

CHAPTER ONE

INTRODUCTION

This present study entitled on “Strategies used in learning vocabulary by the students of Bible colleges”. This chapter consists of the background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and finally, it ends with the operational definitions of the key terms.

1.1 Background of the Study

Language is the means of communication through which we can express our emotions, wishes, feelings and so on. Similarly, language is the means of communication used by human being to communicate thoughts and feeling. It is the system of human communication by means of structured arrangement of sounds to form larger units like microphone, words, clauses, sentences. Brown (1994,p.3) defines, “ language is the system of arbitrary vocal symbols used for human communication”.

There are various languages existed in the world, among them English language has been recognized as widely used language for global communication. It has played greater role in international trade, technology, education, entertainment and many other aspects of social life.

Learning strategies refer to the techniques, deliberate actions and thoughts that the learners use in their learning. In other words, learning strategies are the deliberate actions selected by the learners in order to enhance their second or foreign language learning. In this regard, Oxford (1999) states that learning strategies as "Specific actions, behavior, steps or techniques that the students use to improve their own progress in developing skills in a second or foreign language" (as cited in Gass and Selinker, 2008, p. 439). That is, learning strategies refer to the specific actions taken by the learners to make their learning easier, faster and effective. The

common strategies that the learners use while learning language are cognitive, meta-cognitive and socio-affective strategies.

Learning a foreign or second language is not an easy task. It needs a lot of time and efforts to have mastery over all the levels of language. These levels are phonology, morphology, grammar and semantics. Of these, phonology and morphology are very important levels because a language learner begins the journey of language from these levels. While learning a language, vocabulary plays the most important role. The full and effective use of English vocabulary is essential for successful communication. Language consists of vocabulary items which are the main instruments to express the idea. The more vocabulary item we have, the more we can express. Vocabulary is the nucleus of the language. A good store of vocabulary helps communicate either in spoken or in written form in the target language. So, learning a foreign language is a matter of learning the vocabulary of the language.

1.2 Statement of the Problems

The English language is one of the major Lingua Franca in the world. In Nepal, English is used as a foreign language for the purpose of reading and writing to communicate with foreigners. Learner feels difficulties in communicating due to the lack of vocabulary power. Therefore, learning strategies play vital role in learning vocabulary. Learning strategies directly affect the students' learning and learning pace. The success of Second Language Acquisition (SLA) (here, vocabulary learning in particular) is concerned with the selection and use of appropriate learning strategies. If the students are unable to adopt appropriate learning strategies, they may have low competence in vocabulary, their learning may be fossilized in the mid way and they may get failure, as a result, they may leave the study. So, if the teacher tries to teach the students without identifying their preferable learning strategies, the students cannot learn or they may not be interested in learning a language. Most of the student may get wrong perception due to limited knowledge of vocabulary power. So, the learner has to learn more vocabulary to learn new text. Similarly, most of student fails in English subject as well as translating English due to lack of vocabulary power. Therefore, this study

raises the issues of the vocabulary learning strategies of the learners while learning vocabulary.

1.3 Objectives of the Study

The objectives of my study were as follows:

-) To find out the learning strategies used by the bachelor first year students of the Bible theology colleges of Kathmandu valley while learning vocabulary.
-) To identify their least and most frequency used strategies in English Language, and
-) To point out some pedagogical implications.

1.4 Research Questions:

I followed the following research questions:

- i. What strategies do the learners of the Bible theological colleges use while learning English vocabulary items?
- ii. What strategies do they use most frequently in learning English vocabulary items?
- iii. What strategies do they use least frequently in learning English vocabulary items?

1.5 Significance of the Study

This study will be significant to all those who are interested in knowing different strategies of learning vocabulary. This research will be valuable for the Department of English Education itself since no research has been conducted yet on this topic. This study will be especially beneficial to the teachers, students and the entire person directly or indirectly involved in teaching and learning English language.

1.6 Delimitations of the Study

The study had the following delimitations;

-) This study was limited to the Bible Theology colleges of the Kathmandu valley.
-) The study was limited to the students of bachelor first year(10studentsfrom each college).
-) The study was limited to the three colleges of Kathmandu valley.
-) The study explored the vocabulary learning strategies.
-) The questionnaire was the main tools.

1.7 Operational Definitions of the key Terms:

Learning strategy: It refers to the particular action or activity employed by learners to make their learning easier, faster, more enjoyable, more effective and more transferable to new situations.

Vocabulary: Words in a particular language that people use when they are talking about a particular subject.

Theology: The study of God and religious belief

Bible colleges: Colleges who teach about Christian religion, cultures and beliefs.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

In this section, I describe review of the related theoretical literature, related empirical literature, implication of the review for the study and conceptual framework of the study. Literature review is one of the essential tasks to conduct any research. According to the Kumar (2009), “the literature review is an integral part of entire research process and makes a valuable contribution to all most every operational step” (p.30).

2.1 Review of Related Theoretical Literature

Here, I have made an attempt to explore on theoretical areas of my research work. Some relevant theories that are contributory to research work have been discussed as below.

2.1.1 Introduction to the Bible Theological College

Government of Nepal has implemented various educational programs in compliance with the world declaration on education for all. The Christians have their educational institutions, which have a history with United Mission to Nepal (UMN).

Bible colleges are Christian educational institutions. These institutions are established for the purpose of providing religious as well as academic education to Christian children. The Christian community itself establishes and looks after the management of these institutions.

There are five Bachelor level Christian Theological Colleges in Nepal. They are Nepal Theological College, Nepal Ebenezer Bible College, Nepal Baptist Bible College, Evangelical Presbyterian Theological Seminary and Nepal Presbyterian

Theological Seminary. Among these five Theological Seminaries, Nepal Ebenezer Bible College is the first Bible College in Nepal to be fully accredited by Asia Theological Association (ATA) to offer a three years course of Bachelor of Theology degree. It has been fully endorsed by National Churches Fellowship of Nepal (NCFN). Asia Theological Association is composed theological educational institutions, committed to evangelical faith and scholarship, which are networking together, to serve the church in equipping the people of God for mission of the lord Jesus Christ.

