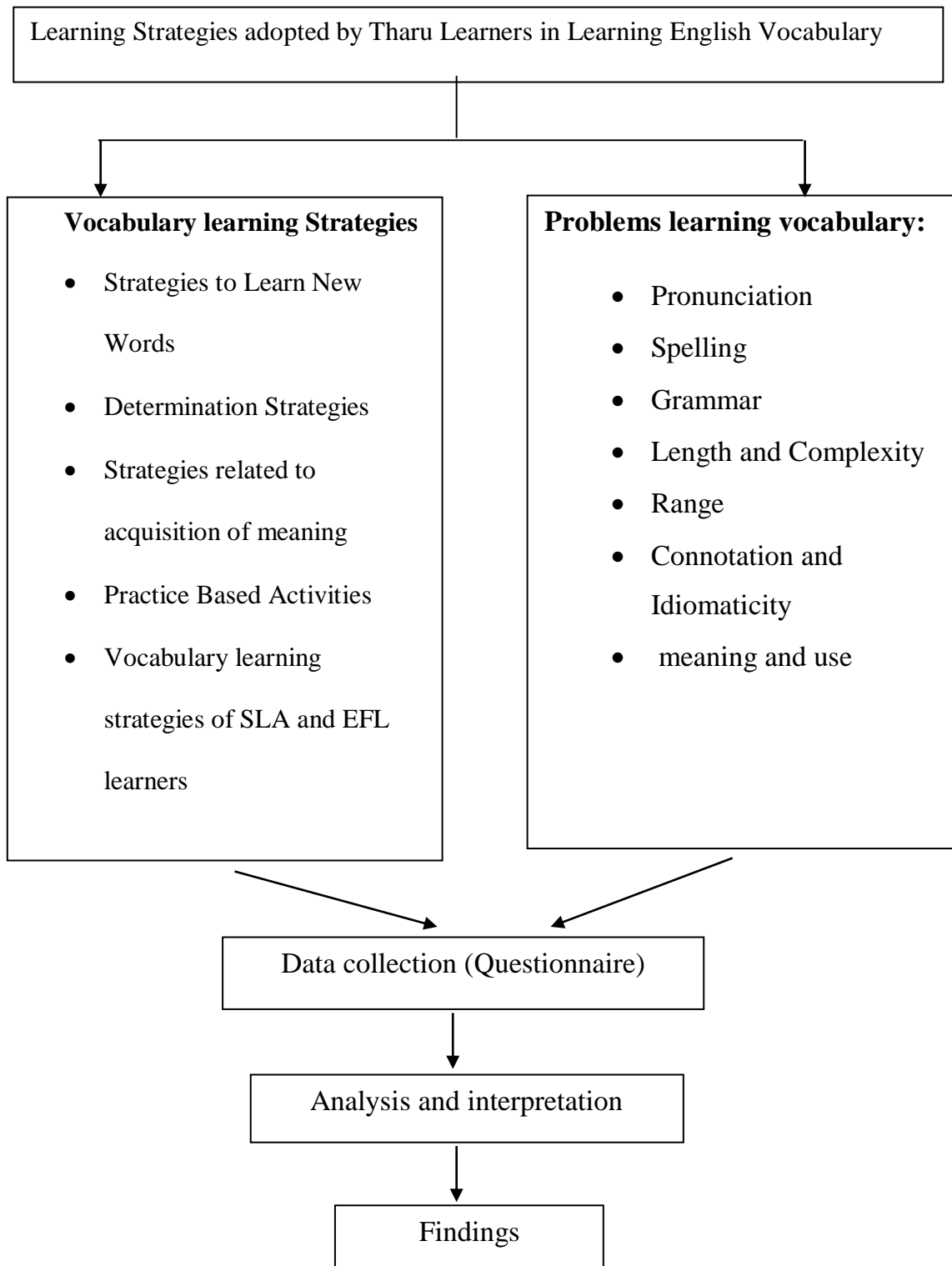
In conclusion, most of the above researches are focused on different aspects of vocabulary like types, techniques and strategies of learning vocabulary and problem faced by vocabulary learners. But very little researches are done focusing on the strategies used by Tharu learners than on the other communities of EFL learners of Nepal, in recent years. One research mentioned above of Chaudhary (2022) focuses on the problems faced by Tharu community, which hovers around socio-economic and linguistic aspects. The research by Tharu (2017) is quite similar one, but it is quite old and is done in Banke district which is a developed place near big cities of western Nepal. Other than that, with all the new development in technology, internet and learning resources this research is quite relevant and necessary in today's time.

### **Implications of the Review for the Study**

In the process of conducting this research I reviewed different previous study which is related my study. Those research works have been carried out with different objective methodology and research questions and in different situation. So after reviewing all those research work. I get lots of ideas for fulfill my study. Moreover, literature review will help us to gain the theoretical and practical knowledge from the previous literature such as Bhandari (2010) ,Yadav (2010), Khadka (2011) and Subba (2023) helped me understand what other indigenous communities of Nepal are struggling with EFL vocabulary and Chaudhary (2022) showed me the overall bigger picture of problems faced by Tharu language learners in learning English. These works will help me to conduct the present study successfully. To sum up, my study will be different and new but related above mentioned studies and other research works.

## Conceptual Framework

This study "Learning Strategies Adopted by Tharu Learners in Learning English Vocabulary" based on following conceptual framework.



## **Chapter III**

### **Methods and Procedures of the Study**

This part deals with all the methodological foundation of this study as design of the study. Population of the study, sample size, sampling procedure, and data collection tools. This includes all the procedures that are necessary to collect data as well as to analyze them.

#### **Design and Method of the Study**

I applied survey design as the research design in my study. Survey design is the most popular design of research in social science and also in the field of education. Even the large-scale researchers, where huge population is required to be included in the research tend to choose survey design.

Hutton (1990) defines survey research as a way of acquiring information by posing a series of predetermined questions to a group of individuals. These questions are grouped into a structured questionnaire and presented in a precise order to ensure that they cover a bigger population.

