

CHAPTER ONE

INTRODUCTION

1.1 GENERAL BACKGROUND

Language is a system of communication through which we can express our ideas, thoughts, feelings and so on. It is one of the important factors in the development process of human civilization. It is only because of the language that we are able to transfer the knowledge from one person to another. Finochhiaro (as cited in Brown 1994:4) defines language as "Language is a system of arbitrary, vocal symbols which permit all people in given culture, or other people who have learned the system of that culture, to communicate or to interact." So language is a system in which we can communicate the ideas and share the experience gained during our life.

Language can be compared as a being. It also grows develops and dies in the process. It is believed that more than 3000 languages are being spoken all over the world. Among them, some languages are fully developed and some are on the process of development. Some languages seem to be endangered as they have very few number of speakers. In such a linguistic scenario, English is one of the most important languages. It is one of the six official languages of the United Nations. Generally, it is claimed that one in every seven people can speak English Language. It is taken as the richest language in the world because it has the richest vocabulary in comparison to other languages. Most of the books are written in English medium so it has wide scope in all areas such as: trade, mass media, education, science and technology etc. we can say that English has become an international language. It is used as lingua franca to make communication possible among the speakers of different language.

It has been estimated that some sixty percent of today's world population is multilingual. (Richards and Rodgers 1995:1). Both from a contemporary and

historical perspective, bilingualism or multilingualism are the norm rather than exception. It is fair, then, to say that throughout history, foreign language learning, mainly English Language has always been an important practical concern. The formal history of teaching and learning English in Nepal is not so long. In our education system when Rana Prime-minister Jung Bahadur Rana opened a school for only Rana family, English was formally included in the academic course. So the main credit of implementing English course in Nepal goes to Rana Prime minister Janga Bahadur Rana who did so in 1910 B.S. English was incorporated in higher level after the establishment of Tri-Chandra College in 1918. At the moment, English is taught as compulsory subject from the pre-primary to diploma level of public and private educational institution in Nepal. According to the census 2001, 1037 people speak English as a native language or mother tongue in Nepal. So English language stands in the sixty fourth position in Nepal on the basis of the number of speakers as mother tongue. Despite such a position, English is essential as a means of international communication and as the means for acquiring access to western technology, science and western style of rapid development and progress. Because of such a wide coverage, people seem to be eager to learn English and the number of such a people is increasing day by day.

The more active and involved students are in the learning process, the more motivated they become. In this context Sheerin (1997:56) rightly affirms, "Learning is more affective when learners are active in the learning process..." For this students are to be encouraged to use a variety of learning strategies such as applying prior knowledge, scanning for specific information , organizing information in graphs and charts, getting meaning from the context , keeping vocabulary notebook or word files and using outside resources and libraries. These strategies help students to become more aware of their own learning style. For Richards et al. (1995:28) learning strategy is "a way in which a learner attempts to work out the meaning and use of words,

grammatical rules and other aspects of language." In this regard Cohen (1998:4) opines learning strategies as "learning processes which are consciously selected by the learners". Ellis (1987:6-8) envisages learner strategies as "the process of hypothesis formulation and testing." Similarly Wenden (1987:6-8) envisages learner strategies as "language learning behaviour that learners consciously employ in the language learning process."

Thus, learning strategies are particular actions employed by learners to make their learning easier, faster, more enjoyable, more directed, more effective and more transferable to new situations.

1.2 Vocabulary

Broadly speaking vocabulary refers to the words that we use in our day to day life for expressing our thoughts and feelings. As defined by Richard et.al (1985:307) "Vocabulary refers to a set of lexeme including single words, compound words, and idioms."

According to Oxford Advanced Learner's Dictionary of current English (1989), the term 'vocabulary' has been defined as 'body of words known to a person or used in a particular book, subject etc. The meaning of vocabulary is also given to "total number of words that make up a language."

Similarly, Harmer (1991: 153) defining the term 'vocabulary' says, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh."

It is obvious that a word is the most important unit of language. No one can express his thoughts and feelings if he does not know the words of the language. For effective communication in the target language only the knowledge of the structure of the language is not sufficient. It is vocabulary

which is much more important as it provides the vital organ and flesh on the structure of language.

1.3 Importance of Vocabulary

Language is composed of contextualized systematic sounds uttered out by speech organs. Although sounds are the building blocks of language, a word is probably the most important unit of language. The primary function of language is to communicate. If we do not know the words of language, we can not speak the language. In this regard, Langacker (as cited in Kudos: 1999) says, "A language can be viewed as an instrument of communication. It serves to establish sound meaning correlation, so that message can be sent by the exchange of overt acoustic signals. The meaning of a sentence is determined by the meaning of the words from which it is constructed and the bond for the sound meaning correlation established by a language is to be found in the relation between individual words and their meaning. The bond between a word and its meaning is for the most part arbitrary or conventional with only marginal qualification.

Language is a composite composing grammar and vocabulary. Both these components of language are equally important for communication to be successful. We can produce infinite number of structures on the basis of the knowledge of finite number of grammatical rules. But it is not applicable in the case of vocabulary since a word may be used differently in different situation. Hence a vital question arises, which of the two is more important; grammar or vocabulary? People answer this question differently. Some say that it is the grammar that supports vocabulary which others claim that vocabulary is more important. Wilkins (1977: 111) says; "without grammar very little can be conveyed; without vocabulary nothing can be conveyed". Thus he gives more importance to vocabulary.

Learning the foreign language is a matter of learning the vocabulary of that language. In this regard Wallace (1981: 91) says, "It has often been realized how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary because there is a sense in which learning a foreign language basically is a matter of learning the vocabulary of that language."

It is due to the lack of adequate knowledge of vocabulary that people often get frustrated when they do not find words they need to express their thoughts, ideas and feelings while communicating in the target language. On the basis of the research study carried out by Tiwari (2001), one of the main causes of high rate of failure at higher level is inadequate knowledge of vocabulary.

1.4 Vocabulary Learning Strategy

Research on learning strategies has been inspired by two interwoven disciplines: cognitive psychology and second language acquisition. As Wenden (1987:6) states, "Research on learner strategies in the domain of second language learning may be viewed as a part of the general area research on mental processes and structures that constitutes the field of cognitive science". She lists four questions that have guided research on learning strategies to date.

1. What do L2 learners do to learn a second language?
2. How do they manage or self-direct these efforts?
3. What do they know about which aspects of their L2 learning process?
4. How can their learning skills be refined and developed?

However such research has developed in each of the above two fields independently of one another. O' Malley and Chamot (1990) provide a good review on this issue. First, cognitive psychology has inspired learning strategy

research. Research in cognitive psychology was experimental and oriented towards training learners to acquire strategies. In this field, the question was posed as to why there are some individuals who are very effective in learning. In their expert-novice analysis cognitive psychologists found that experts have special ways of processing information, which they thought could be learned by others. O'Malley and Chamot (1990) applied Anderson's (1985) model of mental operation in learning a skill to language learning. According to Anderson (ibid), two kinds of knowledge are involved in the acquisition of skills: declarative knowledge and procedural knowledge. The former is static factual knowledge, or what learners know about a domain; the latter is the faculty to understand and generate language or apply knowledge of rules to solve a problem without conscious application, known as dynamic information. These two kinds of knowledge are thought to be used at different stages or a sequence of skill learning: cognitive, associative and autonomous stages.

At the cognitive stage, the very beginning stage, learners may try to gain typical declarative knowledge such as phonological and morphosyntactic rules of the language. Thus, learners may gain knowledge about language itself rather than try to use the knowledge actively for purposes such as communicating meaning. The next stage is a transitional stage called the associative stage where learners start to reduce errors in declarative knowledge and to synthesize chunks of elements of the language. In the autonomous stage, learners can perform the language skill without conscious application of the rules: They can automatically use the target language, and many errors of declarative knowledge may disappear.

These stages are not distinct or mutually exclusive because the two types of knowledge are not restricted to a certain stage but used at different stages by learners: learners are always gaining new knowledge about the target language, making mistakes, and reducing these mistakes by learning more

about the newly gained knowledge. Furthermore, while this process is taking place, new input is also being received, resulting in the same procedure. Therefore, it may be plausible to interpret the three stages not as distinct but as recurring processes.

O'Malley and Chamot (1990) analyzed learning strategies in parallel with language learning: learning strategies as complex cognitive skills. In this case, the declarative knowledge is the information about learning strategies, and the procedural knowledge is the automatic use and application of language knowledge. In the cognitive stage, learners may know that there are such things as learning strategies, or be aware that they are using them in different tasks. The second stage is referred to as the associative stage, a transitional period when the learners start to use learning strategies automatically without conscious application. In the last stage, the autonomous stage, learners may use and apply strategies automatically.