ATA was established in 1970 as a direct outcome of the need expressed at several Asia wide conference and consultations. Since then, It has grown into a movement committed to serving its members in development of evangelical biblical theology by strengthening interaction, enhancing scholarship promoting academic excellence, fostering spiritual and ministerial formation, and mobilizing resources to fulfill God's global mission within diverse Asian cultures. The accredited membership are as follows- India, Singapore, Korea, Taiwan, Malaysia, Hongkong, Indonesia, Nepal, Mongolia, Sri Lanka, Japan, Israel, Jordan, Thailand, Myanmar, Pakistan, Bangladesh, Vietnam, Palestine, Kuwait, Macau, United Arab Emirates, United States of America, Australia, Canada and Vanuatu.

Nepal Theological College offers its Bachelor of Theology Programme in the English medium. This is a 3 year course. Students with higher Secondary Education Pass Certificate (HSEEP) or Proficiency Certificate Level of Tribhuvan University (PCL) or equivalent to grade 12 pass are eligible for admission in Bachelor Theological Programme. Students have to read English subject as a major subject. English I and English II course is for one academic year and it carries 100 marks. This general English course designed to develop students' proficiency in grammar, vocabulary, reading and academic writing.

Following is a list of Course of Study that one would take to receive this Diploma.

First Semester

Old Testament Survey
New Testament Survey
Christian Maturity
Pentateuch Book of Acts
English 1
Music
Synoptic Gospels Life of Christ
Evangelism Today

Second Semester

Book of Hebrews
History of Christianity 1
Theology 1
Bible and Mission
English 2
Historical Books
Introduction to Greek language
Romans and Galatians

Third Semester

Introductory Biblical Greek
Pauline Epistles
Theology 2
History of Christianity 2
Wisdom Literature
Major Prophets
Book of Revelation
English 3

Fourth Semester

General Epistles
Major Religions of Asia
Theology 3
Principles of Preaching
Understanding Nepali Society
Introduction to English Literature
Letters to Corinthians

Fifth Semester

Minor Prophets
Contemporary Religious and Secular Movements
Christian Ethics
Pastoral Care and Counseling
Principles of Interpretation
Mission and Social Responsibility

Sixth Semester

Johannine Writings

Leadership and Management

Communications Theory and Practice

Principles of Church Growth and Evangelism

Christian Thought in Asia

History of Christianity in Asia

Cross- Cultural Mission

A. Course content of English I

1. Parts of speech
2. Tenses
3. Questions
4. Passive and Conditionals
5. Word formation and sentences
6. Paragraphing Writing
7. Essay Writing
8. Comprehension Reading

B. Instructional Techniques

Following instructional techniques are suggested for overall delivery of the courses.

- . Lecture
- . Discussion
- . Explanation
- . Demonstration
- . Presentation
- . Illustration
- . Quizzes
- . Individual Practice/ group work and pair work

The history of Bible colleges is associated with the Jesus Christ who was crucified before 2000 years. It is believed that he died on behalf of the sinners. Who believed in him, will get the salvation. According to the Bible, Jesus is only the way of salvation. Jesus is the son of the God and he who believed in him get the eternalize life.

2.1.2 Importance of the English Language in Nepal

Language in layman sense is the means of communication among human beings by using speech sound which took place with the onset of human existence. So, language is as old as human race. Etymologically, the word 'language' is taken from the Latin tongue. All human and animal also have their own language but it is restricted to any human being cannot produce meaningful language voluntarily. According to Sapir (1991) 'it's purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntary produced symbols.'

To quote Chomsky, a living giant of linguistics, "language is the distinctive quality of human mind that is so far as we know unique to man". Though different scholars define language differently, they have the uniformity in meaning. It's a channel to relay messages from one to another.

Language in the abstract is our facility to talk to each-other; it is the faculty of speech which all human being hold in another on the other land. A language is a particular code, a particular set of conversations which we operate through the possession of the faculty of speech.

Traditionally, it was believed that the way only basic tool a language teacher needed was a sound knowledge of the language. But now it has been realized that linguistics is not only the area in which a language teacher should be trained. Richards and Rodgers (2009) writes "Language teaching came into its own as a profession in the 20th century". Browns (1994, p.78) presents the role of English teacher more clearly when he says "Your understanding how the learner learns will determine your philosophy of approach, method and classroom techniques".

English is known as a key to get success in every field of life. The field of science and technology remains incomplete in the absence of English language. So English is an international language which is known as a global language. It is also called the 'lingua franca'. People of different communication share ideas, experiences and feeling through this language. Most of developing countries like Nepal need

English language to make country developed. The interest of every country is growing wider with the advancement of modern civilization. No country can offer to limit itself to its own store of knowledge and to the research of its own nation. Nepal cannot be untouched from above condition. So the importance of English is increasing day by day in Nepal. Now the government of Nepal has made English as a compulsory subject from primary level to bachelor level in education. So it has got a high position in our curriculum. It has also gained high prestige in both governmental and nongovernmental sector in Nepal. English is also supposed to be a gateway to the whole body of knowledge. According to Sthapit (2000, pp.2-3) English is essential in the case of Nepal for the following activities:

- Ñ To participate in classroom into action.
- Ñ To study the course materials and other related academic professional matters.
- Ñ To use it as a medium of expression in assignments, tests and examination.
- Ñ To read things for pleasure and general information.
- Ñ To gain access to world body of knowledge.
- Ñ To appreciate movies, radio, television, programs.
- Ñ To keep them abreast of what is going on abroad the world.
- Ñ To communicate with foreigners in general.
- Ñ To develop their personality and enhance their carrier development.

To sum up, English language is important in every aspect and every fields of community. Therefore, without the help of English language we cannot imagine the development of our nation.

2.1.3 Learning Strategies

The word 'strategy' comes from the ancient Greek word 'strategia' which means steps or actions taken for the purpose of winning a war. Strategy, in simple term is a plan of action mainly designed for achieving a certain or particular goal. It is systematic and elaborate plan of action so it can also be said as scheme; strategies are the tools for active self directed improvement needed for developing L2 communicative ability. In other way, it can be said as an art which enables the teacher to create new thoughts, feelings, and ideas and transmit them to third learners.

The term 'learning strategies' is defined by the different scholars. Richards, J.C. & Rodgers, T.S.(1999) says, "A way in which a learner attempts to work out the meanings and uses of words, grammatical rules, and other aspects of a language"(p.209). Likewise, Cook (1991) defines strategies as, "A choice that the learner makes while learning or using the second language that affects learning". Similarly,

Brown (1996) says that, "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.