Similarly, Creswell (2002, p. 174) describes survey design as the process of developing a well-thought-out strategy for gathering quantitative data on trends, attitudes, or perspectives within a certain community. Researchers often analyze a smaller, representative sample rather than the entire population. By surveying this segment, researchers can get insights and trends that mirror the whole population's attitudes or habits. In essence, survey design is a systematic method for understanding a group's opinions and features through planned data collecting and analysis. My research also intended to explore the learning strategies adopted by Tharu students in large number. Therefore, survey design fitted best for this type of research

#### **Population, Sample and Sampling Strategies**

The population targeted for this study was English students of grade nine and ten who are native speakers of the Tharu language within the community schools of Saptari district. Given the challenges associated with collecting data from the entire population, a sample of 40 students were selected from four community schools. To achieve this, the researcher

selected four community schools purposively and employed quota sampling to select the Tharu students within those schools.

### **Sources of Data**

The aim of this research, conducted by the researcher, was to investigate vocabulary learning strategies employed by Tharu learners of English within the community schools of Saptari district .

#### ***Primary Source of Data***

The primary source of data were the students at secondary level of Saptari district, who speak Tharu language as their mother tongue. The first-hand data was gathered through questionnaire with the students.

#### ***Secondary Sources of Data***

The secondary sources of data were related books, thesis, journals, articles, and different websites. A few of them are: Creswell (2002), Nunan(1992), Harmer (2007), Hutton (1990), etc.

### **Data Collection Tools and Techniques**

The researcher utilized a set of questionnaires as the primary data collection tool. Open and closed-ended questions were employed to assess the frequency of vocabulary learning strategies utilized by Tharu learners of English. Participants were asked to select one option from a list of possible answers provided in the questionnaire.

### **Data Collection Procedures**

Following the creation of the tools of the study, the researcher visited four secondary-level community schools in the Saptari district. Upon arrival, attempts were made to build rapport with the principals, instructors, and students. The researcher then presented a detailed explanation of the study's aims, request consent, and confer with English teachers and Tharu language students. Quota sampling strategy was used to choose only pupils whose mother tongue is Tharu as responders. The questionnaires were subsequently be given to these

individuals. Following data collection, the researcher thanked the school community for their assistance.

### **Data Analysis and Interpretation Procedures**

In this study, the researcher interpreted and analyzed the data by using statically tools such as percentage and table. The data was analyzed and interpreted analytically and descriptively.

### **Ethical Considerations**

In this study, ethical considerations have been carefully addressed. Firstly, establishing a respectful and trusting relationship with the Tharu students was prioritized to ensure they felt comfortable sharing their experiences. Each student's contributions were valued and acknowledged with sincerity, reflecting their importance to the research. Participation in the study was entirely voluntary, with no coercion involved, respecting the students' autonomy and freedom of choice. Proper attribution was given to previous research that informed this study, honoring the contributions of other scholars. Privacy and confidentiality measures were strictly maintained to protect the identity and personal information of participants, ensuring their safety and trust throughout the research process. These ethical considerations were integral to conducting this study responsibly and ethically, upholding the integrity of the research and the well-being of the participants.

## Chapter IV

### Analysis and interpretation

This chapter focuses on analyzing and interpreting the collected data. The statistical data from the questionnaire, which included both closed-ended and open-ended questions, was systematically analyzed. The data was organized, presented, and logically examined under various themes. Subsequently, the findings were derived from this analysis.

#### Analysis of Data from Closed-Ended Questions

According to the data acquired from the closed-ended questions of the questionnaires following themes were created:

#### *Strategies to Learn New Words*

Learning vocabulary does not just mean just rushing for words and meanings. This theme of the research analysis deals with how learners deal, when they first encounter a word that they do not know the meaning of.

**Table 1**  
**Strategies to Learn New Words**

S.N.	Strategies to Learn New Words	Always		Usually		Sometimes		Seldom		Never	
		Count	%	Count	%	Count	%	Count	%	Count	%
1.	Write new words in sentences to remember them	5	12.5	8	20	12	30	10	25	5	12.5
2.	Study spelling of new words	6	15	7	17.5	13	32.5	9	22.5	5	12.5
3.	Use physical action when learning words	4	10	6	15	11	27.5	13	32.5	6	15
4.	Say words out loud when studying	5	12.5	9	22.5	14	35	8	20	4	10
5.	Learn new words by associating with pictures	7	17.5	10	25	12	30	8	20	3	7.5
6.	Relate new words to personal experiences	6	15	8	20	13	32.5	10	25	3	7.5
7.	Connect word to synonyms and antonyms	5	12.5	9	22.5	15	37.5	7	17.5	4	10
8.	Study the sound of the word	4	10	8	20	16	40	8	20	4	10
9.	Paraphrase the word's meaning	5	12.5	7	17.5	14	35	10	25	4	10

According to the data from Table 1 above, the first item involves writing new words in sentences to remember them. The data shows that 12.5% of respondents always write new words in sentences, while 20% usually do. A significant 30% sometimes use this strategy, whereas 25% seldom do, and 12.5% never do. This indicates that a highest number of respondents utilize this strategy sometimes and usually.

Similarly, the second item relates to studying the spelling of new words. The table indicates that 15% of respondents always study spelling, and 17.5% usually do. A notable 32.5% sometimes study spelling, while 22.5% seldom do, and 12.5% never do. It shows that a considerable number of respondents occasionally and usually engage in this strategy.

Likewise, the third item involves using physical action when learning words. It is observed that 10% of respondents always use physical action, while 15% usually do. 27.5% sometimes use this strategy, and 32.5% seldom do. A significant 15% of the students never use physical action when learning words.

Similarly, the fourth item concerns saying words out loud when studying. The data reveals that 12.5% of respondents always say words out loud, while 22.5% usually do. 35% sometimes say words out loud, whereas 20% seldom do, and 10% never do. This suggests that a substantial number of respondents occasionally and usually employ this strategy.

Likewise, the fifth item focuses on learning new words by associating them with pictures. It is noted that 17.5% of respondents always learn this way, while 25% usually do. 30% sometimes associate new words with pictures, whereas 20% seldom do, and 7.5% never do. This indicates that a significant portion of respondents occasionally and usually learn new words through visual association.