In their attempt to formulate learning strategies in an information- processing theoretical model, three strategies were identified: metacognitive, cognitive, and social/ affective. Metacognitive strategies involve contemplating learning processes such as planning, monitoring, analyzing and assessing learning which are indirectly involved in learning. In contrast, cognitive strategies are directly involved elements of mental processing in learning and thus include direct manipulation and transformation of the learning skills or materials. According to O'Malley and Chamot (1990), they include strategies such as rehearsal, organization, inference, summarizing, deducing, imagery, transfer, and elaboration. Social strategies are the ways in which learners cooperate or interact with other people in the learning process. This includes asking questions of teachers or peers and asking for clarification. Finally, affective strategy refers to control emotions or negative thoughts in order to continue to study. Examples include self-talk and self-encouragement.

A learning strategy is a series of actions a learner takes to facilitate the completion of a learning task. A strategy starts when the learner analyzes the task, the situation, and what is available in his/ her own repertoire. The learner then goes on to select, deploy, monitor, and, evaluate the effectiveness of this action, and decides if s/he needs to revise the plan and action. Cohen (1998) distinguishes between language learning strategies and language use strategies, the former being strategies for learning tasks such as remembering and the later being strategies for language use, such as communicating in an L2.

Process, style and strategy are the most commonly used terms in the literature of second language acquisition. For Taylor (as cited by Brown, D 1994: 103), 'Process' and 'Strategy' are synonymous and 'styles' and 'strategies' are often similarly interchanged.

According to Brown (1994: 105) "Process is the most general term of the true concepts. It is the characteristics of every human being." "Style is a term that refers to consistent and rather enduring tendencies or preferences within an individual. Styles are those general characteristics of intellectual functioning and personality type as well that specially pertain to you as an individual, that differentiate you from someone else." Moreover Brown says, "Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized 'battle plans' that might vary from moment to moment, or day to day, or year to year. Strategies vary intraindividually; each of us has a whole host of possible ways to solve a particular problem and we choose one-or several of those in sequence for a given problem".

According to Cambridge Advanced Learner's Dictionary (2003), "Strategy is a detailed plan for achieving success in situation such as war, politics, business,

industry or sport or the skill of planning for such situation." So, learning strategy can be taken as the skill of planning to learn something in a certain situation.

In this way, some linguists are in the opinion of using the term 'style' and 'strategy' synonymously so the researcher will use those two terms in the similar sense as a way or plan to deal with an issue.

Since an overwhelming preponderance of evidence appears to exist at this time demonstrating that vocabulary knowledge is basic to and primarily the prime ingredient in comprehension. Strategies for vocabulary development are an essential element of any reading program. Recognition of the significance of emphasis on vocabulary lists, the memorization of 20 words per week, or isolated attention to individual words away from their natural environment. It does mean that learners should develop their own systems for improving their reading vocabularies. It does mean that they should be helped to work out strategies for unlocking the meaning of unknown units of written language. Students need to be made aware of all the clues that help them develop their vocabularies clues within themselves and clues within the language.

1.5 Review of the Related Literature

Within the field of education over the last few decades a gradual but significant shift has taken place, resulting in less emphasis on teachers and teaching and greater stress on learners and learning. It has been claimed that successful language learners have their own "special ways of doing it." Learning strategy has direct impact on the syllabus designing, material production, teaching methodologies, teacher training, and so on. Students may not be aware of the strategies and their effect in learning process. Raising awareness among students on what strategies they would employ and what strategies would be effective for them to learn language are more important.

Thus, researchers at several universities are carrying out researches on learning strategies.

In this regard Dadour and Robbins (1996) conducted an experimental study with a sample of 122 first year and fourth year students in the Department of English at an Egyptian university. Covariate analysis found the experimental group students at both the first and fourth –year levels out-perform the control group in speaking. Specific differences were found in fluency, vocabulary and grammar but not in pronunciation. The experimental group was also found to use more strategies of all kinds (Memory, cognitive, compensatory, metacognitive, affective and social) than the control group.

Embi (1996:271) has observed in his research that students in large classes use a greater number of strategies than in smaller classes because of trying to cope with the demand and challenges. He found that females use significantly more learning strategies than males often in typical language learning situation. One of the patterns he observes is that gender difference relates to the use of social strategies when they discuss with friends after class and ask friends to clarify. Females were also found to use greater strategies in the way they prepare for English exams.

In this context Graham (1997:41) pointed out that females showed greater strategy use than males for general study strategies, formal rule-related practice and conversational input elicitation strategies, while males showed no greater strategy use than females in any factor. Embis' (1996:265) findings are similar to that of Graham. Embi worked with the Malaysian secondary school females who often used significantly more learning strategies than men in typical language learning situation.

In another critical review of empirical research on language learning strategies in the field of SLA, Gu (1996:22) pointed out that the literature on the

effectiveness of strategy training had not produced definitive results with regard to the relationship between strategy use and actual language performance. He noted the problem of referring only to the frequency of use of strategies without noting the appropriateness of using those strategies in the given contexts. He referred to empirical work in the field as "largely fragmentary, unsystematic as well as narrow in scope."

Kudos (1999) conducted a research entitled vocabulary learning strategy used by Japanese secondary high school students. The objective of the study was to describe the vocabulary strategies and to systematically categorize those strategies. On this study, many findings of the questionnaire turned out to be quite congruent with those of Schmitt's (1997) descriptive studies and of Oxford's (1990) classification schemes. The strategies most frequently used were rote learning, and the strategies less commonly used were those that involved deeper cognitive processing, such as the key word technique and semantic mapping.

Similarly, another study on speaking was conducted by Nunan [1996] with 60 undergraduates in compulsory English for Arts Students (EAS) Course and found that there was low motivation to learn English because the student's focus was on Putonghua that was to be the official language once the Territory went back to China.

Oxford (1990) found that a fair number of learners receiving strategy training had shown greater improvement in languages performance than those who were not trained in strategy use.

In another study, Oxford et al. (1990:206-7) point out " if learners have gone through a strategy assessment phase, their interest in strategies is likely to be heightened and if you explain how to use good strategies can make language

learning easier, students will be even more interested in participating in strategy training."

Similarly, O'Malley and Chamot (1990) compared the improvement on certain language text for three groups of learners and related the learners' performance to the strategy training they had received. On the speaking task the group given explicit training in metacognitive, cognitive and social affective strategies improved significantly more than the control group.

As far as classification is concerned, the main study seems to support Oxford's (1990) classification schemes as a whole. The strategies were classified into larger strategies, direct and indirect strategies, both of which further consisted of two kinds of strategies as the former included cognitive and memory strategies and the later contained social and metacognitive strategies.

Red (1989, in Oxford 1996:53) in his study with the Nepalese university students found that the styles used by Nepalese university students for learning English were making notes and summaries, recopying notes and memorizing texts.

Dahal (2003) asserts that strategies are the processes the students consciously employ while learning a language. Three kinds of assessments can guide strategy training. First, assess student's current learning strategy using one or more techniques such as diaries, observation, interviews or surveys. Second, determine learner's existing goals, motivations, attitudes and techniques. Third, consider carefully students' language learning experience, national origin, sex, age and other background factors.

Devkota (2003) carried out a study entitled "A study of learning strategies used in studying literature" to find out the learning strategies employed in studying literacy texts by the students of B. Ed. specializing English. The study shows that while studying texts, the students immediately note down the

difficult words and consult dictionary and translate only some difficult words into their language only in some cases.

Gaire (2004) carried out the study entitled "A study on students' opinions about learning English". The finding was that the majority of the students (80 %) say that the most important part of the learning English is its vocabulary.

Ghimire (2007) carried out a study entitled "Analysis of errors in the use of conditional sentences by class x students" in Kathmandu valley. He found that most of the students were found weak in using the correct structures of conditional sentences mainly in simple present structure. He noted that girls committed more errors than boys in total.

Rain (2006) carried out a research entitled ' Learning Strategies Used by Maithili Learners of English at Secondary Level'. He found that the students used the techniques memorizing their meaning by heart, translating their meaning into L2 i.e. Nepali, consulting dictionary and through synonym and antonym while learning vocabulary.

Tiwari (2001) conducted a research entitled 'A study of English Vocabulary achievement by the students of grade ten'. He has noted that the English vocabulary achievement of the students of grade ten was not found satisfactory in total since majority (i.e. 52%) of the students were found below the average level. Moreover, he mentions that some vocabulary items like intelligent, remove, ascend, ancient, brain etc were found easier or the easiest for the students of one school while the same vocabulary items were found more difficult or even the most difficult for the students of other school.

There are several researches carried out in the Department of English Education. FOE in different areas likes error analysis, contrastive analysis, attitudes, ELT, mass media, comparative study etc. the contrary to above, this

is a student centered research work on strategy in the Department of the English Education. Likewise, there is not any thesis in the department carried out in the vocabulary learning strategy.

1.6 Objective of the Study

The research has been carried out to fulfill the following objectives:

- a) To find out the learning strategies employed in learning vocabulary by the students of grade x.
- b) To suggest some pedagogical implications.