Learning strategies are the particular approaches or techniques that learners employ to try to learn an L₂. They can be behavioral (for example, repeating new words aloud to help you remember them) or they can be mental (for example, using the linguistic or situation context to infer the meaning of a new word). Oxford (1990, p.166) asserts "Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more directed, more effective and more transferable to new situations" .

There should be harmony or matching between objective and the selected strategies to attain the goal and make the class effective. Without strategies it is impossible to teach anything effectively. Therefore, strategies are the core part of effective teaching. Strategies are the styles, techniques or approaches that the learners

employ to reach the determined learning goal. So, strategies pave the ways to the learner in the learning process.

Language learning strategies have been classified by many scholars in different types. However, most of the classifications are more or less interrelated.

O'Malley and Chamot (1990, pp. 282-284) has divided language learning strategies into three main categories:

i. Meta-cognitive Strategies

Meta-cognitive strategies are the strategies that the learners employ to control their own cognition by coordinating the planning, organizing and evaluating the process. They are used to oversee, regulate or self-direct language learning. These strategies are called meta-cognitive because they are the advanced strategies of cognitive mode. The major meta-cognitive strategies include advance organizers, directed attention, selective attention, playing vocabulary games, self-management, self-evaluation, monitoring delayed production.

ii. Cognitive Strategies

Cognitive strategies refer to the steps or operations used in problem-solving which require direct analysis, synthesis or transformation of learning materials. These strategies are more limited to specific learning tasks. Cognitive strategies include organization, rehearsal, guessing, imagery, transfer, elaboration, note taking, dictionary use, keeping a vocabulary note book.

iii. Socio-Affective Strategies

Socio-affective strategies have close relationship with socio-mediating activity and interacting with others. These strategies are related to learner's emotional requirements and concerned with the uses of language in real contexts. The learners use interactive strategies to develop socio-linguistic abilities. Socio-affective strategies include questioning for clarification, discussing, cooperating, interaction, pair work, group work, asking for translation.

Similarly, Oxford (1990, pp. 12-14) has divided language learning strategies into two main categories; direct and indirect strategies with four sub-categories.

A. Direct Strategies

Direct strategies involve the subject matter directly. They are divided into memory strategies, cognitive strategies and compensation strategies.

i. Memory Strategies

Memory strategies help learners to link one L₂ item or concept with another. These strategies entail the mental processes for storing new information in the memory and for retrieving them, when needed. That is, learners try to memorize what they have processed through reading and listening. These strategies consist of creating mental linkages, applying image and sounds, reviewing well and employing action.

ii. Cognitive Strategies

Cognitive strategies entail conscious ways of handling the target language. These strategies include practicing, receiving and sending messages.

iii. Compensation Strategies

Compensation strategies enable the learners to use the language either in speaking or writing despite knowledge gaps. These strategies are employed by learners when facing a temporary breakdown in speaking or writing. These strategies are classified into two types: (a) guessing intelligently and (b) overcoming limitations in speaking and writing.

B. Indirect Strategies

Indirect strategies provide support for language learning by employing different strategies. They are also of three types: meta-cognitive, affective and social strategies.

i. Meta-cognitive Strategies

Meta-cognitive strategies are related to how learners manage the learning process. That is, these strategies enable learners to control their own cognition. These strategies include planning, evaluating, monitoring, self- correction.

ii. Affective Strategies

Affective strategies assist learners to manage their emotions, motivation and attitudes associated with learning. These strategies include lowering anxiety, self-encouragement and self-reward.

iii. Social Strategies

Social strategies facilitate language learning through interactions with others. These strategies help the learners work with others and understand the target culture and language as well.

2.1.4 Good Language Learner Strategies

Learning language also includes learning vocabulary. As English is the second language for Nepalese students, it needs extra effort to have a command over that language. So, a good language learner needs to be aware of various strategies for learning vocabulary which are suitable for him. In this regard, Naiman, et al. (1978, as cited in Cook, 1991, p.79) have given six broad strategies used by good language learners (GLLs).

a) Find a learning style that suits you

Good language learners become aware of the type L2 learning that suits them best. While they conform to the teaching situation start with, they soon find ways of adopting or modifying it to suit themselves. Thus, some GLLs supplement audio-lingual or communicative language teaching by reading grammar books at home, if that is their bent.

b) Involve yourself in the language learning process

GLLs do not passively accept what is presented to them but go out to meet it. They participate more in the classroom, whether visible or not. They take initiative and devise situations and language techniques for themselves. Some listen to the news in the L2 on radio; others go to see films in the L2.

c) Develop an awareness of language both as system and as communication

GLLs are conscious not only that language is a complex system of rules but also that it is used for a purpose; they combine grammatical and pragmatic competence. In other words, GLLs do not treat language solely as communication or as academic knowledge but as both.

d) Pay constant attention to expanding your language knowledge

GLLs are not content with their knowledge of a second language but are always to improve it. They make guesses about things they do not know; they check whether they are right or wrong by comparing their speech with the new language they hear; and they ask native speakers to correct them. Some are continually on the lookout for clues to the L2.

e) Develop the L2 as separate system

GLLs try to develop their knowledge of the L2 in its own right and eventually to think in it. They do not relate everything to their first language but make the L2 a separate system. One common strategy is to engage in silent monologues to practice the L2

f) Take into account the demands that L2 learning imposes

GLLs realize that L2 learning can be very demanding. It seems as if you are taking on a new personality in the L2, and one which you do not particularly care for. It is painful to expose yourself in the classroom by making foolish mistakes. A good language learner should be careful about the things which are mentioned above while learning the language.

2.1.5 Defining Vocabulary

Vocabulary can be roughly defined as the words which are used in our day to day communication. The term vocabulary refers to the total number of words that make up a language. Lexicon, lexical items are synonyms for vocabulary. The term 'vocabulary' is defined differently in different books. Oxford Advanced Learner's Dictionary defines vocabulary as a body of all the words that a person knows or uses. The meaning of vocabulary is also given as total number of words that make up of language.

Hocket (1958, p.167) defines word, "As any segment of sentence bounded by successive point at which pausing is possible."

Similarly, defining vocabulary Varghese (1989, P. 64) "word used in a language constitutes vocabulary."