Similarly, the sixth item relates to relating new words to personal experiences. The data shows that 15% of respondents always relate new words to personal experiences, while 20% usually do. A big percent, 32.5% sometimes use this strategy, whereas 25% seldom do, and 7.5% never do. This suggests that a considerable number of respondents occasionally and usually relate new words to personal experiences.

Likewise, the seventh item involves connecting words to synonyms and antonyms. It is observed that 12.5% of respondents always connect words to synonyms and antonyms,

while 22.5% usually do. 37.5% sometimes make these connections, whereas 17.5% seldom do, and 10% never do. This indicates that a significant portion of respondents occasionally and usually make these connections.

Similarly, the eighth item concerns studying the sound of the word. The table indicates that 10% of respondents always study the sound of the word, and 20% usually do. A substantial 40% sometimes study the sound of the word, whereas 20% seldom do, and 10% never do. This suggests that a considerable number of respondents occasionally and usually engage in this strategy.

Likewise, the ninth item focuses on paraphrasing the word's meaning. It is noted that 12.5% of respondents always paraphrase the word's meaning, while 17.5% usually do. 35% sometimes paraphrase the word's meaning, whereas 25% seldom do, and 10% never do. This indicates that a significant portion of respondents occasionally and usually paraphrase the word's meaning.

In conclusion, the above discussion reveals varied approaches among Tharu students from the Saptari district of Nepal, in learning new vocabulary. Strategies such as writing new words in sentences, studying spelling, and using personal experiences to relate to words are commonly employed, with a notable preference for occasional and usual utilization rather than consistent or rare engagement. These findings show the diverse methods students employ to enhance their vocabulary acquisition, reflecting a mix of active and contextual learning strategies. Understanding these preferences provides valuable insights for educators aiming to support effective vocabulary instruction useful to the needs of diverse learners.

### ***Determination Strategies***

Determination Strategies are one among the different vocabulary learning strategies where a learner tries to find the meaning of a new word without interacting with other people. Like by using a bilingual dictionary or searching for prefix/suffix and so on.

**Table 2**  
**Determination Strategies**

SN	Determination Strategies	Always		Usually		Sometimes		Seldom		Never	
		Count	%	Count	%	Count	%	Count	%	Count	%
1.	Use a bilingual dictionary to translate English words into Tharu language	8	20	10	25	11	27.5	7	17.5	4	10
2.	Use pictures illustrated in the textbook to find the word meaning	6	15	12	30	13	32.5	6	15	3	7.5
3.	Learn the meaning of words by identifying their parts of speech	5	12.5	9	22.5	14	35	8	20	4	10
4.	Use a monolingual dictionary to learn English vocabulary	4	10	6	15	12	30	11	27.5	7	17.5
5.	Use word lists prepared by our teacher	5	12.5	10	25	14	35	6	15	5	12.5
6.	Learn new words by guessing from textual context	6	15	8	20	13	32.5	9	22.5	4	10
7.	Analyze available pictures or gestures to know the meaning of new words	7	17.5	11	27.5	12	30	6	15	4	10
8.	Use flashcards to learn new words in Tharu language	4	10	7	17.5	14	35	9	22.5	6	15

According to the data from Table 2 above, the first item relates to using a bilingual dictionary to translate English words into Tharu language. It is evident that 20% of respondents always use this strategy, while 25% usually do. 27.5% sometimes use a bilingual dictionary, whereas 17.5% seldom do, and 10% never do. This indicates a significant preference among respondents for occasionally and usually employing bilingual dictionaries to help in vocabulary acquisition.

Similarly, the second item involves using pictures illustrated in the textbook to find the word meaning. The data reveals that 15% of respondents always use this method, while 30% usually do. A substantial 32.5% sometimes use pictures, whereas 15% seldom do, and 7.5% never do. This suggests that a considerable number of respondents occasionally and usually rely on visual aids such as textbook illustrations to understand word meanings.

Likewise, the third item relates to learning the meaning of words by identifying their parts of speech. It is observed that 12.5% of respondents always identify parts of speech, while 22.5% usually do. 35% sometimes employ this strategy, whereas 20% seldom do, and

10% never do. This indicates that a significant portion of respondents occasionally and usually engage in identifying parts of speech to comprehend word meanings.

Similarly, the fourth item concerns using a monolingual dictionary to learn English vocabulary. The table indicates that 10% of respondents always use a monolingual dictionary, and 15% usually do. A notable 30% sometimes use this tool, whereas 27.5% seldom do, and 17.5% never do. This suggests that a considerable number of respondents occasionally and usually utilize monolingual dictionaries for vocabulary learning.

Likewise, the fifth item focuses on using word lists prepared by the teacher. It is noted that 12.5% of respondents always use word lists, while 25% usually do. 35% sometimes use these lists, whereas 15% seldom do, and 12.5% never do. This indicates that a significant portion of respondents occasionally and usually rely on teacher-prepared word lists for vocabulary enhancement.

Sixth item involves learning new words by guessing from textual context. It is observed that 15% of respondents always use this strategy, while 20% usually do. 32.5% sometimes guess from textual context, whereas 22.5% seldom do, and 10% never do. This suggests that a considerable number of respondents occasionally and usually rely on contextual clues to learn new vocabulary.

Similarly, the seventh item pertains to analyzing available pictures or gestures to understand the meaning of new words. The data reveals that 17.5% of respondents always analyze pictures or gestures, while 27.5% usually do. A notable 30% sometimes use this strategy, whereas 15% seldom do, and 10% never do. This indicates that a significant portion of respondents occasionally and usually use visual aids to comprehend new word meanings.

Likewise, the eighth item concerns using flashcards to learn new words in Tharu language. It is noted that 10% of respondents always use flashcards, while 17.5% usually do. 35% sometimes use flashcards, whereas 22.5% seldom do, and 15% never do. This suggests that a substantial number of respondents occasionally and usually employ flashcards as a tool for vocabulary acquisition.

