

**STRATEGIES USED IN LEARNING VOCABULARY BY THE
STUDENTS OF BIBLE COLLEGES**

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

**Submitted by
James Gharti Magar**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2017**

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RECOMMENDATIONS FOR ACCEPTANCE

This is to certify that **Mr. James Gharti Magar** has prepared this thesis entitled **Strategies Used in Learning Vocabulary by the Students of Bible Colleges** under my guidance and supervision.

I recommend this thesis for the acceptance.

Date: 2017/08/20

Dr. Anju Giri

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur

APPROVAL FOR THE RESEARCH

This research proposal has been approved by the following **Research Guidance Committee**:

Signature

Dr. Ram Ekwel Singh

Reader and Head

Department of English Education

T.U., Kirtipur

Chairperson

Dr. AnjuGiri (Supervisor)

Professor

DepartmentofEnglishEducation

Chairperson

English and Other Foreign Languages Education

Subject Committee

T.U., Kirtipur

Member

Dr. Anjana Bhattarai

Professor

Department of Education

T.U., Kirtipur

Member

Date : 2016-12-26

EVULUATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis **Evaluation and Approval Committee:**

Signature

Dr. Ram Ekwel Singh

Reader and Head

Department of English Education

T.U., Kirtipur

Chairperson

Dr. AnjuGiri (Supervisor)

Professor

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

T.U., Kirtipur

Member

Dr. Purna Bahadur Kadel

Lecturer

Department of Education

T.U., Kirtipur

Member

Date: 2017-08-25

DECLARATION

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

Date: 2017/08/19

James Gharti Magar

DEDICATION

This thesis is dedicated

to

*My beloved parents **Mr. Tek Bahadur Gharti** and **Mrs. Kamala Gharti** who always seek my success and happiness as well as devoted their life to uplift me.*

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James Gharti Magar

ABSTRACT

The present study entitled **Strategies used in Learning Vocabulary by the Students of Bible Colleges** is carried out to find out the strategies used in learning vocabulary by the students of Bible colleges of Kathmandu valley. The researcher selected thirty students from the three different colleges using simple random sampling procedure. A set of questionnaire including closed-ended questions was used as a research tool for data collection. The data obtained from the informants was analyzed and interpreted descriptively and statistically using simple statistical tools viz. tables and percentage. After the analysis and interpretation of collected data, it was found that the students used all kinds of vocabulary learning strategies i.e cognitive strategies, metacognitive strategies and social-strategies that were presented in the questionnaire such as noting down the meaning of new words during teacher's explanation, using glossary section of a book and guessing meaning from textual context under cognitive strategies. Similarly, they spent time in memorizing words and connected new words to already known words under metacognitive strategies. Likewise, they asked the teacher for translation, asked close friends and learned new words in groups under social strategies. Moreover, it was found that students used all three types of strategies, i. e cognitive, metacognitive and social- strategies. Among them cognitive strategies were used in a greater extend in comparison to metacognitive and socio- strategies. It was also found that most of the respondents used the strategies presented in the questionnaire 'sometimes' whereas few learners used those strategies 'never'.

This thesis consists of five chapters. Chapter one is an introductory part. This chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Chapter two consists of review of the related theoretical and empirical literature, conceptual framework and implications of the study. Likewise, chapter three is related with methodology. This chapter includes design and method of the study, population, sample and sampling strategy, tools and techniques of data collection, data collection procedures and data analysis

and interpretation procedures. Similarly, chapter four incorporates analysis and interpretation of results and summary of findings. Finally, the last chapter deals with conclusions and recommendations of the study.

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ABBREVIATIONS AND SYMBOLS

%	:	Percentage
e.g.	:	Example
F	:	Frequency
i.e.	:	That is
p.	:	Page
S.N.	:	Serial Number
et al.	:	and other people (et alia)
SLA	:	Second Language Acquisition
L2	:	Second Language
ATA	:	Asia Theological Association
GLLs	:	Good Language Learners
Viz	:	Namely (Latin- Videlicet)