"If language structures make up the skeleton of language then it is vocabulary that provides the vital organs and flesh (Harmer, 1991. p. 153)."

Crystal (1995,p.111), defines vocabulary as, "A fixed set of words used as part of the definition of other words. The notion is found in such context as foreign language teaching, the teaching of reading and lexicography."

Vocabulary is one of the most important aspects of language. Vocabulary refers to the total number of words of a language. 'Vocabulary' can be a single word or a group of words that take a single meaning. In addition, vocabulary closely links with grammar. With the help of grammar, the words are arranged systematically. In any language, grammar provides certain structure and vocabulary provides meaningful words to fulfill the certain structures. Without vocabulary, there is no existence of language.

2.1.6 Types of Vocabulary

Vocabulary can be classified on the basis of different criteria. Arts and Arts (1986, p. 22) classify words into two types: major and minor words. The former is also called open word class; its membership is unrestricted and indefinitely large since it allows the addition of new members. Minor word is also called close word class; its membership is restricted since it does not allow the number of items they comprise it, as a rule, so small that they can easily be listed. In English, there are four major word classes: noun, adjective, verb and adverb. The minor word classes: conjunction, article, pronoun, quantifier, numeral and interjection. Regarding the types of word, Arts and Arts (1986, p. 21) there are three types of words: simple, compound and complex.

A simple word consists of single free morpheme followed, not to combine any affixes.

A Compound word consists of two or more free morphemes where the constituents themselves and constitutes are words, for example black board, black tea, cupboard etc. Compound word is lexical item composed of two or more parts of written (-) where the parts themselves are usually words, for example, bus park.

Complex word consists of a root and one or more derivational affixes, for example, babyhood, determination.

There are mainly two types of vocabulary: active vocabulary and passive vocabulary. According to Harmer (1991, p. 159), a distinction is frequently made between 'active' and 'passive' vocabulary. The former refers to the vocabulary that students have been taught or learnt and which they are expected to be able to use whilst the later refers to the words which the students will recognize when they meet them but which they will not be able to produce. This description reveals that those words that an individual used more frequently are called active vocabulary and those words which can be understood but not frequently used are called passive vocabulary.

Vocabulary can also be classified into two categories on the basis of the types of meaning they convey: concrete and abstract. If a word refers to an object with a concrete shape, it is called concrete vocabulary, e.g. pen, banana, book, etc. On the contrary, if it signifies something which has no definite shape, size or measurement and it entirely dependent on our personal feelings and imagination, it is called abstract vocabulary, words like kindness, love, etc. come under this vocabulary.

Another distinction is made between content words' and 'function words'. Content words refer to those words which have lexical meanings when they are used in isolation. They include nouns, verbs, adjectives and adverbs. They are also known as major class words. On the other hand, function words are those words which show grammatical relationship in and between sentences and they have little meaning on their own. Function words are mainly prepositions, articles, conjunctions and auxiliaries.

Fries (1945, pp. 44-50) classifies English words into four groups. They are function words, substitute words, grammatically distributed words and content words. According to him function words refer to the grammatical words which have no meaning in isolation. Substitute words replace a class and several classes of words. Grammatically- distributed words refer to words like 'some', 'any' which show unusual grammatical restrictions in distribution and finally the content words constitute the bulk of the vocabulary of the language.

Similar, distinction is made by Lado (1964, p. 147) into three levels. They are vocabulary to operate the pattern and illustrate the pronunciation of the language, vocabulary to communicate in different areas of wide currency and aesthetic and technical vocabularies.

The first two are common core vocabularies and the third is the specialized one. A word is supposed to be perfect word if it has its own meaning. But function words are almost meaningless in isolation. Therefore, they cannot share the quality to the perfect word. Content words are independent and have more meaningful quality. However, only literal denotation or dictionary meaning is not always complete

meaning of words because they have different connotations which are obvious by situational use.

Todd (1987, pp. 49-50) says that the term word is used for the following five senses:

- i Orthographic word: It represents the word in its conventional alphabetical writing. It has space on either side. For example, pen, come, sit, book, go and so on.
- ii Phonological word: It refers to the word in spoken form. It is preceded and followed by pause/ silence in speech. Phonological word is represented in phonemic or phonetic symbol. For example, 'cat' is orthographic word and /k let/ is phonological word.
- iii Morphological word: It consists of the form. Ball has two meaning (a spherical object used in games and a formal social gather for dancing) but the word ball is a single morphological word.
- iv Lexical word: it is also called lexeme. The lexical word is an abstract unit which underlines many morphological words. For example, the set of morphological words play, plays, playing played represent a single lexeme.
- v Semantic word: It consists the meaning of a linguistic unit. The one morphological word 'ball' represents two semantic words because it has two different unrelated meanings. One is a large formal party for dancing and the other is a round object to play a game.

2.1.7 Importance of Vocabulary Learning

Vocabulary is the indispensable aspect of language. Vocabulary learning is inevitable part of language teaching. Without vocabulary learning, language learning remains incomplete. "A good store of words is crucial for understanding and communication. A major aim of most teaching programs is to help students to gain a large vocabulary" Cross (2003, p. 5).

Realizing the importance of vocabulary, “If language structures make the skeleton of language, then it is vocabulary that provides the vital organs and flesh” (Harmer 1991, p. 153). It is true that without the use of meaningful words, no communication is possible. So, vocabulary learning is the vital aspect of language. Vocabulary teaching learning starts right from the basic level, i.e. primary level. At this level, it is very important for learners to learn a number of varieties of words with correct pronunciation. According to the Wallace (1982, p. 9) “Learning a foreign language is basically a matter of learning the vocabulary of that language. Not being able to find the words you need to express yourself is the most frustrating experience in speaking another language.”

This means to say that we must have adequate knowledge of vocabulary. When we do not have vocabulary, we are not successful to communicate our ideas. Vocabulary experts suggest that every person should not select the lexical items, if there is natural selection inherent in the classroom activities. From that, the learners can learn the vocabulary for their necessity.

Unless an individual selects the right vocabulary items, even the grammatically correct sentences fail to express the intended meaning.

Stressing the importance of vocabulary, Wilkins (1972, p. 111) says, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Vocabulary items play an important role in framing the ideas in a continuous flow. In order to communicate the thoughts effectively, one needs to select the appropriate vocabulary items and combine them together with the help of underlying rules.