1.7 Significance of the study

The researchers who want to carry out the research related to English teaching learning scenario of our school level will be benefited by this research. Particularly, the study will be more beneficial to those teachers and students who are directly involved in teaching and learning English. The study will be significant to course designers, text book writer and linguists also. The finding of this study will be useful to solve the problem arising in teaching and learning activities so it will have pragmatic value.

There is no research which has been yet carried out on the learning strategies adopted by the Nepali learners of English to learn the new vocabulary in any department of TU, so this research will be invaluable for the department of English Language Education itself.

The study may be groundwork for the further studies in this field.

1.8 Definition of Specific Terms Used

The following terms have been used in specific ways in this dissertation.

Informants: It refers to the students of grade ten involved to response the questionnaire while collecting the data.

Strategy:

It refers to the styles that students adopt to make their learning easier, faster, more enjoyable, more directed, more effective and more transferable to new situations.

Students:

This term refers to the students of grade ten studying in different schools of Kathmandu valley.

Target Language:

This term refers to English Language.

Text:

It refers to the textbook of compulsory English for grade ten.

CHAPTER TWO

METHODOLOGY

The researcher has used the following methods to collect the required information for his study.

2.1. Sources of Data

In order to carry out this research the researcher used both primary and secondary sources of data.

2.1.1 Primary Sources

The primary sources of data for the study was the responses made by the students of grade ten studying in different secondary schools of Kathmandu to a set of questionnaire.

2.1.2 Secondary Sources

The researcher used the secondary sources of data i.e. books, journals, research reports, articles, forum and websites for the preparation of questionnaire and for widening his insight and knowledge in the related area. Some of them were Brown (1994), Dahal (2003), Ellis (1986), Kumar (1996), Bhattarai (2001), Best and Khan. (1995), <http://www.ozlinecom/learning/index.htm>.

2.2. Population of the Study.

The population of the students was the students of grade ten studying in different schools of Kathmandu valley.

2.2.1 Sample population

The sample population of this study consisted of hundred students studying in grade ten. They were sampled randomly from different five secondary schools of Kathmandu valley. Twenty informants were taken from each school. Different schools were selected as women school, girls school, government school, private boarding school and open school (open school is named, for the convenience of the researcher, to such institution or tuition center where students get preparation for private SLC test.) The number of informants according to different schools has been given in the appendix B.

2.3 Tools for Data Collection

A set of questionnaire was used to measure the frequency of the vocabulary learning strategies. Although many of the items were chosen from Kudos' research because they were frequently used and of the researcher's interest, many other original items were also added to the questionnaire in this study. In this questionnaire, the participants were asked to note down the frequency of the strategies that they had used to learn vocabulary over the last two weeks (App C) The scale *never* was important to distinguish because one of the research objectives was to know whether the participants used the certain strategy , and, if they used a particular strategy, how often ? How commonly was it used? Since, these were some of the research questions, *never and* other choices were distinguished from one another in the questionnaire without underlining the choice *never*. All the items were presented in English and necessary explanation, as per the student's requirement, was given for the items which were expected to be hard to understand.

2.4 Process of Data Collection

The researcher visited the purposively selected schools with an official letter from the department after preparing the required copies of the questionnaire. Then, he established a rapport with the concerned body and described the purpose of his visit. After getting the permission from the authority, he introduced himself with the subject teacher and managed the time to collect the responses from the informants.

After explaining the purpose, the participants were distributed the set of questionnaire and were asked to fill them out. Then, the researcher explained how to respond to the items by giving an example and told the students that they could ask any questions if they found items hard to understand. Students were told that they should respond to the items without discussing the answers with their classmates, because strategies differed from person to person.

2.5 Limitations of the study

The study was confined with the following limitation.

1. This study was limited to the strategies adopted to learn the English vocabulary.
2. The population of the study was selected from five schools (App: A) of Kathmandu and Lalitpur districts only.
3. The variables such as gender, age, environment of the schools etc were ignored.

2.6 Procedure of the Data Analysis

The researcher used the summated scale, more commonly known as the likert scale to analyse and interpret the collected data. As mentioned by Kumar R. (1996), this scale is based upon the assumption that each statement/ item on

the scale has equal 'attitudinal value' ' importance' or 'weight' in terms of reflecting an attitude towards the issue in question. That's why five different responses as never, seldom, occasionally, usually and always are made to each item.

While carrying out this research in order to analyze the collected data, weightage of 1, 2, 3, 4 and 5 was assigned to the responses never, seldom, occasionally, usually and always respectively for the convenience of the researcher. The data, thus, collected were tabulated in a frequency basis. Then, the mean weightage of each item was calculated as follows:

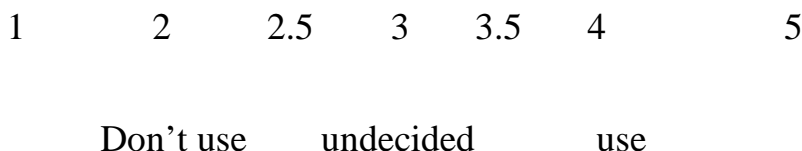
Step : 1

Total weightage score = $n_1 \times 1 + n_2 \times 2 + n_3 \times 3 + n_4 \times 4 + n_5 \times 5$ where 1,2,3,4, and 5 are the weightage corresponding to the options never, seldom, occasionally usually and always respectively and $n_1 + n_2 + n_3 + n_4 + n_5$ + the total number of the responses in the sample questionnaire.

Step: 2

$$\text{Mean weightage} = \frac{\text{Total weightage score}}{n_1 + n_2 + n_3 + n_4 + n_5}$$

The numerical value of the mean weightage ranges from 1 to 5. The researcher further hypothesizes that the mean weightage above 3.5 in the rating scale proves that the students employ this strategy whereas the mean weightage below 2.5 proves that the students don't employ the strategy. Similarly, the mean weightage between 2.5 to 3.5 shows that the students may or may not use this strategy or undecided. Graphically the condition can be shown as follow:



Moreover, the researcher grouped the five categories of options into three categories. Hence, the first category comprises the options never and seldom, which indicate 0 % to 25% of their agreement i.e. the students sometimes use this strategy. Similarly, the second category comprises only 3 rd option i.e. occasionally, which represents 50% of their agreement i. e. the students often use this strategy and the third category comprises the options usually and always which represent 75 % to 100% of their agreement i. e. the students use this strategy more frequently. Then, the researcher summed the counted frequency of first and third categories separately. Since the population of the informants was 100, the counted frequency represents the percentage of the agreement as well.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is devoted to the analysis and interpretation of the collected data.

Student's Responses about the Strategies of Studying Vocabulary.

There were fifty items in the questionnaire to find out the strategies that the students employ to be familiar with new words. The distribution of mean weightage in the rating scale regarding learning vocabulary was analysed and the overall analysis of the responses has been given below.

Table 1: Distribution of the students' responses about the strategy of learning vocabulary.

Statements	0	1	0+1	2	3	4	3+4	Mean Weightage
1. Guessing from textual context	4	25	29	29	31	11	42	3.20
2. Paraphrasing the words meaning	14	28	42	25	31	2	33	2.21
3. Asking teacher for synonym / paraphrasing	4	24	28	33	29	10	39	3.17
4. Asking teacher to translate into MT	44	11	55	14	28	3	31	2.35
5. Asking teacher to translate into Nepali	2	19	21	24	31	24	55	3.56
6. Putting labels on physical object	26	33	59	23	12	6	18	2.39
7. Using keyword method	6	34	40	37	16	7	23	2.88
8. Using English language songs	24	30	54	22	20	4	24	2.50
9. Doing group work in class	3	20	23	28	41	8	49	3.31
10. Consulting monolingual dictionary	14	26	40	25	31	4	35	2.85
11. Using English language internet	42	20	62	20	10	8	18	2.22
12. Using Synonyms / Antonyms	4	30	34	34	26	6	32	3.00
13. Testing with parents	31	26	57	23	8	12	20	2.44
14. Doing Written repetition	11	35	46	25	26	3	29	2.75
15. Doing Pair work in class	6	27	33	33	25	9	34	3.04

16	Using new words in sentences	7	31	38	31	21	10	31	2.96
17	Doing group work outside class	19	37	56	30	11	3	14	2.42
18	Connecting words to already known words	9	29	38	34	20	8	28	2.89
19	Asking to private tutor.	47	22	69	14	14	3	17	2.04
20	Learning the words of an idiom together	4	20	24	23	18	35	53	3.60
21	Taking notes in the class	8	16	24	19	27	30	57	3.55
22	Consulting thesaurus	33	34	67	14	17	2	19	2.21
23	Memorizing the meaning of affix and roots.	15	34	49	26	17	8	25	2.69
24	Memorizing the parts of speech	10	24	34	19	38	9	47	3.12
25	Consulting picture dictionary	27	37	54	31	12	3	15	2.47
26	Asking brother or sister	17	24	41	24	23	12	35	2.89
27	Keeping a vocabulary notebook	7	17	24	19	26	31	57	3.57
28	Imaging word's meaning	7	41	48	31	18	3	21	2.69
29	Connecting word's meaning to a personnel experience	7	29	36	34	25	5	30	2.92
30	Listening to English-language program.	19	33	52	24	22	2	24	2.49
31	Using scale for gradable adjectives	25	33	58	24	11	7	18	2.42
32	Asking members of family	17	33	50	27	14	9	23	2.65
33	Using loan words	14	29	43	32	15	10	25	2.78
34	Consulting bilingual dictionary	9	12	21	22	34	23	57	3.50
35	Doing Verbal repetition and learning by heart	3	16	19	23	22	36	58	3.75
36	Learning words Written on commercial words	3	24	27	40	29	4	33	3.07
37	Listening tape of word list	45	22	67	22	10	1	11	2.00
38	Using word list prepared by the teacher	4	33	37	19	24	20	44	3.23
39	Using language lab	95	5	100	0	0	0	0	1.05
40	Using semantic map	36	37	73	18	9	0	9	2.00
41	Reading newspaper	10	25	35	26	33	6	39	3.00