In conclusion, the survey data highlights different approaches among Tharustudents in their determination strategies for learning vocabulary. Strategies such as using dictionaries,

relying on textbook illustrations, and identifying parts of speech are commonly utilized, with a predominant preference for occasional and usual usage rather than consistent or infrequent engagement. These findings show the varied methods students use to improve their vocabulary acquisition, reflecting a blend of structured study habits and contextual learning techniques. Understanding these preferences provides valuable insights for educators aiming to enhance vocabulary instruction that matches with the learning needs and preferences of diverse learners.

### ***Strategies Related to Acquisition of Meaning***

Learning vocabulary includes the aspects like spelling, pronunciation grammar and use. This theme deals with the responses of the participants related to finding meaning of a word.

**Table 3**  
**Strategies Related to Acquisition of Meaning**

S.N.	Strategies Related to Acquisition of Meaning	Always		Usually		Sometimes		Seldom		Never	
		Count	%	Count	%	Count	%	Count	%	Count	%
1.	Ask the teacher to translate words into Tharu language	8	20	9	22.5	12	30	6	15	5	12.5
2.	Ask the teacher to put unknown words into sentences	7	17.5	11	27.5	10	25	8	20	4	10
3.	Ask classmates for the meanings of words	6	15	10	25	12	30	8	20	4	10
4.	Learn new words when working in groups	7	17.5	12	30	10	25	7	17.5	4	10
5.	Ask the teacher for paraphrases or synonyms of new words	8	20	9	22.5	13	32.5	6	15	4	10

According to the data from Table 3 above, the first item involves asking the teacher to translate words into Tharu language. It is evident that 20% of respondents always ask the teacher for translations, while 22.5% usually do. 30% sometimes seek translations, whereas 15% seldom do, and 12.5% never do. This suggests a significant preference among respondents for occasionally and usually relying on teachers for translations.

Similarly, the second item pertains to asking the teacher to put unknown words into sentences. The data reveals that 17.5% of respondents always use this method, while 27.5% usually do. A substantial 25% sometimes ask teachers to frame sentences, whereas 20% seldom do, and 10% never do. This indicates that a considerable number of respondents occasionally and usually seek contextual support from teachers for understanding new words.

Likewise, the third item involves asking classmates for the meanings of words. It is noted that 15% of respondents always ask classmates, while 25% usually do. 30% sometimes consult classmates, whereas 20% seldom do, and 10% never do. This suggests that a significant portion of respondents occasionally and usually rely on peer interaction for clarifying word meanings.

Similarly, the fourth item concerns learning new words when working in groups. It is observed that 17.5% of respondents always learn in groups, while 30% usually do. 25% sometimes learn in groups, whereas 17.5% seldom do, and 10% never do. This indicates that a considerable number of respondents occasionally and usually engage in collaborative learning to acquire new vocabulary.

Likewise, the fifth item focuses on asking the teacher for paraphrases or synonyms of new words. It is observed that 20% of respondents always seek paraphrases or synonyms, while 22.5% usually do. 32.5% sometimes ask for these clarifications, whereas 15% seldom do, and 10% never do. This suggests that a significant portion of respondents occasionally and usually seek additional explanations from teachers to enhance their understanding of new words.

In conclusion, the survey data reveals various strategies employed by Tharu students to acquire the meanings of new words. Strategies such as asking teachers for translations, seeking contextual examples from teachers and classmates, learning in groups, and requesting paraphrases or synonyms are frequently utilized, with a predominant preference for occasional and usual usage. These findings demonstrate the varied approaches students use to deepen their understanding of vocabulary, reflecting a blend of teacher-guided support and collaborative learning practices.

### *Practice-Based Activities*

Practice based activities include the tasks that can be done individually or in pair or group. Sometimes, the help of native speaker, audio dictionary or teacher is also taken.

**Table 4**  
**Practice-Based Activities**

S.N.	Practice-Based Activities	Always		Usually		Sometimes		Seldom		Never	
		Count	%	Count	%	Count	%	Count	%	Count	%
1.	Practice English in group work activities	7	17.5%	11	27.5%	12	30%	7	17.5%	3	7.5%
2.	Ask native speakers for help	4	10%	8	20%	14	35%	8	20%	6	15%
3.	Interact with native speakers to learn word meanings	5	12.5%	9	22.5%	13	32.5%	8	20%	5	12.5%

According to the data from Table 4 above, the first item pertains to practicing English in group work activities. It is observed that 17.5% of respondents always practice English in group activities, while 27.5% usually do. A substantial 30% sometimes engage in group work activities, whereas 17.5% seldom do, and 7.5% never do. This suggests that a significant portion of respondents occasionally and usually participate in collaborative activities to practice English.

Similarly, the second item involves asking native speakers for help. The data reveals that 10% of respondents always seek help from native speakers, while 20% usually do. A notable 35% sometimes ask for assistance, whereas 20% seldom do, and 15% never do. This indicates that a considerable number of respondents occasionally and usually seek support from native speakers to enhance their understanding of English vocabulary.

Likewise, the third item focuses on interacting with native speakers to learn word meanings. It is noted that 12.5% of respondents always interact with native speakers, while 22.5% usually do. 32.5% sometimes engage in interactions, whereas 20% seldom do, and 12.5% never do. This suggests that a significant portion of respondents occasionally and usually engage in conversations with native speakers to deepen their understanding of word meanings.

In conclusion, the survey data highlights various practice-based activities employed by students to enhance their English vocabulary skills. Strategies such as participating in group work activities, seeking help from native speakers, and interacting with native speakers for language practice are frequently utilized, with a predominant preference for occasional and usual engagement. These findings reveal the importance of practical and interactive approaches in language learning, reflecting a blend of collaborative learning and real-world application. Understanding these preferences provides valuable insights for educators aiming to design effective language learning programs that integrate opportunities for practical application and interaction with native speakers.

### ***Vocabulary Learning Strategies of SLA and EFL Learners***

Learning vocabulary is itself a difficult work. And, it is more tough when the target language is your second language or you are learning it as a foreign language. Sometimes the influence of the mother tongue also plays an important role in learning vocabulary of a language.