2.1.8 Vocabulary Learning Strategies

Vocabulary is essential for understanding the language. Second language learners can adopt the following strategies to learn new vocabularies found in their reading text. (O'Malley and Chamot, 1990, p.43).

i. Questioning for Clarification: Asking questions to the teacher or friends for clarification and explanation of new words.

ii. Translation: Translation refers to the use of first language as a basis for understanding the L₂ vocabulary items.

iii. Selective Attention: Focusing on special aspects of learning tasks as in planning to listen for key words or phrases.

iv. Inference: Guessing meaning by using available information.

v. Note Taking: Write down the first or main points of the texts. The students write down the new word which helps when they are using in other context.

vi. Organization: Grouping and classifying the words according to their alphabetical order, semantic and/or syntactic features.

viii. Elaboration: Relating new information to other concepts in memory or linking ideas contained in new information.

ix. Auditory Representation: The students listen to the sound sequence and use it when they make sentences.

x. Imagery: Using visual images either generated or actual to understand and remember new words.

xi. Cooperation: Working with peer to find out the meaning of new words, check notes or get feedback on a vocabulary learning activity.

xii. Recombination: Putting together smaller meaningful units into new wholes. In this strategy, the students remember the meaning which is meaning to the whole.

xiii. Transfer: Using previous knowledge to help in learning meaning of new words.

xiv. Rehearsal: Repeating new vocabulary items to be remembered.

xv. Evaluation: Checking comprehension of words or evaluating language production after it has taken place.

Naiman et al. (1978) and Pickett (1978) as cited in Ellis (1985, p.103) reported that individual learners used numerous study techniques to develop their vocabulary in the second language learning.

They are

-) Preparing and memorizing vocabulary list. Individual learners appear to have highly idiosyncratic ways of coping with this.
-) Learning a word in context: Some learners made no attempt to keep lists. They relied on picking out the vocabulary items from the context in which they were used.
-) Practicing vocabulary: Various techniques fall under this heading deliberately putting words into different structures in order to drill oneself, reading to reinforce vocabulary playing games such as trying to think of words with the same ending and repeating words to oneself.

Vocabulary is the area that learners seem most conscious of except the above mentioned learning strategies, research on learning, strategies have been inspired by two inter oven disciplines cognitive psychology and second language acquisition, mains. We can list four questions that have guided research on learning strategies to get

-) What do L2 learners do to learn a second languages?
-) How do they manage or self direct these efforts?
-) What do they know about which aspects of their L2 learning process?

) How can their learning skills be refined and developed?

Firstly, cognitive psychology inspired learning strategy. In cognitive psychology, the research was experimental and oriented towards training learners to acquired strategies. At the cognitive stage, the very beginning stage learners may try to gain typical declarative knowledge such as phonological and morph syntactic rules of 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 called the associative stage where learners start to reduce errors in declarative knowledge.

2.2 Review of Related Empirical Literature

Vocabulary is an important factor of language teaching as well as teaching grammar. It is true that without accurate knowledge of vocabulary, a learner cannot use his target language effectively. Many research studies have been conducted in the field of strategies of learning vocabulary. The empirical reviews of related literature which are related to my topic are mentioned below with their objectives and major finding.

Rain (2006) carried out a research on "Learning Strategies used by Maithili Learners of English". The main objective was to find out the learning strategies used by Maithili learners of English. For this study, he used random sampling for selecting the 100 information and purposive sampling process for the selection of the five government-aided schools and teachers. He used structured interview for the teachers, a set of questionnaire and classroom observation as the tools of data collection. He found that Maithili learners of English adopted only a few strategies and teachers and learners do not use communicative strategies in the classroom.

Ghimire (2007) carried out a research on 'Vocabulary Development of the Students of Grade VI'. The objectives of this study were to study the vocabulary development of grade VI and to make the comparative study of the selected vocabulary in terms of informal, vocabulary variables. Eighty students, studying two private schools and two public schools in urban and rural areas of Bagmati

zone were selected using random sampling procedure He has found out that the vocabulary development on the active and passive. i.e. active vocabulary developed much than passive vocabulary

Ranabhat(2007) has carried out a research on the “English language teaching learning strategies in Montessori schools”. The purpose of the study was to identify the English language teaching and learning strategies in Montessori schools of Lalitpur district and to collect research based related materials in the area of Montessori education. She used observation form and questionnaire to the teachers as the tools for data collection. Her sources of data collection were the students, classroom and out of classroom activities and school documents in the Montessori schools of Lalitpur district and the population of the study consisted of eight teachers of eight different Montessori schools. Her study shows that Montessori schools have played a vital role for early childhood education as the children learn in new and scientific approach.

Kandel(2009) in her thesis entitled ‘A study on the strategies used in teaching vocabulary at pre- primary level’ has made an attempt to identify the strategies used in teaching vocabulary in- pre- primary level. She used questionnaire and observation form as the tools for data collection. Her sources of data collection were the teachers of pre- primary level (Nursery &K.G.). The main objectives of the study were to identify the teaching learning strategies used by pre- primary teachers while teaching vocabulary and to analyze them. In her research she has done class observation while teaching vocabulary. The study was limited to only 20 teachers of 10 private schools of Chitwan district. The finding of the research was somehow effective and only a few teachers used most of the techniques properly in the real classroom.

Dahal (2009) carried out a research on “Vocabulary Learning Strategies: A Case in Graduate Record Examination”. He wanted to find out the vocabulary learning strategies employed by the learners of GRE. He used questionnaires as tools for data collection and sampled the population randomly by fishbowl draw. His

findings showed that the learners of GRE mostly used definition and note down the meaning during teacher's explanation.

Baral (2013) carried out a research on "A Study of English Vocabulary Achievement of Fifth Grader in Illam District". The purpose of the study was to find out the students' achievement of English vocabulary item used in English textbook of grade five at public school in Illam district in terms of gender. The sampling populations for this research were forty eight students of fifth graders from six different public schools of Illam district. He used questionnaire as a major tool for data collection. The study concludes that the students' English vocabulary was found satisfactory. In comparison, the boys' achievement was found satisfactory than that of girls.