42	Using glossary section	3	13	16	30	34	20	54	3.55
43	Noting down meaning during teacher's explanation	6	10	26	31	26	27	53	3.52
44	Using guess paper or guide book.	7	34	41	26	24	9	33	2.94
45	Giving definition	21	18	39	34	18	9	27	2.76
46	Learning words through computer	48	21	69	19	10	2	12	1.97
47	Using Interactive CD player	50	30	80	11	6	3	9	1.82
48	Playing games	9	34	43	33	21	3	24	2.75
49	Interacting with native speaker	35	35	70	20	8	2	10	2.07
50	Consulting encyclopedia	50	19	69	21	7	3	10	1.94

Analysis and Interpretation of the Student's Responses

Hence, the responses of each items of the questionnaire are delineated separately.

3.2.1 Guessing from textual context

The first item in the questionnaire included the strategy of guessing the meaning from the textual context. The corresponding mean weightage 3.20 shows that the students may or may not employ this strategy, however, individual rating shows that the majority of the students i.e. 42% responded that they would use that strategy more frequently, 29 % of them responded that they would often use the strategy whereas 29 % of the informants responded that they would sometimes use that strategy.

3.2.2 Paraphrasing the word's meaning by yourself

The probable learning strategy included in the second item was paraphrasing the word's meaning by the students themselves. The individual rating shows that majority of the students i.e. 42 % responded that they would sometimes use that strategy, 25 % of the informants responded that they would often use that strategy whereas 33% of the informants responded that they would use

that strategy more frequently. The mean weightage 2.21 shows that the students don't use this strategy.

3.2.3 Asking your English teacher for a paraphrase or synonym

Item number third inquired whether the informants ask their teacher for a paraphrase or synonym. Uniformity was not seen in using this strategy. Out of total population 28% responded that they would often use the strategy whereas 33% informants responded that they would sometimes use the strategy and 39% informants responded that they would more frequently use that strategy. The mean weightage 3.17 shows that they may or may not use that strategy.

3.2.4 Asking your English teacher to translate into your mother tongue.

The fourth item in the questionnaire included the strategy of translating all the vocabularies in their mother tongue. The mean weightage 2.35 shows that the students don't employ this strategy since 55% informants often employ this strategy. Likewise, only 14% responded that they would sometimes employ this strategy and 31% students opined that they would use that strategy more frequently. This portion of the informants consists of those students who had Nepali language as a mother tongue. The data shows that no translation is done into the mother tongue if the students have the mother tongue other than Nepali.

3.2.5 Asking your English teacher to translate into Nepali

The fifth item in the questionnaire included the strategy of translating all the vocabulary into Nepali. The corresponding mean weightage 3.56 shows that the students employ this strategy while learning vocabulary. Majority of the students i.e. 55% of the students responded that they would employ that strategy more frequently, 24 % responded that they would sometimes employ that strategy and 21% of the students responded that they would often employ

the strategy. It is very commonly used strategy since it has the highest mean weightage.

3.2.6 Putting English labels on physical objects

The sixth item included the strategy of putting English labels on physical objects. While responding to it, majority of the students, i.e.59 % students were found that they would sometimes use that strategy, 23% students were found that they would often use that strategy whereas 18 % students were found that they would use the mentioned strategy more frequently. Overall mean weightage 2.39 shows that the students don't use that strategy.

3.2.7 Using keyword method

Item number seven included in the questionnaire was using the keyword method. The calculated mean weightage 2.88 shows that the students may or may not use the strategy. In response to this question, majority of the students, i.e.40 % students were found that they would sometimes use the strategy,37 % students were found that they would often use that strategy whereas 23 % students were found that they would use the mentioned strategy more frequently.

3.2.8 Using English language songs

Another probable vocabulary learning strategy included in the questionnaire was whether the students learn the new vocabulary using the English language songs. Since the total mean weightage is 2.50, the students may or may not use this strategy. Among the total respondents, 54% students responded that they would sometimes use that strategy. Only 24 % students opined that they would use that strategy more frequently. Likewise, 22 % students responded that they would often use that strategy.

3.2.9 Learning by your group work in class

Item number nine incorporated the strategy of learning the vocabulary by the group work in the classroom. The overall mean weightage 3.31 reveals the fact that the students may or may not use this strategy. However, majority of the students i.e. 49 % students opined that they would more frequently use the mentioned strategy, 28 % opined that they would often use the same strategy whereas 23 % of the students opined that they sometimes use the discussed strategy.

3.2.10 Consulting a monolingual dictionary

Similarly, strategy of using the monolingual dictionary was incorporated in the item number ten of the questionnaire. This strategy may or may not be used by the students since the overall mean weightage is 2.85. As majority of the students i.e. 40% students were found that they sometimes use this strategy, 25 % were found that they often use this strategy and 35 % of the students were found of using this strategy more frequently.

3.2.11 Using English language internet

The eleventh item incorporated in the questionnaire inquired the strategy of using the English language internet. The mean weightage 2.97 shows that this strategy may or may not be used by the students while learning vocabulary. Out of the total informants 62 % responded that they would sometimes use the discussed strategy, 20 % responded that they would often use the discussed strategy whereas 18% responded that they would more frequently use the discussed strategy.

3.2.12 Connecting the word to its synonyms and antonyms

Similarly, strategy of connecting the word to its synonyms and antonyms was incorporated in the item number twelve of the questionnaire. This strategy may or may not be used by the students since the overall mean weightage is 3.0. Out of total respondents, 34% informants responded that they sometimes

apply this strategy and 34% informants opined that they often use this strategy and 32 % responded that they would use that strategy more frequently. There is more similarity in the response of this strategy.

3.2.13 Testing with your parents

The next item included in questionnaire was the strategy of asking or testing the meaning of the words to their parents. The overall mean weightage 2.44 reveals the fact that the students don't employ this strategy as the way of learning vocabulary. Besides, majority of the students i.e. 57 % responded as they sometimes use this strategy whereas 23 % of the total students responded that they would often use that strategy and 20 % of the total students responded in favor of using this strategy more frequently.

3.2.14 Doing written repetition

Item number fourteen in the questionnaire was whether the students do written repetition of the vocabulary while learning. The mean weightage 2.75 shows that the students may or may not employ this strategy. Still majority of the students i.e. 46 % responded that they sometimes employ that strategy and 25 % of the students responded that they would often use that strategy. Likewise, 29 % students responded that they would frequently use that strategy.

3.2.15 Learning by pair work in class

Another strategy asked in the item number fifteen was learning the vocabulary by pair work in the class. The overall mean weightage 3.04 shows that the students may or may not use this strategy. There is great similarity in the responses made by the students. Majority of the students i.e. 34 % expressed their opinion of using the same strategy more frequently whereas 33 % of the students expressed their opinion that they would often use the same strategy and 33% of the students expressed their opinion of using the same strategy sometimes.

3.2.16 Using new word in sentences

Similarly, the next item in the questionnaire inquired about the strategy of using the new words in their sentence. Out of total informants, 31 % students responded that they more frequently used that strategy whereas 31 % students responded that they would often use that strategy and majority of the students responded that they would sometimes use that strategy. Moreover, the mean weightage 2.96 % shows that the students may or may not use that strategy.

3.2.17 Doing a group work outside the class

To elicit the response whether the students study and practice meaning in a group outside the classroom, the item number seventeen incorporated in the questionnaire. It was found that the students don't apply the mentioned strategy while the mean weightage is 2.42. Majority of the students i.e. 56 % opined that they sometimes follow the strategy. Likewise, 30 % students opined that they often follow the mentioned strategy and 14% students opined that they sometimes follow that strategy.

3.2.18 Connecting word to already known words

Similarly, the next item in the questionnaire was whether the students connect words to already known words. Majority of the students i.e. 38 % were found using that strategy sometimes, 34 % students were found that they often use that strategy whereas 28% students were found using that strategy more frequently in the process of learning vocabulary. Moreover the mean weightage 2.89 shows that the students may or may not use this strategy.