**Table 5**  
**Vocabulary Learning Strategies of SLA and EFL Learners**

S.N.	Vocabulary Learning Strategies	Always		Usually		Sometimes		Seldom		Never	
		Count	%	Count	%	Count	%	Count	%	Count	%
1.	Focus on understanding correct form, meaning, and use	6	15	9	22.5	13	32.5	7	17.5	5	12.5
2.	Practice pronunciation, spelling, and grammatical usage	5	12.5	8	20	14	35	8	20	5	12.5
3.	First language influence on learning and use	7	17.5	10	25	11	27.5	8	20	4	10
4.	Learn new words incidentally from context	6	15	11	27.5	12	30	7	17.5	4	10
5.	Repetitive process of looking up new words	5	12.5	9	22.5	14	35	7	17.5	5	12.5

According to the data from Table 5 above, the first item focuses on focusing on understanding the correct form, meaning, and use of new vocabulary. It is observed that 15% of respondents always focus on these aspects, while 22.5% usually do. A substantial 32.5% sometimes focus on these elements, whereas 17.5% seldom do, and 12.5% never do. This suggests that a significant portion of respondents occasionally and usually prioritize understanding the various aspects of vocabulary usage.

Similarly, the second item pertains to practicing pronunciation, spelling, and grammatical usage of new words. The data reveals that 12.5% of respondents always practice these skills, while 20% usually do. A notable 35% sometimes engage in these practices, whereas 20% seldom do, and 12.5% never do. This indicates that a considerable number of respondents occasionally and usually practice these foundational skills to reinforce their vocabulary learning.

Likewise, the third item involves the influence of the first language on learning and using new English vocabulary. It is noted that 17.5% of respondents always notice this influence, while 25% usually do. 27.5% sometimes acknowledge this influence, whereas 20%

seldom do, and 10% never do. This suggests that a significant portion of respondents occasionally and usually reflect on how their first language affects their acquisition and usage of English vocabulary.

Similarly, the fourth item focuses on learning new words incidentally from context. It is observed that 15% of respondents always learn incidentally, while 27.5% usually do. 30% sometimes learn incidentally, whereas 17.5% seldom do, and 10% never do. This indicates that a considerable number of respondents occasionally and usually rely on contextual clues to acquire new vocabulary.

Likewise, the fifth item concerns engaging in a repetitive process of looking up new words. It is noted that 12.5% of respondents always engage in this process, while 22.5% usually do. 35% sometimes engage in repetitive look-up, whereas 17.5% seldom do, and 12.5% never do. This suggests that a significant portion of respondents occasionally and usually adopt a systematic approach to gradually build their vocabulary over time.

In conclusion, the survey data reveals diverse strategies employed by Tharu students in learning English vocabulary within the context of second language acquisition (SLA) and English as a foreign language (EFL) learning. Strategies such as focusing on form, meaning, and use, practicing pronunciation and grammatical usage, considering the influence of the first language, learning incidentally from context, and engaging in repetitive look-up processes are frequently utilized. The data reflects a preference for occasional and usual engagement in these strategies, indicating a balanced approach between systematic learning and contextual acquisition.

### ***Problems Faced by Tharu Learners***

Along with the vocabulary learning strategies, this research also intends to find out the problems that Tharu students are facing while learning English vocabulary.

Table 6

## Problems Faced by Tharu Learners

S.N.	Problems Faced by Tharu Learners	Always		Usually		Sometimes		Seldom		Never	
		Count	%	Count	%	Count	%	Count	%	Count	%
1.	Problems with pronunciation of English words	10	25	12	30	9	22.5	6	15	3	7.5
2.	Remembering the spelling of words learned	5	12.5	8	20	13	32.5	10	25	4	10
3.	Difficulty with long spellings	12	30	11	27.5	9	22.5	6	15	2	5
4.	Understanding homographs and homophones	5	12.5	9	22.5	12	30	9	22.5	5	12.5

According to the data from Table 6 above, the first item concerns problems with the pronunciation of English words. It is observed that 25% of respondents always face pronunciation challenges, while 30% usually do. A substantial 22.5% sometimes encounter difficulties, whereas 15% seldom do, and 7.5% never do. This suggests that a significant portion of respondents frequently and usually struggle with English word pronunciation.

Similarly, the second item pertains to remembering the spelling of words learned. The data reveals that 12.5% of respondents always face challenges in spelling, while 20% usually do. A notable 32.5% sometimes have difficulty remembering spellings, whereas 25% seldom do, and 10% never do. This indicates that a considerable number of respondents occasionally and usually encounter difficulties in recalling the spellings of learned words.

Likewise, the third item involves difficulty with long spellings. It is noted that 30% of respondents always find long spellings challenging, while 27.5% usually do. 22.5% sometimes struggle with long spellings, whereas 15% seldom do, and 5% never do. This suggests that a significant portion of respondents frequently and usually find it challenging to remember and correctly spell longer words.

Similarly, the fourth item focuses on understanding homographs and homophones. It is observed that 12.5% of respondents always face challenges with homographs and homophones, while 22.5% usually do. 30% sometimes find it difficult to distinguish between these words, whereas 22.5% seldom do, and 12.5% never do. This indicates that a considerable number of respondents occasionally and usually encounter difficulties in comprehending words that share spellings or sound alike but have different meanings.

In conclusion, the survey data highlights several challenges faced by Tharu learners from the eastern Terai of Nepal in learning English vocabulary. Pronunciation difficulties, challenges in remembering spellings, struggles with long spellings, and understanding homographs and homophones emerge as prominent issues. The data reflects a range of frequency in encountering these challenges, with a significant portion of respondents frequently and usually experiencing these difficulties. These findings underscore the need for targeted support and strategies in language instruction that address these specific challenges.

### **Analysis of Data from Open-ended Questions**

Under this topic, the responses of the Tharu students in questionnaire from open-ended questions are analyzed and presented in six different themes:

#### ***Problems Encountered in Learning New Words***

In this section, we analyze Tharu students' responses regarding the challenges they face while learning new words. Even after facing numerous challenges, students employ diverse techniques that help their specific learning needs and environment.

For example, some students emphasize the importance of using mnemonic devices such as acronyms or rhymes to aid in memorization, using these creative approaches due to the limited availability of learning resources in their native language. Others highlight the effectiveness of group study sessions where they discuss and quiz each other on new vocabulary, demonstrating a collaborative learning approach within their community.