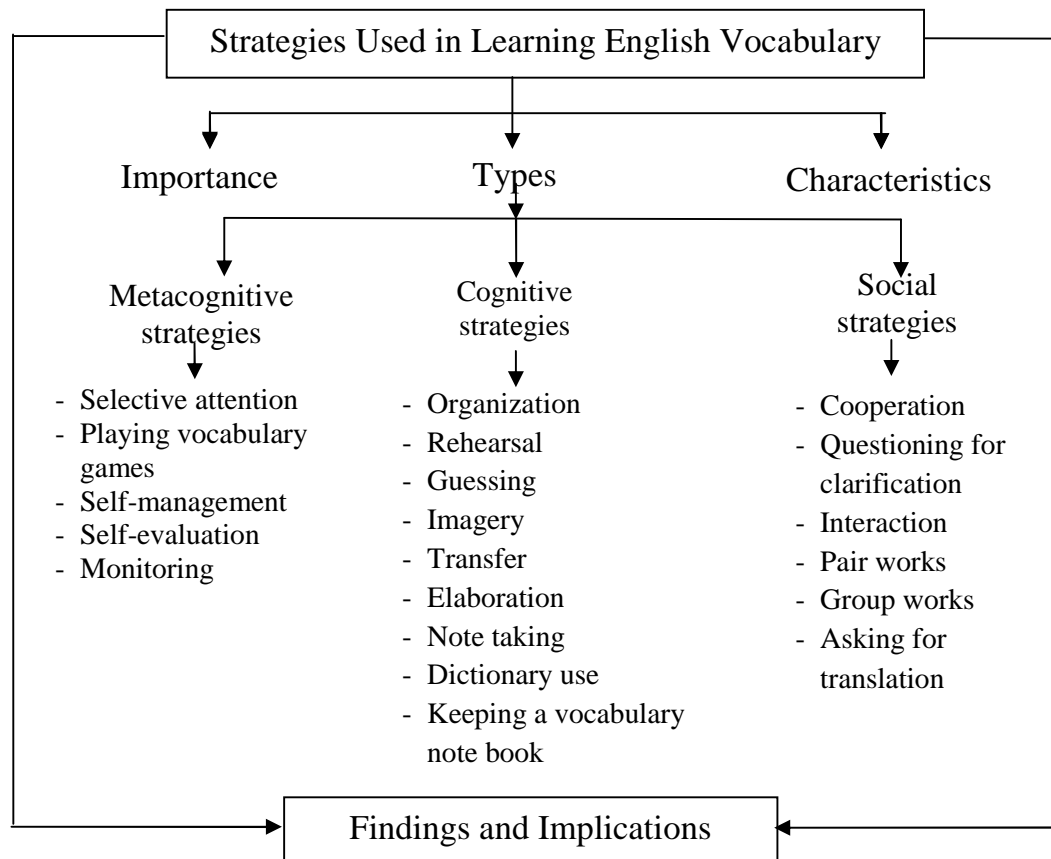
Katel (2015) carried out research on "Teachers Perception on Practice of Group Work Technique in Teaching Vocabulary." The objective of the study was to explore the teachers' perception on the practice of the group work technique in teaching vocabulary. The sample of her study consisted a thirty six English teachers of the lower secondary level. The area of the study was Kathmandu district. She used questionnaire as a major tools for the data collection. The findings of her study reveals that the most of the teachers perceived group work is an useful technique to motive and make the students creative in the classroom while teaching vocabulary item. Similarly it was found that group work technique enables the students to spell vocabulary of meaning correctly.

2.3 Implications of the Review for the Study

Literature review is one of the essential tasks to conduct any research. It provides the guidelines to carry out a research in a better way, in order to carry out this research in a proper way. In literature review, our central focus is to evaluate what has been said before on a topic and establishing the relevance of this information to our own research. Kumar (2009,p.30) says, “the literature review is an integral part of entire research process and makes a valuable contribution to almost every operational steps.” To carry out this research I reviewed theoretical as well as empirical literature related to my research topic. Moreover, this review of the study obtained from variety of sources incorporating books, journals, and articles report and so on. Literature review helped us to obtain the theoretical and practical knowledge from the previous research works related to my studies such as Rain (2006), Ghimire (2007), Ranabhat(2007), Kandel(2009), Dahal (2009), Baral (2013) and Katel (2015). It helped me to develop theoretical knowledge on vocabulary learning strategies which will bring clarity to my research problem. It also helped me to improve my research methodology. It helped me to broaden my knowledge and to contextualize my findings. Thus, my study is different and new but related to the above mentioned studies and other research work and since no one has tried to find out the strategies used in learning vocabulary by the students of Bible colleges. So, this study seems to be new and different to other researches carried out under the department of English Education T.U.

2.4 Conceptual Framework

Conceptual Framework is the plan or frame on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole ideas. To be specific, the framework incorporates the soul of the study. The study was based on the following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To fulfill the objectives of the study, the following methodology was adopted.

3.1 Design and Method of the Study

The design of the study was survey research. Survey is superficial study of an issue or phenomenon. It is a general new and characterization of the circumstance and testing of its status. It is the most commonly used method of investigation in education research. According to Nunan (1992, p.140) the main purpose of survey research is to obtain a senses of conditions, attitudes and events at a single point.

According to Cohen and Manion (1905) “surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigation through small scale studies carried out by a single researcher” (as cited in Nunan 1992, p.140). A survey usually addresses the large group of population sampling which is necessary to carry out investigation.

Thus, from the above explanation we can say that survey research is carried out to illuminate important educational issues. Here, the data were collected from the sample which was generalized. To the whole population to put it in another way, we can use such design to get factual information regarding various subjects. It is a non-manipulative study in the sense that the researcher does not control the situation. Therefore, it is also known as natural study. Normally, it is carried out to test the hypothesis rather than constructions hypothesis. In this research design, researchers construct the hypothesis before collecting the data.

Nunan (1992,p.141) suggests the following eight step procedures of the survey research.

Step1. Define objectives – How do we want to find out?

Step2. Identify target – What do we want to know about?

Step3. Literature review – What have other said/discovered about this issue?

Step4. Determine Sample - How many subjects should we survey and will identify Things?

Step5. Identify survey instruments – How will the data be collected; question/interview?

Step 6. Design survey problem – How will the data collection actually be carried out?

Step 7. Identify analytical procedures – How will the data be assembled and analyzed?

Step 8. Determine reporting – How will result be written and presented?