3.2.19 Asking your private tutor

Another strategy incorporated in the nineteenth item in the questionnaire was whether the students learn by asking your private tutor. Out of the total number of students, majority of the students, i.e.69 % of them responded that they sometimes used that strategy, 14 % of them responded that they would

often used that strategy whereas 17 % were found using that strategy more frequently while learning vocabulary. In addition, the overall mean weightage 2.04 proves that the students don't follow the mentioned strategy.

3.2.20 learning the words of an idiom together

In the same way the twentieth item given in questionnaire encompassed the strategy of learning the words of an idiom together. Out of the total informants majority of them i.e.53 % responded of using this strategy more frequently, whereas 23 % responded that they would often use that strategy and 24 % responded of using that strategy sometimes. The counted mean weightage 3.60 clearly proves that this is one of the important strategies that students employ while learning vocabulary.

3.2.21 Taking notes in the class

Item number twenty one included in the questionnaire was to elicit information about the strategy of taking notes of vocabularies in the classroom. The mean weightage 3.55 shows that the students employ this strategy while learning vocabularies. Majority of the students i.e. 57 % responded that they would employ that strategy to a greater extent i.e. more frequently whereas 24 % students responded that they would sometimes employ that strategy and 19 % students responded that they would often employ the strategy.

3.2.22 Consulting thesaurus

Similarly, the next item incorporated in the questionnaire was to find out whether the students use a thesaurus to learn the vocabulary. The calculated mean weightage 2.21 shows that the students don't use this strategy though the majority of the students i.e.67% responded that they would sometimes employ the mentioned strategy. Likewise, 14 % of the students responded that they would often use the strategy and 19 % of the students responded that they would use the strategy more frequently.

3.2.23 Memorizing the meaning of affix and roots

Another strategy asked in item number twenty three was memorizing the meaning of affix and roots. Among the total respondents, majority of them i.e. 49 % responded that they sometimes apply this strategy. Likewise, 25 % informants were using the mentioned strategy more frequently and 26 % of them responded that they would often use the strategy. The total mean weightage 2.69 shows that they may or may not use the mentioned strategy.

3.2.24 Memorizing the parts of speech

The twenty fourth item in the questionnaire included the strategy of memorizing the parts of speech. The mean weightage 3.12 shows that the students may or may not employ the strategy. However, individual rating shows that majority of the students i.e. 47 % responded that they would more frequently use that strategy, 38 % responded that they would often use that strategy whereas 24 % of the informants responded that they would sometimes use that strategy.

3.2.25 Consulting picture dictionary

The next item in the questionnaire inquired how often the students use the picture dictionary to learn the vocabulary. Out of the total respondents 54 % opined that they sometimes used that strategy, 31 % opined that they often used that strategy whereas only 15 % opined that they used that strategy more frequently .Though the mean weightage 2.47 is near to the median line, it is suggested that the students don't use this strategy.

3.2.26 Asking your brother or sister

The strategy included in the twenty sixth item was asking their brother or sister. The calculated mean weightage 2.89 reveals the fact that the students may or may not use that strategy while learning vocabulary. Majority of the students i.e. 41 % opined that they sometimes adopted the strategy whereas 23

% students opined that they often used that strategy and 35 % opined that they used the strategy more frequently.

3.2.27 Keeping a vocabulary notebook

Item number twenty seven inquired whether the students keep a vocabulary notebook. The overall mean weightage 3.57 proves the fact that the students employ this strategy. Out of the total population, majority of them i.e. 57 % responded that they would use that strategy more frequently whereas 19 % responded that they would often use that strategy and 24 % students responded that they would sometimes use that strategy.

3.2.28 Imaging the word's meaning

The twenty eighth item included in the questionnaire was about imaging the word's meaning of difficult words. While responding to this item, majority of the students i.e. 48 % responded that they sometimes use that strategy whereas 31 % students responded that they would often use that strategy and 21 % students were using that strategy more frequently. The calculated mean weightage 2.69 reveals the fact that the students may or may not use that strategy.

3.2.29 Connecting the word to a personnel experience

The next item comprised the strategy of connecting the word to a personnel experience. The students were found that they may or may not use the strategy since the mean weightage is 2.92. Similarly, majority of the students i. e. 36 % opined that they sometimes used that strategy, 33 % opined that they often used that strategy whereas 30 % students were found of using that strategy more frequently.

3.2.30 Listening to English- language radio program

Item number thirty included the strategy of learning the vocabulary after listening to the English language radio program. The overall mean weightage

i.e. 2.49 is near about the median line however it is suggested that the students don't employ this strategy. Out of total respondents, majority of the students i.e. 52 % responded that they sometimes employ the strategy whereas 24 % responded that they often use the strategy and 24 % of the informants responded that they would use that strategy more frequently.

3.2.31 Using scales for gradable adjectives

The next item in the questionnaire consisted of the strategy of using scales for gradable adjectives for learning vocabulary. Majority of the students i.e. 58 % responded using that strategy sometimes, 24 % of sampled students responded that they often used that strategy whereas 18 % of sampled students were using the mentioned strategy more frequently. The overall mean weightage 2.42 signifies that the students don't employ it as one of the strategies of learning vocabulary in English.

3.2.32 Asking to the members of your family, e.g. uncle, aunt, cousin etc.

Item number thirty two included in the questionnaire inquired whether they asked the members of the family, e.g.; uncle, aunt, cousin etc. The calculated mean weightage of the responses 2.65 shows that this strategy may or may not be used by the students. Majority of the students i.e. 50 % were in favor of using this strategy sometimes, 27 % students often used this strategy whereas 23 % students were found in favor of using this strategy more frequently.

3.2.33 Using loan words in study

Another strategy incorporated in the item number thirty three was using the loan words. The calculated mean weightage 2.78 shows that the students may or may not use that strategy. Out of the total informants, majority of the students i.e. 43 % opined that they would sometimes use that strategy whereas 32 % opined that they would often use that strategy and 25 % of the students opined that they would use the mentioned strategy more frequently.

3.2.34 Consulting bilingual dictionary

Another probable learning strategy included in the questionnaire was whether the students used the bilingual dictionary while learning English vocabulary. The total mean weightage 3.50 shows that the students employ the mentioned strategy. Majority of the students i.e. 57 % of the total informants responded that they would employ that strategy whereas 22 % students responded that they would often employ that strategy and 21% opined that they would sometimes use that strategy.

3.2.35 Doing verbal repetition and learn by heart

Item number thirty five in the questionnaire was incorporated to ensure whether the students do a verbal repetition and learn by heart. The overall mean weightage 3.75 clearly reveals that the students follow this strategy to a greater extent. Furthermore, majority of the students i.e. 58 % expressed their opinion of using the same strategy more frequently whereas 19 % of the students expressed their opinion of using the same strategy sometimes and 23 % of the students expressed their opinion that they would often use the mentioned strategy.

3.2.36 Learning words written on commercial items

Similarly, the next item in the questionnaire inquired about the strategy of learning the words written on commercial items i.e. how often the students learn vocabulary from the commercial item. The mean weightage 3.07 clearly shows that the strategy may or may not be applied by the students. However majority of the students i.e. 40 % responded that they often used that strategy. Furthermore, 27 % students responded that they sometimes used the discussed strategy whereas 33 % students responded that they used the strategy more frequently.

3.2.37 Listening to the tape of word list

To elicit the response whether the students listen to the tape of word list for learning vocabulary, the thirty-seventh item was incorporated in the questionnaire. It was found that the students don't use the mentioned strategy while learning English vocabulary since the mean weightage is 2.00. Majority of the students i.e. 67 % students opined that they sometimes followed that strategy, 22 % students opined that they often followed that strategy whereas very few students i.e. 11% opined that they followed that strategy more frequently.

3.2.38 Using word list prepared by your teacher

Similarly, the next item given in the questionnaire was whether the students used word list prepared by the teacher while learning vocabulary. The mean weightage 3.23 shows that they may or may not use that strategy. However, majority of the students i.e. 44 % students were found using that strategy more frequently. Likewise, 19 % students were found that they often used that strategy and 37 % were found that they sometimes used that strategy.

3.2.39 Using an English language lab

Another strategy incorporated in the thirty – ninth item in the questionnaire was whether the students use the language lab for learning vocabulary. This is the strategy which has the lowest mean weightage. The mean weightage 1.22 reveals the fact that they don't use that strategy. Out of the total number of students, none of them responded they frequently used that strategy, similarly no one responded that they often used that strategy. All the students i.e. 100 % of the students responded that they would sometimes used that strategy.

3.2.40 Using semantic map

In the same way the fortieth item given in the questionnaire encompassed the strategy of using the semantic map to learn vocabulary. Out of total informants, majority of them i.e.73 % responded of using that strategy

sometimes and 18 % students responded that they often used that strategy and very nominal number of students i.e. 9 % responded of using that strategy more frequently. The counted mean weightage 2.00 clearly proves that the students may or may not use that strategy.