These strategies show the students' willingness and determination to overcome educational barriers in the eastern Terai region of Nepal.

Participant 5 stated:

*"It's hard to learn words that are not used frequently in conversation."*

Participant 22 mentioned:

*"I often confuse words that have multiple meanings."*

In conclusion, Tharu students show a range of effective strategies tailored to their learning contexts, emphasizing personalized approaches and community support to improve their vocabulary acquisition despite limited educational resources. These methods not only highlight their adaptability but also underscore the significance of collaborative learning and mnemonic devices in advancing language proficiency.

### ***Improving Word Power with Teacher's Suggestions***

In this section, we analyze Tharu students' responses regarding the personal guidance they receive from teachers on improving their word power. Despite challenges, students benefit from a variety of specific recommendations tailored to enhance their vocabulary acquisition within their educational environment.

Participant 1 mentioned:

*"My teacher suggests reading more English books and newspapers to expand vocabulary."*

Participant 4 stated:

*"She suggests keeping a vocabulary diary to note down new words and review them regularly."*

In conclusion, Tharu students benefit from personalized advice aimed at grow their vocabulary skills. These strategies make the significance of targeted guidance in helping language proficiency in educational in the Tharu students of Nepal.

### ***Use of Native Languages in English Speaking***

In this section, we analyze Tharu students' responses regarding their use of Nepali, Hindi, or their mother tongue alongside English in conversation. Despite facing linguistic challenges, students integrate a variety of familiar words from their native languages into

their English discourse, reflecting their linguistic diversity and adaptation within the educational context. Language influence makes both positive and negative effect.

Participant 1 mentioned:

*"I frequently use Nepali words like 'ghar' (house) and 'khana' (food) in my English speech."*

Participant 3 stated:

*"I mix Tharu words such as 'bara' (big) and 'chhota' (small) while speaking English."*

In conclusion, Tharu students use native language words into their English communication, showcasing their linguistic flexibility and cultural identity within the educational setting. These practices underline the significance of linguistic diversity in enriching language learning experiences amidst the challenges in the eastern Terai region of Nepal.

### ***Learning New Words from English Books and Magazines***

In this section, we analyze Tharu students' responses regarding their learning of new words from English books and magazines outside the course curriculum. Despite facing challenges, students actively engage with various literary sources to enrich their vocabulary and apply newfound words across different contexts.

Participant 1 mentioned:

*"Yes, I learn new words from magazines and use them in my essays."*

Participant 3 stated:

*"I read English novels and try to use new words in my daily conversation."*

In conclusion, Tharu students demonstrate a good approach in expanding their vocabulary by taking the words from diverse English sources into their academic and social interactions. These practices show their commitment to language enrichment amidst the educational landscape.

### ***Understanding Word Formation and Teacher Support***

In this section, we analyze Tharu students' responses regarding their approach to understanding how new words are formed and the assistance provided by teachers. Despite challenges, students demonstrate proactive methods to go into word origins and benefit from educators' guidance in this search.

Participant 1 mentioned:

*"Yes, I look up the etymology of new words and the teacher explains it in class."*

Participant 3 stated:

*"Yes, I break down new words into root words and the teacher guides us through this process."*

In conclusion, Tharu students show a keen interest in exploring the construction of new words, employing techniques such as analyzing prefixes, suffixes, and linguistic roots. The role of teachers is pivotal as they support this learning process by offering explanations, providing examples, and facilitating deeper insights into word origins and structures.

### ***Strategies to Overcome Challenges in Learning English Vocabulary***

In this section, we analyze how Tharu students fight the challenges they face while learning English vocabulary. Despite various difficulties, students use diverse strategies helpful to their learning needs and environment. For instance, some students emphasize the use of flashcards with handmade pictures, demonstrating their resourcefulness in the face of limited resources. Others focus on practicing pronunciation through attentive listening to

teachers and classmates, highlighting their proactive approach to improving spoken English. These strategies underscore the students' determination to overcome linguistic barriers in the eastern Terai region of Nepal.

Participant 1 mentioned:

*"I create flashcards with handmade illustrations since resources are scarce."*

Participant 2 stated:

*"I practice pronunciation by listening closely to teachers and classmates."*

In conclusion, Tharu students employ a range of effective strategies to enhance their English vocabulary acquisition, emphasizing creativity and proactive learning approaches despite the challenges posed by limited educational resources.

### **Summary of Findings**

From the analysis and interpretation following findings are generated:

#### ***Strategies to Learn New Words***

The data revealed that students frequently use a variety of strategies to learn new words. Writing new words in sentences, studying their spelling, and saying words out loud are among the most common strategies. However, using physical action when learning words is less frequently employed.

#### ***Determination Strategies***

Bilingual dictionaries and identifying parts of speech are commonly used strategies among students. While the use of monolingual dictionaries is less frequent, many students rely on guessing from textual context and analyzing pictures or gestures to determine word meanings.

### ***Strategies Related to Acquisition of Meaning***

Students often seek assistance from teachers and classmates to acquire the meaning of new words. Group work is also a significant method for learning new words, highlighting the collaborative nature of language acquisition in the classroom.

### ***Practice-Based Activities***

Group work and interactions with native speakers are common practice-based activities. However, students less frequently seek help from native speakers, indicating a potential area for increased emphasis in language practice.

### ***Vocabulary Learning Strategies of SLA and EFL Learners***

Students focus on understanding the form, meaning, and use of new vocabulary words. The influence of their first language on learning new vocabulary is notable, and many students learn new words incidentally by understanding their context rather than through memorization.

### ***Problems Faced by Tharu Learners***

Pronunciation of English words, remembering spellings, and difficulties with long spellings are significant challenges. Understanding homographs and homophones also poses difficulties, suggesting a need for focused support in these areas to aid vocabulary acquisition for Tharu learners.

### ***Effective Vocabulary Learning Strategies***

Tharu students employ mnemonic devices, group study sessions, and creative approaches like acronyms and rhymes to enhance vocabulary retention.