3.2 Population, Sample and Sampling Strategy

The population of this study was thirty students of Bible theology colleges of Kathmandu valley. The sample sizes were ten students of bachelor first year from each Bible colleges. By using purposive non-random sampling procedure, I chose thirty Bachelor first year's students from three Bible colleges of Kathmandu valley.

3.3 Study Area/Field

The study area was Kathmandu Valley. Moreover, three Bible colleges students of first year was selected as the informants and field of this study was concerned with strategies used in learning vocabulary.

3.4 Data Collection Tools and Techniques

Questionnaire was my research tools for data collection. The closed ended questions were administered to the students to measure the frequency of vocabulary learning strategies. In this questionnaire, the informants were asked to tick one of the options at a time that they were using in learning English vocabulary items.

3.5 Data Collection Procedures

I followed the following procedures to collect the data for the research work.

-) At first, I visited to the selected colleges and I took authorities to get permission and explained briefly on the purpose and process of the research.
-) Then, I established rapport with concerned teacher.
-) After that, I entered in to the classroom and introduced myself and discussed on the subject matter.
-) Then, I distributed the questionnaire to the students and requested them to do the activities mentioned.
-) Finally, I collected the questionnaires, gave thank to the informants and school authority for their co-operation.

3.6. Data Analysis and Interpretation Procedures

Systematically collected data was analyzed and interpreted descriptively as well as analytically using statically tools such as percentage and tables.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

In this chapter, analysis and interpretation of results and summary of findings are presented. The collected data has been analyzed descriptively. All information was collected through close-ended questionnaires. The main objective of the study was to find out the vocabulary learning strategies of the students of Bible colleges. For this purpose, thirty students of bachelor first year students from three Bible colleges were distributed pre-formulated questionnaires in order to get required data. The detailed analysis and interpretation of the data and summary of the findings have been presented below:

4.1 Analysis of Data and Interpretation of the Results

This section is related to the analysis and interpretation of the data. The data were collected from three Bible colleges of Kathmandu Valley with the help of questionnaire. The data obtained from the informants were analyzed and interpreted to find out the learning strategies used the students bible theological college of Kathmandu valley while learning English vocabulary. A set of questionnaire included forty-four closed-ended questions was used as a research tool to elicit the data. All the questions were closed-ended with four alternatives, i.e. ‘always’, ‘sometimes’, ‘rarely’ and ‘never’. The interpretation is divided into three main categories viz. cognitive strategies, metacognitive strategies and social strategies. Different tables have been presented to make the analysis and interpretation comprehensive.

4.1.1 Analysis and Interpretation of Informants on Cognitive Strategies

It includes the analysis and interpretation of respondents’ responses obtained through the questionnaire regarding the strategies for learning English vocabulary. To find out the cognitive strategies of Bible colleges, in this area I asked seventeen questions. All the questions were with four options, i.e. ‘always’ ‘sometimes’, ‘rarely’ and ‘never’. It is presented in table 1.

Table 1
Cognitive Strategies

S.N	Rating scale Learning strategies	Always		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%
1.	Using glossary section of a book	13	30	24	54	4	9	3	7
2.	Organizing words	12	27	24	54	6	14	2	5
3.	Guessing the meaning from context text	10	23	18	41	13	29	3	7
4.	Imagining the meaning of unfamiliar word	9	20	17	39	12	26	6	14
5.	Elaborating meaning according to contest	10	23	18	40	13	30	3	7
6.	Transferring meaning into mother language	19	42	17	38	5	11	4	9
7.	Rehearsal the words	4	9	8	18	14	32	18	41
8.	Keeping vocabulary note book	10	24	19	44	4	9	10	23
9.	Using dictionary	9	20	17	39	12	27	6	14
10.	Using bilingual dictionary	14	32	19	43	6	14	5	11
11.	Organize new words alphabetically	7	16	17	39	11	25	9	20
12.	Making notes of new words in class	19	43	14	32	7	16	4	9
13.	Learn words by definition	14	31	19	42	9	20	3	7
14.	Using picture dictionary	4	9	8	18	14	32	18	41
15.	Using Encyclopedia	4	9	18	41	6	15	15	35
16.	Learn words of idioms	2	5	7	16	14	32	21	47
17.	Taking notes in class	10	23	19	43	4	9	11	25
18.	Total	170	23	283	38	154	21	136	18

Note- Responses in Frequency=F, Responses in Percentage=%

As shown in the above table, the first item is about 'using glossary section of a book'. In response of this strategy 30 percent respondents used this strategy 'sometimes', 54percent 'always', 9percent 'rarely' and remaining 7 percent 'never'. It shows that the majority of the respondents used this strategy 'sometimes'. So, it is concluded that this is the common strategy used by respondents to learn vocabulary items.

Similarly, the second item is related to 'organizing the words'. The table shows that 27 percent respondents used this strategy 'always', 54 percent 'sometimes', 14 percent 'rarely' and remaining 5 percent 'never'. It is clear that the majority of the respondents used this strategy 'sometimes'. So, it can be concluded that this is the common strategy used by the learners to learn vocabulary items.

Likewise, the third item is about 'guessing the meaning from context text'. In response of this item, 41 percent respondents used this strategy 'sometimes', 29 percent 'rarely', 23percent 'always' and rest of the 7percent used this strategy 'never'. It proves that the majority of the respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

In the same vein, the fourth item is related with 'imagining the meaning of unfamiliar words '. The table shows that 20 percent respondents used this strategy 'always', 39 percent 'sometimes', 27 percent 'rarely' and remaining 14 percent 'never'. It is clear that the majority of the respondents used this strategy 'sometimes'. So, it can be concluded that this is the common strategy used by the learners to learn vocabulary items.

Similarly, the fifth item is related to 'elaborating the meaning according to the contest'. The table shows that 23percent respondents used this strategy 'always', 40 percent 'sometimes', 30 percent 'rarely' and remaining 7 percent 'never'. It is clear that the majority of the respondents used this strategy 'sometimes'. So, it can be concluded that this is the common strategy used by the learners to learn vocabulary items.

Likewise, the sixth item is related to 'transferring meaning into mother tongue'. The table shows that 42 percent respondents used this strategy 'always', 38 percent 'sometimes', 11 percent 'rarely' and remaining 9 percent 'never'. It is clear that the majority of the respondents used this strategy 'always'. So, it can be concluded that this is the common strategy used by the learners to learn vocabulary items.