3.2.41 Reading an English- language newspaper

The next item was incorporated in the questionnaire to find out whether the students learn the English vocabulary after reading English-language newspaper. The calculated mean weightage 3.00 shows that the students may or may not use this strategy. Majority of the students i.e.39 % were found using this strategy more frequently whereas 26 % students were found that they often used that strategy and 35 % students were found using this strategy sometimes.

3.2.42 Using the glossary section of your book

Item number forty two was included in the questionnaire to elicit information about the strategy of learning English vocabulary using glossary section of the text book. It is seen that the students would employ the mentioned strategy to a greater extent since the overall mean weightage is 3.55. Majority of the students i.e. 54 % opined that they would employ that strategy more frequently whereas 30 % students responded that they would often use that strategy and 16 % students responded that they would employ the mentioned strategy sometimes.

3.2.43 Noting down the meaning during the teacher's explanation

Another probable learning strategy included in the questionnaire was whether the students note down the meaning during the teacher's explanation. Since the total mean weightage is 3.52, it is clear that the students follow that strategy. While responding to it, majority of the students i.e. 43 % responded that they would use that strategy more frequently. Likewise, 31 % responded

that they would often use that strategy and 26 % students responded that they would sometimes use the mentioned strategy.

3.2.44 Consulting the guess paper or guide book for identified meaning or Nepali equivalent

Item number forty four included in the questionnaire was whether the students consult the guess paper or guide book for identified meaning or Nepali translation. Majority of the students i.e. 41 % responded that they would sometimes use that strategy whereas 26 % students responded that they would often use the mentioned strategy and 33 % students responded that they would use that strategy more frequently. The mean weightage 2.94 shows that the students may or may not use that strategy.

3.2.45 Learning the words by definition

Another item in the questionnaire consisted of the strategy of learning the words by definition. Majority of the students i.e. 39 % responded of using the strategy sometimes. Moreover, 34 % of the sampled students responded that they would often use that strategy and 27 % responded that they would use the mentioned strategy more frequently. The overall mean weightage 2.76 signifies that the students may or may not employ this strategy.

3.2.46 Learning the words through computer

The next item comprised the strategy of learning the words through computer. The calculated mean weightage 1.97 shows that the students don't use that strategy while learning vocabulary. Out of the total population, majority of them i.e. 69 % responded that they would employ that strategy sometimes whereas 19 % students opined that they would often use that strategy and 12 % students opined that they would use the mentioned strategy more frequently.

3.2.47 Learning the words using interactive CD player

In the same way the forty- seventh item given in the questionnaire comprised the strategy of learning the words using interactive CD player. Out of the total informants, majority of them i.e.43 % responded using this strategy sometimes, 24 % of them responded of using that strategy more frequently and 33 % of them responded that they would often use that strategy. The counted mean weightage 2.75 shows that the students may or may not use that strategy while learning vocabulary.

3.2.48 Learning the words by playing the games such as crossword puzzle, scrabbles etc.

Another item in the questionnaire forty eight was whether the students learn the words by playing the games such as crossword puzzle, scrabbles etc. Among the total informants, majority of them i.e. 43 % responded that they sometimes follow the strategy. Moreover, 33 % responded that they often follow the strategy and 24 % informants responded that they would follow the strategy more frequently. The calculated mean weightage 2.75 shows that the students may or may not follow the strategy.

3.2.49 Learning the words interacting with native English speakers

The second last item in the questionnaire was whether the students learn the words interacting with native English speakers. The mean weightage 2.07 shows that the students don't use that strategy since majority of the students i.e. 70 % opined that they would sometimes use that strategy. Likewise, 20 % students opined that they would often use that strategy and only 10 % students opined that they would use that strategy more frequently.

3.2.50 Consulting the encyclopedia

The last item in the questionnaire inquired about the strategy of using the encyclopedia for learning English vocabulary. It is found that the students don't employ this strategy since the mean weightage is 1.94. Out of total

informants, majority of the students i.e.69 % responded that they would sometime employ that strategy. Similarly, 21 % informants responded that they would often employ that strategy and whereas very few nominal i.e. 10 % informants responded that they would employ that strategy more frequently.

3.3 Analysis and Interpretation of the Student's Responses on the basis of Taxonomy of Vocabulary Learning Strategy

All the items included in the questionnaire are regrouped into four categories as learning strategies have been classified by many scholars into different groups. They are cognitive learning strategy, social strategy, metacognitive strategy and memory strategy.

3.3.1 Cognitive Learning Strategies.

They refer to the steps or operations used in learning or problem- solving that requires direct analysis, transformation, or synthesis of learning materials so the cognitive strategies can be defined as manipulation or transformation of the target language by the learner. The responses made by the students reflecting the cognitive strategy are tabulated as follows.

Table 2: The Students' responses reflecting the cognitive strategy of learning vocabulary

Statements	Rating scale	0	1	0+1	2	3	4	3+4	Mean Weightage
1. Guessing from textual context		4	25	29	29	31	11	42	3.20
2. Paraphrasing the words meaning		14	28	42	25	31	2	33	2.21
3 Using keyword method		6	34	40	37	16	7	23	2.88
4 Consulting monolingual dictionary		14	26	40	25	31	4	35	2.85
5 Doing Written repetition		11	35	46	25	26	3	29	2.75
6 Using new words in sentences		7	31	38	31	21	10	31	2.96
7 Connecting words to already known words		9	29	38	34	20	8	28	2.89

8	Learning the words of an idiom together	4	20	24	23	18	35	53	3.60
9	Taking notes in the class	8	16	24	19	27	30	57	3.55
10	Consulting thesaurus	33	34	67	14	17	2	19	2.21
11	Consulting picture dictionary	27	37	54	31	12	3	15	2.47
12	Keeping a vocabulary notebook	7	17	24	19	26	31	57	3.57
13	Imaging word's meaning	7	41	48	31	18	3	21	2.69
14	Connecting word's meaning to a personnel experience	7	29	36	34	25	5	30	2.92
15	Using loan words	14	29	43	32	15	10	25	2.78
16	Consulting bilingual dictionary	9	12	21	22	34	23	57	3.50
17	Learning words Written on commercial words	3	24	27	40	29	4	33	3.07
18	Using word list prepared by the teacher	4	33	37	19	24	20	44	3.23
19	Using language lab	95	5	100	0	0	0	0	1.05
20	Using semantic map	36	37	73	18	9	0	9	2.00
21	Using glossary section	3	13	16	30	34	20	54	3.55
22	Noting down meaning during teacher's explanation	6	10	26	31	26	27	53	3.52
23	Using guess paper or guide book.	7	34	41	26	24	9	33	2.94
24	Giving definition	21	18	39	34	18	9	27	2.76
25	Consulting encyclopedia	50	19	69	21	7	3	10	1.94

There are 25 strategies grouped under the cognitive strategy. There is a great difference in the responses made by the students to these 25 strategies. The strategies learning the words of an idiom together, taking notes in the class, Keeping a vocabulary notebook ,consulting bilingual dictionary , using glossary section, noting down meaning during teacher's explanation are employed by the students since the mean weightage of these strategies is above 3.50.

Likewise, the strategies guessing from textual context, using keyword method, consulting monolingual dictionary, doing written repetition, using new words in sentences, connecting words to already known words, imaging word's

meaning, connecting word's meaning to a personal experience, learning words written on commercial words, using word list prepared by the teacher, using loan words, using guess paper or guide book, giving definition have the mean weightage in between 2.5 to 3.5 so it is concluded that these strategies may or may not be employed by the students. Rest of the strategies namely, paraphrasing the words meaning, consulting thesaurus, consulting picture dictionary, using language lab, using semantic map and consulting encyclopedia have the mean weightage below 2.50 so these strategies are not followed by the students while learning English vocabulary.

3.3.2 Social Strategies.

Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language. The responses made by the students regarding the social strategy are tabulated as follows.

Table 3: The Students' responses reflecting the social strategy of learning vocabulary

Statements	Rating scale	0	1	0+1	2	3	4	3+4	Mean Weightage
1. Asking teacher for synonym / paraphrasing		4	24	28	33	29	10	39	3.17
2. Asking teacher to translate into MT		44	11	55	14	28	3	31	2.35
3. Asking teacher to translate into Nepali		2	19	21	24	31	24	55	3.56
4. Doing group work in class		3	20	23	28	41	8	49	3.31
5. Testing with parents		31	26	57	23	8	12	20	2.44
6. Doing Pair work in class		6	27	33	33	25	9	34	3.04
7. Doing group work outside class		19	37	56	30	11	3	14	2.42
8. Asking to private tutor.		47	22	69	14	14	3	17	2.04

9	Asking brother or sister	17	24	41	24	23	12	35	2.89
10	Asking members of family	17	33	50	27	14	9	23	2.65
11	Interacting with native speaker	35	35	70	20	8	2	10	2.07

Eleven strategies are included under social strategy. Among them, only one strategy asking the teacher to translate into Nepali is followed by the students since it has the mean weightage 3.56. Moreover, asking teacher for synonym / paraphrasing, doing group work in class, doing Pair work in class, asking brother or sister and asking members of family have the mean weightage in between 2.5 to 3.5 therefore it is concluded that the students may or may not follow these strategies. Remaining strategies namely, interacting with native speaker, doing group work outside class, asking to private tutor, testing with parents, asking teacher to translate into MT have the mean weightage below 2.5 therefore these strategies are not adopted by the students while learning English vocabulary.