### ***Teacher's Role in Vocabulary Enhancement***

Teachers recommend extensive reading, using flashcards, practicing speaking, maintaining vocabulary diaries, watching English media with subtitles, and engaging in regular vocabulary exercises.

### ***Language Mixing and Word Usage***

Participants frequently integrate Nepali, Hindi, and Tharu words into English conversations, facilitating communication and expression.

### ***Utilization of Extracurricular Reading Materials***

Students actively incorporate vocabulary from diverse sources like books, magazines, online articles, novels, and newspapers into various academic and personal contexts.

### ***Understanding Word Formation***

Students focus on understanding etymology, prefixes, suffixes, root words, and word construction rules, with teachers providing guidance through examples, exercises, and explanations.

### ***Strategies to Overcome Learning Challenges***

Students use strategies such as speaking practice, reading aloud, using dictionaries and mobile apps, setting learning goals, and engaging in group activities to overcome vocabulary learning challenges.

## Chapter V

### Conclusions and Recommendations

This chapter deals with conclusion and recommendation of this study.

#### Conclusions

Through this study, insights into the strategies employed by Tharu students to learn English vocabulary and the challenges they encounter have been illuminated. The findings underscore a variety of effective learning strategies and reveal persistent obstacles in the language acquisition process within this specific context.

Students encounter persistent challenges in vocabulary acquisition, particularly in mastering complex spellings and nuances in word meanings. Addressing these challenges requires targeted support in pronunciation, spelling, and comprehension strategies tailored to the needs of Tharu learners.

Most notably, Tharu students utilize mnemonic devices, group study sessions, and creative techniques such as acronyms and rhymes to bolster their vocabulary retention. These strategies reflect a proactive approach towards overcoming linguistic challenges, though significant hurdles such as pronunciation difficulties and confusion with homographs persist.

Teachers play a pivotal role in shaping vocabulary acquisition through recommendations such as extensive reading, the use of flashcards, maintaining vocabulary diaries, and engaging in regular vocabulary exercises. Their insights highlight the importance of structured language support and the integration of diverse learning materials to enhance student engagement and comprehension.

Language influence, where Nepali, Hindi, and Tharu words are integrated into English conversations, emerges as a common practice among students. This multilingual approach not only facilitates communication but also enriches their linguistic repertoire.

Moreover, students demonstrate a keen interest in extracurricular reading materials, incorporating vocabulary from books, magazines, online articles, novels, and newspapers into

various academic and personal contexts. This proactive engagement signifies a broader application of learned vocabulary beyond classroom settings.

Understanding word formation, including etymology, prefixes, suffixes, root words, and construction rules, is another focal point for students. Teachers' guidance in deciphering these linguistic elements aids in deeper comprehension and application of new vocabulary.

In conclusion, this study contributes to the understanding of effective vocabulary learning strategies and challenges faced by Tharu students. By addressing these findings, educators can refine teaching methodologies, integrate culturally relevant learning materials, and provide targeted support to foster inclusive and effective language learning environments.

## **Recommendations**

According to the findings of the study following recommendations are provided.

### ***Policy Level Recommendation***

**Enhance multilingual pedagogical approaches:** Findings suggest that the influence of first and second language is huge in English vocabulary learning of Tharu students. Therefore, it will be effective to implement policies that support the integration of multilingualism in educational practices, acknowledging and utilizing students' proficiency in Tharu, Nepali, and Hindi to facilitate English language learning. This could include developing bilingual teaching resources, training teachers in multilingual instructional strategies, and promoting the use of translanguaging in classrooms.

**Support access to diverse learning materials:** To overcome lack of authentic language exposure Advocate for policies that ensure equal access to diverse extracurricular reading materials, including books, magazines, and online resources in English and regional languages. This can be achieved through partnerships with libraries, community organizations, and digital platforms to broaden students' exposure to authentic and culturally relevant language materials.

### ***Practice Level Recommendations***

**Integrate interactive vocabulary learning activities:** Findings show that many students prefer to learn in group or with teacher. Since it can be helpful for their vocabulary development, it will be great to encourage educators to incorporate interactive vocabulary learning activities such as mnemonic devices, group discussions, and creative word games

into their teaching practices. Provide professional development opportunities for teachers to enhance their skills in implementing these strategies effectively.

**Establish language support programs:** Establish targeted language support programs that address specific challenges identified in vocabulary acquisition, such as pronunciation and understanding word meanings. These programs could include peer tutoring, language clinics, and digital resources designed to support individualized learning needs.

### ***Further Research Recommendations***

**Longitudinal studies on vocabulary acquisition:** Conduct longitudinal studies to track the long-term effectiveness of vocabulary learning strategies among Tharu students. This research could explore how these strategies influence language proficiency over time and identify factors contributing to sustained vocabulary retention.

**Comparative studies across different socioeconomic contexts:** Research should undertake comparative studies across different socioeconomic contexts to understand variations in vocabulary learning strategies and challenges faced by Tharu students. This research could provide insights into how educational policies and practices can be tailored to meet the diverse needs of students in varying environments.

These recommendations aim to bridge the gap between research findings and practical applications, fostering inclusive and effective language learning environments for Tharu students.

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## **Appendix**

### **Questionnaire for Students**

Dear Informants This questionnaire is a part of my research study entitled "Learning Strategies Adopted by Tharu Learners in Learning English Vocabulary" under the supervision of Mr. Resham Acharya, Department of English Education, T.U.Kirtipur, Kathmandu. This study is going to be carried out in order to find out the strategies used by Tharu learners in learning English vocabulary. Hence, your cooperation in completion of this questionnaire through the authentic and reliable information will be of great value to me. At the same time, I assure you that your identity and individual responses will be kept confidential and the finding of the survey will be used only for research purpose.

Thank you.

Researcher

Shashi Kumari Chaudhary

T.U., Kirtipur, Kathmandu

Name of the School:

Name of the Student:

Class:

Gender:

Those all statements are related to vocabulary learning strategies so please tick (✓) anyone which you adopted while learning English vocabulary.

### **Strategies to Learn New Words**

1. I write new words in sentences to remember them.

- |              |            |
|--------------|------------|
| a) Always    | b) Usually |
| c) Sometimes | d) Seldom  |
| e) Never     |            |

2. I study spelling of new word.

- |              |            |
|--------------|------------|
| a) Always    | b) Usually |
| c) Sometimes | d) Seldom  |
| e) Never     |            |

3. I use physical action when learning words.

- |              |            |
|--------------|------------|
| a) Always    | b) Usually |
| c) Sometimes | d) Seldom  |
| e) Never     |            |

4. I say words out loud when studying.

- |              |            |
|--------------|------------|
| a) Always    | b) Usually |
| c) Sometimes | d) Seldom  |
| e) Never     |            |

5. I learn new words by associating them with pictures.

- |              |            |
|--------------|------------|
| a) Always    | b) Usually |
| c) Sometimes | d) Seldom  |
| e) Never     |            |

6. I relate new words to my personal experiences.

- |              |            |
|--------------|------------|
| a) Always    | b) Usually |
| c) Sometimes | d) Seldom  |
| e) Never     |            |

7. I connect the word to its synonyms and antonyms while learning meaning.

- |              |            |
|--------------|------------|
| a) Always    | b) Usually |
| c) Sometimes | d) Seldom  |

e) Never

8. I study the sound of word.

a) Always

b) Usually

c) Sometimes

d) Seldom

e) Never

9. I paraphrase the word's meaning to know the world.

a) Always

b) Usually

c) Sometimes

d) Seldom

e) Never

### **Determination Strategies**

1. I use a bilingual dictionary to translate English word into Tharu language.

a) Always

b) Usually

c) Sometimes

d) Seldom

e) Never

2. I use picture illustrated in the textbook to find the word meaning.

a) Always

b) Usually

c) Sometimes

d) Seldom

e) Never

3. I learn meaning of words by identifying its part of speech.

a) Always

b) Usually

c) Sometimes

d) Seldom

e) Never

4. I use monolingual dictionary to learn English vocabulary.

a) Always

b) Usually

c) Sometimes

d) Seldom

e) Never

5. I use word lists prepared by our teacher.

a) Always

b) Usually

c) Sometimes

d) Seldom

e) Never

6. I learn new words by guessing from textual context.

a) Always

b) Usually

c) Sometimes

d) Seldom

e) Never

7. I analyze available picture or gestures to know the meaning of new word.

- a) Always
- b) Usually
- c) Sometimes
- d) Seldom
- e) Never

8. I use flash cards to learn new words into Tharu language.

- a) Always
- b) Usually
- c) Sometimes
- d) Seldom
- e) Never

**Strategies related to acquisition of meaning**

1. I asked the teacher to translate the words into Tharu language.

- a) Always
- b) Usually
- c) Sometimes
- d) Seldom
- e) Never

2. I ask the teacher to put an unknown word into sentences to help me understand the word meaning.

- a) Always
- b) Usually
- c) Sometimes
- d) Seldom
- e) Never

3. I ask my classmate for meaning.

- a) Always
- b) Usually
- c) Sometimes
- d) Seldom
- e) Never

4. I know some new word when working in group.

- a) Always
- b) Usually
- c) Sometimes
- d) Seldom
- e) Never

5. I ask to teacher for paraphrase or synonym of new word.

- a) Always
- b) Usually
- c) Sometimes
- d) Seldom
- e) Never

### **Practice Based Activities**

1. I practice English in group work activities.
  - a) Always
  - b) Usually
  - c) Sometimes
  - d) Seldom
  - e) Never
2. I ask native speakers for help.
  - a) Always
  - b) Usually
  - c) Sometimes
  - d) Seldom
  - e) Never
3. I interact with native speakers to learn the meaning.
  - a) Always
  - b) Usually
  - c) Sometimes
  - d) Seldom
  - e) Never

### **Vocabulary learning strategies of SLA and EFL learners**

1. How often do you focus on understanding the correct form (written/spoken), meaning (general/specific), and use (grammar/function/synonym/antonym) of new vocabulary words?
  - a) Always
  - b) Usually
  - c) Sometimes
  - d) Seldom
  - e) Never
2. How frequently do you practice the pronunciation, spelling, and grammatical usage of new vocabulary words?
  - a) Always
  - b) Usually
  - c) Sometimes
  - d) Seldom
  - e) Never
3. Do you find that your first language affects how you learn and use new English vocabulary? How often do you notice this influence?
  - a) Always
  - b) Usually
  - c) Sometimes
  - d) Seldom
  - e) Never

4. How often do you learn new words incidentally, focusing more on understanding their meaning from context rather than memorizing them?

- a) Always
- b) Usually
- c) Sometimes
- d) Seldom
- e) Never

5. When you encounter new words, how often do you engage in a repetitive process of looking them up, seeing how they are used, and gradually building your understanding over time?

- a) Always
- b) Usually
- c) Sometimes
- d) Seldom
- e) Never

### **Problems faced by Tharu learners**

1. Do you have problems with the pronunciation of English words?

- a) Always
- b) Usually
- c) Sometimes
- d) Seldom
- e) Never

2. How often do you remember the spelling of words you learned?

- a) Always
- b) Usually
- c) Sometimes
- d) Seldom
- e) Never

3. Do you find words with long spellings difficult?

- a) Always
- b) Usually
- c) Sometimes
- d) Seldom
- e) Never

4. Have you learned about homographs (words with the same spelling but different meanings) and homophones (words that sound the same but have different meanings and spellings)?

- a) Always
- b) Usually
- c) Sometimes
- d) Seldom
- e) Never

**Close-ended Questions**

1. What are the problems that you face while learning new words?

.....  
.....  
.....

2. Does your teacher tell you personally about how can you improve your word power? What things does the teacher suggest? List them.

.....  
.....

3. Do you use Nepali or Hindi or your mother tongue in between English speaking? What words do you use more often?

.....  
.....

4. Do you learn new words from English books or magazine outside course book? How do you use them?

.....  
.....

5. When you find a new word, do you try to know how the word is made? How? And does the teach you?

.....  
.....

6. What do you do to overcome the problems you face while learning English vocabulary?

.....  
.....