3.3.3 Metacognitive Learning Strategies.

It can be stated that metacognitive is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluation learning after an activity is completed. Metacognitive strategies are defined as a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study.

Table 4: The Students' responses reflecting the metacognitive strategy of learning vocabulary

Statements	Rating scale	0	1	0+1	2	3	4	3+4	Mean Weightage
1. Putting English lables on physical Objects		26	33	59	23	12	6	18	2.39

2	Using English language songs	24	30	54	22	20	4	24	2.50
3	Using English language internet	42	20	62	20	10	8	18	2.22
4	Listening to English-language program.	19	33	52	24	22	2	24	2.49
5	Learning words written on commercial words	3	24	27	40	29	4	33	3.07
6	Listening tape of word list	45	22	67	22	10	1	11	2.00
7	Using language lab	95	5	100	0	0	0	0	1.05
8	Reading newspaper	10	25	35	26	33	6	39	3.00
9	Learning words through computer	48	21	69	19	10	2	12	1.97
10	Using interactive CD player	50	30	80	11	6	3	9	1.82
11	Playing games	9	34	43	33	21	3	24	2.75

There are eleven strategies categorized under the metacognitive strategy. Among these strategies, using English language songs, reading newspaper and learning words written on commercial words have the mean weightage 2.5, 3.07 and 3.00 respectively therefore the students may or may not use these strategies. Remaining strategies namely, putting English labels on physical objects, using English language internet, listening to English-language program, listening tape of word list, using language lab, learning words through computer, using interactive CD player, playing games have the mean weightage below 2.5 so these strategies are not followed by the students while learning English vocabulary.

3.3.4 Memory Strategies.

Memory strategies are those strategies which relate new materials to existing knowledge. They are used for storage of information.

Table 5: The Students' responses reflecting the memory strategy of learning vocabulary.

Statements	Rating scale	0	1	0+1	2	3	4	3+4	Mean Weightage
1	Memorizing the meaning of affix	15	34	49	26	17	8	25	2.69

	and roots.								
2	Memorizing the parts of speech	10	24	34	19	38	9	47	3.12
3	Doing Verbal repetition and learning by heart	3	16	19	23	22	36	58	3.75

There are only three strategies included in memory strategy. Among these three strategies, a strategy called doing verbal repetition and learning by heart has the mean weightage 3.75 so this strategy is employed by the students. Remaining two strategies called memorizing the meaning of affix and roots, memorizing the parts of speech have the mean weightage 2.69 and 3.12 respectively. The mean weightage shows that the students may or may not follow these strategies while learning English vocabulary.

3.4 Distribution of the Students' Responses on the basis of the Strategies Used by them

On the basis of the mean weightage mentioned in the table 1 all the strategies can be regrouped into three categories. They are given below.

3.4.1 Strategies used

The strategies which have the mean weightage above 3.5 belong to this group.

Table 5: Strategies used by the students.

	Rating scale	0	1	0+1	2	3	4	3+4	Mean Weightage
1	Doing Verbal repetition and learning by heart	3	16	19	23	22	36	58	3.75
2	Learning the words of an idiom together	4	20	24	23	18	35	53	3.60
3	Keeping a vocabulary notebook	7	17	24	19	26	31	57	3.57
4	Asking teacher to translate into Nepali	2	19	21	24	31	24	55	3.56
5	Taking notes in the class	8	16	24	19	27	30	57	3.55

6	Using glossary section	3	13	16	30	34	20	54	3.55
7	Noting down meaning during teacher's explanation	6	10	26	31	26	27	53	3.52
8	Consulting bilingual dictionary	9	12	21	22	34	23	57	3.50

3.4.2 Strategies may or may not be used

The strategies which have the mean weightage in between 2.5 to 3.5 belong to this group. They are given below.

Table 6 Strategies may or may not be used by the students.

1	Doing group work in class	3	20	23	28	41	8	49	3.31
2	Using word list prepared by the teacher	4	33	37	19	24	20	44	3.23
3	Guessing from textual context	4	25	29	29	31	11	42	3.20
4	Asking teacher for synonym / paraphrasing	4	24	28	33	29	10	39	3.17
5	Memorizing the parts of speech	10	24	34	19	38	9	47	3.12
6	Learning words Written on commercial words	3	24	27	40	29	4	33	3.07
7	Doing Pair work in class	6	27	33	33	25	9	34	3.04
8	Using Synonyms / Antonyms	4	30	34	34	26	6	32	3.00
9	Reading newspaper	10	25	35	26	33	6	39	3.00
10	Using new words in sentences	7	31	38	31	21	10	31	2.96
11	Using Guess paper or guide book.	7	34	41	26	24	9	33	2.94
12	Connecting word's meaning to a personnel experience	7	29	36	34	25	5	30	2.92
13	Connecting words to already known words	9	29	38	34	20	8	28	2.89
14	Asking brother or sister	17	24	41	24	23	12	35	2.89
15	Using keyword method	6	34	40	37	16	7	23	2.88
16	Consulting monolingual dictionary	14	26	40	25	31	4	35	2.85
17	Using loan words	14	29	43	32	15	10	25	2.78
18	Giving Definition	21	18	39	34	18	9	27	2.76
19	Doing Written repetition	11	35	46	25	26	3	29	2.75
20	Playing Games	9	34	43	33	21	3	24	2.75

21	Memorizing the meaning of affix and roots.	15	34	49	26	17	8	25	2.69
22	Imaging word's meaning	7	41	48	31	18	3	21	2.69
23	Asking members of family	17	33	50	27	14	9	23	2.65
24	Using English language songs	24	30	54	22	20	4	24	2.50

3.4.3 Strategies not used

The strategies which have the mean weightage below 2.5 are given in this category.

Table 7 Strategies not Used by the Students.

1	Listening to English-language program.	19	33	52	24	22	2	24	2.49
2	Consulting picture dictionary	27	37	54	31	12	3	15	2.47
3	Testing with parents	31	26	57	23	8	12	20	2.44
4	Doing group work outside class	19	37	56	30	11	3	14	2.42
5	Using scale for gradable adjectives	25	33	58	24	11	7	18	2.42
6	Putting labels on physical object	26	33	59	23	12	6	18	2.39
7	Asking teacher to translate into MT	44	11	55	14	28	3	31	2.35
8	Using English language internet	42	20	62	20	10	8	18	2.22
9	Paraphrasing the words meaning	14	28	42	25	31	2	33	2.21
10	Consulting thesaurus	33	34	67	14	17	2	19	2.21
11	Interacting with native speaker	35	35	70	20	8	2	10	2.07
12	Asking to private tutor.	47	22	69	14	14	3	17	2.04
13	Listening tape of word list	45	22	67	22	10	1	11	2.00
14	Using semantic map	36	37	73	18	9	0	9	2.00
15	Learning words through computer	48	21	69	19	10	2	12	1.97
16	Consulting encyclopedia	50	19	69	21	7	3	10	1.94
17	Using Interactive CD player	50	30	80	11	6	3	9	1.82
18	Using language lab	95	5	100	0	0	0	0	1.05

This can be shown in the pie chart as follows.

Among fifty strategies mentioned in the questionnaire, the students use only 16 % of the total strategies. Likewise, 40 % strategies may or may not be used by the students and remaining 44 % strategies are not followed by the students.

CHAPTER FOUR

Findings, Conclusion and Recommendations

The purpose of carrying out this research was to find out the learning strategies adopted by the tenth graders while learning English vocabulary. Besides this, one of the two objectives was to suggest some pedagogical implications for enhancing teaching learning process. Therefore, the researcher here identified his way towards finding out the learning strategies employed by the students of grade ten while learning English vocabulary.

The researcher constructed a set of questionnaire which was designed using percent wise five points Likert Scale to judge the learning strategies that can be applied in learning English vocabulary. Then the set of questionnaire was administered to collect the information to 100 students in five secondary schools selected purposively. Then the information / data gathered from 100 students were tallied, tabulated, and mean weightage was calculated. After the overall analysis the researcher pinpointed the strategies that are being adopted by the students of grade ten while learning English vocabulary. This chapter presents findings based on the analysis of data, conclusion and recommendations.

4.1 Findings

On the basis of the analysis and interpretation in the preceding chapter, the following strategies were employed by the students while learning vocabulary.

1. Doing verbal repetition and learn by heart.
2. Learning the meaning of an idiom together.
- 3 Keeping a vocabulary notebook.
- 4 Asking the teacher to translate into Nepali.
5. Taking the note of the difficult words in the class.

6. Using the glossary section of the book.
7. Noting down the meaning during the teacher's explanation.
8. Using a bilingual dictionary.

The strategies most frequently used were verbal repetition and learning by heart i.e. rote learning. Moreover, the strategy of learning the meaning of an idiom together, keeping the vocabulary notebook, asking the teacher to translate into Nepali and taking note of the difficult words in the class were other frequently used strategies. On the other hand, the strategies like using the English language lab, learning the words using interactive CD player, using the encyclopedia, learning the words through computer, listening to the tape of word list were the least frequently used strategies. Regarding the strategy using the language lab, no language lab was found in any school. Though, some students responded that they would seldom use that strategy. It may be just because of their intention to stand difference with others in their classroom.

Another interesting finding was the change of strategy use over time as the informants became older, they came to use strategies which were less popular with younger learners, and ceased to use the strategies which younger people were found to employ. The same trend was observed in their perceptions of strategy helpfulness. The strategies which became more popular with older people were those which required deeper mental processing such as keyword method, connecting a word to a personal experience, and word association. In contrast, shallower activities such as doing verbal repetition, learning by heart, keeping a vocabulary notebook, word lists and using bilingual dictionary were preferred by the young learners which became less and less common as learners aged.

4.2 Conclusion

From the analysis in the previous chapter, it is found that the students employ the cognitive strategy more frequently than other strategies. but the strategies that involved deeper cognitive processing were less commonly used. Likewise, the strategies using the electronic devices and advanced equipments such as using computer lab, learning the words through interactive CD player, listening to the tape were found least used by the learners. It may be because of either the lack of their awareness regarding such equipments or unable to afford.

It is found that only few students are exposed to different strategies. They are not familiar with so many strategies. Some of them told that they did not know about so many strategies to learn vocabulary. After knowing so many strategies are possible to use for learning vocabulary, they planned to use them in the coming days.

4.3 Recommendations

These are the recommendations made by the researcher after analyzing the findings of the study.

1. It is recommended to expose the students with more strategies as far as practicable.
2. Teacher training in learning strategy should be conducted to aware of different strategies.
3. Different educational materials such as audio cassette, CD etc. should be managed in each educational institution to enable the students using different equipments to make their learning more effective.
4. Similar studies need to be conducted in other levels so that the students could have access to different strategies to enhance the languages learning process.

5. This study was survey type and confined only within students and teachers so experimental research is to be carried out including teachers, curriculum designers and textbook writers.
6. All the concerned personnel and authorities should take immediate action to implement the findings in order to ratify the problem in teaching English vocabulary and strengthen the slow progress of the students in learning English vocabulary.
7. Due consideration needs to be given on strategies which can help the trained as well as untrained teachers to abridge the variation and bring uniformity in teaching.

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Appendix 'A'

Sample schools

1. Prerana Women School, Satdobato, Lalitpur.
2. Siddhi Ganesh Secondary School, Sorakhutte, Kathmandu.
3. Navajeevan Boarding School, Samakhusi, Kathmandu.
4. Sea Public Open School, Thamel, Kathmandu.
5. Shanti Bidhya Griha, Lainchour, Kathmandu.

Appendix 'B'

Sample Students

S.N.	School	No. of Students	Remarks
1	Prerana Women School.	20	Women School
2	Siddhi Ganesh Secondary School.	20	Government School
3	Navajeevan Boarding School.	20	Private English Medium School
4	Sea Public Open School.	20	Open School
5	Shanti Bidhya Griha,	20	Girls School.
	Total	100	

Appendix 'C'

Questionnaires

Name (opt.):

Address:

Mother Tongue:

Age:

School:

The following list is a list of vocabulary learning strategies. Learning strategies here refer to the methods by which you learn vocabulary. I would like to know what actually you do, not what you should do or you want to do. I would like to request you to indicate how often you have used a certain strategy over the last two weeks, irrespective of the skills and of the place of learning. If you do not use a strategy at all please tick the word *never*. If you use a strategy, please tick one of the words, *seldom*, *usually*, or *always*, according to the frequency. Here these words refer as never means 0% seldom means 25% occasionally means 50%, usually means 75% and always means 100% respectively. If you use a bilingual dictionary around 50% of the time when learning vocabulary, for example, please tick the word, *occasionally*

I consult the bilingual dictionary when I don't know the meaning.

Never *seldom* *occasionally* *usually* *always*.

If you want to correct the tick, please cross it and tick your best choice clearly. Also, please do not tick in between the items. Tick only one of the words. In this questionnaire there are no correct or wrong answers. Also, there is no restriction or rule that you can not use one particular strategy simultaneously with another one. They are not mutually exclusive. For example, if you use both a bilingual dictionary and a monolingual dictionary 75% of the time when you try to learn vocabulary, please tick the word, *usually* in the items 10

and 34 below. These ways, **please indicate the frequency of the strategy you use.**

1. Guess from textual context in reading.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

2. Paraphrase the word's meaning by yourself.

Never seldom occasionally usually always
Not at all 0% to a great extent
100%

3. Ask your English teacher for a paraphrase or synonym.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

4. Ask your English teacher to translate into your mother tongue.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

5. Ask your English teacher to translate into Nepali.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

6. Put English labels on physical objects.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

7. Use keyword method.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

8. Use English-language songs.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

9. Learn by your group work in class.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

10. Use a monolingual dictionary.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

11. Use English language internet.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

12. Connect the word to its synonyms and antonyms.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

13. Test with your parents.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

14. Do written repetition.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

15. Learn by pair work in class.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

16. Use new word in sentences.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

17. Study and practice meaning in a group outside of class.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

18. Connect word to already known words.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

19. Learn by asking your private tutor

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

20. Learn the words of an idiom together.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

21. Take notes in the class.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

22. Use a thesaurus.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

23. Memorize the meaning of affix and roots.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

24 Memorize the parts of speech.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

25 Use picture dictionary

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

26. Ask your brother or sister.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

27 Keep a vocabulary notebook.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

28. Image word's meaning.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%0

29. Connect word to a personnel experience.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

30. Listen to English –language radio program.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

31. Use ‘scales’ for gradable adjectives.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

32. Ask to the members of your family, egg; uncle, aunt, cousin etc.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

33. Use Loan words in study.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

34. Use a bilingual dictionary.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

35. Do verbal repetition and learn by heart.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

36. Learn words written on commercial items.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

37. Listen to tape of word lists.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

38. Use word lists prepared by your teacher.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

39. Use an English language lab.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

40. Use semantic map.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

41. Read an English- language newspaper.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

42. Use the glossary section of your book.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

43. Note down the meaning during the teacher's explanation.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

44. Consult the guess paper or guide book for identified meaning or Nepali equivalent.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

45. Learn the words by definition.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

46. Learn the words through computer.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

47. Learn the words using interactive CD player.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

48. Learn the words by playing the games such as crossword puzzle, scrabbles etc.

Never seldom occasionally usually always
Not at all 0% to a great extent 100%

Appendix D

Cognitive strategy:

1. Guessing from textual context in reading.
2. Paraphrasing the word's meaning by yourself.
3. Using keyword method.
4. Consulting a monolingual dictionary.
5. Doing written repetition.
6. Using new word in sentences.
7. Connecting word to already known words.
8. Learning the words of an idiom together.
9. Taking notes in the class.
10. Using a thesaurus.
11. Using picture dictionary
12. Keeping a vocabulary notebook.
13. Imaging word's meaning.
14. Connecting word to a personnel experience.
15. Using Loan words in study.
16. Using a bilingual dictionary.
17. Learning words written on commercial items
18. Using word lists prepared by your teacher
19. Using semantic map
20. Using the glossary section of your book.
21. Noting down the meaning during the teacher's explanation
22. Consulting the guess paper or guide book for identified meaning or Nepali equivalent
23. Learning the words by definition.
24. Using the Encyclopedia.
25. Connecting the word to its synonyms and antonyms

Social strategy:

1. Asking your English teacher for a paraphrase or synonym.
2. Asking your English teacher to translate into your mother tongue.
3. Asking your English teacher to translate into Nepali.
4. Learning by your group work in class.
5. Testing with your parents
6. Learning by pair work in class
7. Studying and practicing meaning in a group outside of class

8. Learning by asking your private tutor
9. Asking your brother or sister for Nepali translation
10. Asking to the members of your family, e.g.; uncle, aunt, cousin etc.
11. Learning the words interacting with native English speakers.

Metacognitive strategy

1. Putting English labels on physical objects
2. Using English-language songs
3. Using English language internet
4. Listening to English –language radio program
5. Using ‘scales’ for gradable adjectives
6. Listening to tape of word lists
7. Using an English language lab.
8. Learning the words through computer.
9. Reading an English language newspaper.
10. Learning the words by playing the games such as crossword puzzle, scrabbles etc.
11. Learning the words using the interactive CD player

Memory strategy:

1. Memorizing the meaning of affix and roots.
2. Memorizing the parts of speech.
3. Doing verbal repetition and learn by heart.