Similarly, the seventh item is related to 'rehearsal the word'. The table shows that 9 percent respondents used this strategy 'always', 18 percent 'sometimes', 32 percent 'rarely' and remaining 41 percent 'never'. It is clear that the majority of the respondents used this strategy 'never'. Thus, it can be concluded that this strategy is never used by the learners while learning vocabulary items.

Regarding the eighth item is related with 'keeping vocabulary note book'. As shown in the above table, 44 percent respondents used this strategy 'sometimes', 24 percent 'always', 9 percent 'rarely' and remaining 23 percent 'never.' This shows that the majority of the respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy of vocabulary learning used by the learners.

The ninth item deals with 'using monolingual dictionary'. As indicated in the above table, 39 percent respondents used this strategy 'sometimes', 27 percent 'rarely', 20 percent 'always' and remaining 14 percent 'never'. It is clear that the majority of the respondents used this strategy 'sometimes'. So, it can be concluded that this is the common strategy of vocabulary learning used by the learners.

The tenth item is related with 'using bilingual dictionary'. In response of this strategy, 43 percent respondents used this strategy 'sometimes', 32 percent 'always', 14 percent 'rarely' and rest of the 11 percent 'never'. It proves that the majority of the respondents used this strategy 'sometimes'. So, it can be concluded that this is the common strategy used by the learners to learn vocabulary items.

Regarding the eleventh item 'organizing new words alphabetically', 39 percent respondents used this strategy 'sometimes', 25 percent 'rarely', 20 percent 'never' and remaining 16 percent 'always'. It shows that the majority of the respondents

used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

Similarly, the twelfth item is related to 'making note of new words during teacher's explanation'. The above table shows that 43 percent respondents used this strategy 'always', 32percent 'sometimes', 16 percent 'rarely' and remaining 9 percent 'never'. It is clear that the majority of the respondents used this strategy 'always'. So, it can be concluded that this is the common strategy used by the learners to learn vocabulary items.

Likewise the thirteenth item is related to the strategy of 'learning the word by definition'. In the response of this strategy, 42 percent respondents used this strategy 'sometimes', 31 percent 'always', 20 percent 'rarely' and remaining 7 percent 'never'. It is clear that the majority of the respondents used this strategy 'sometimes'. So, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

Similarly, the fourteenth item is related with the strategy of 'using picture dictionary'. In response of this strategy, 41 percent respondents used this strategy 'never', 32 percent 'rarely', 18 percent 'sometimes' and remaining 9 percent 'always'. This shows that the majority of the respondents used this strategy 'never'. Thus, it can be concluded that this strategy is never used by the learners while learning vocabulary items.

In the same vein, the fifteenth item is related with 'using encyclopedia'. As indicated in the above table, 41 percent respondents used this strategy 'sometimes', 35 percent 'never', 15 percent 'rarely' and rest of the 9 percent 'always'. It shows that the majority of the respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

In response of the sixteenth item 'learning words of an idiom together', 47 percent respondents used this strategy 'never', 32percent 'rarely', 16percent 'sometimes' and remaining 5 percent 'always'. It indicates that the majority of the respondents used

this strategy 'never'. Thus, it can be concluded that this strategy is never used by the learners while learning vocabulary items.

Similarly, the seventeenth item is related to the strategy of 'taking notes in the class'. As indicated in the above table, 23 percent respondents used this strategy 'always', 43 percent 'sometimes', 9 percent 'rarely' and rest of the 25 percent 'never'. It shows that the majority of the respondents used this strategy 'sometimes'. So, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

As I looked in total, the table indicated that 38 percent respondents used this strategy 'sometimes', 23 percent 'always', 21 percent 'rarely' and rest of the 18 percent 'never'. It shows that the majority of the respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners while learning vocabulary items.

4.1.2 Analysis and Interpretation of Informants on Metacognitive Strategies

This sub-heading is related with the analysis and interpretation of respondents' responses obtained through the questionnaires regarding the strategies for learning English vocabulary. To find out the metacognitive strategies of Bible college students, I asked sixteen questions. The questions had four options, i.e. 'always', 'sometimes', 'rarely' and 'never'. The responses analysis and interpretation of those questions have been presented as:

Table 2**Metacognitive Strategies**

S.N.	Learning strategies	Rating scale		Always		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%		
1.	Using selective attention words	10	23	18	41	8	18	8	18		
2.	Learning words through computer language program	6	14	15	34	11	25	12	27		
3.	Listening to the tape of word lists	5	11	13	30	9	20	17	39		
4.	Using internet related English language materials	6	13	14	32	11	25	13	30		
5.	Repeating new words orally and in writing	21	48	9	20	4	9	10	23		
6.	Spending time in memorizing words	23	52	14	32	4	9	3	7		
7.	Connecting new words to already known words	17	38	7	16	11	24	10	22		
8.	Reading English newspapers	13	29	17	39	8	18	6	14		
9.	Playing vocabulary games	6	14	15	34	14	32	9	20		
10.	Memorizing the meaning of prefixes and suffixes	2	5	10	22	17	39	15	34		
11.	Listening to the radio language programme	1	23	14	32	9	20	11	25		
12.	Watching English TV programmes and films	10	23	7	16	20	45	7	16		
13.	Connecting the words to personal experience	5	11	13	30	10	23	16	36		
14.	Use self- management	7	16	10	23	16	36	11	25		
15.	Using new word in sentence	10	23	18	41	9	20	7	16		
16.	Playing puzzles	6	14	15	34	14	32	9	20		
17.	Total	148	21	209	30	175	25	164	24		

As shown in the table 2, the first item is related to the strategy of 'Using selective attention words'. The above table indicates that 41percent respondents used this strategy 'sometimes', 23 percent 'rarely', 18 percent 'never' and rest of the 18 percent 'always'. It shows that the majority of the respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

Similarly, the item no. 2 is related to the strategy of 'learning the words through computer language programme'. The above table indicates that 34 percent respondents used this strategy 'sometimes', 25 percent 'rarely', 27percent 'never' and rest of the 14 percent 'always'. It shows that the majority of the respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

Likewise, the item no. 3 is about 'listening to the tape of word lists'. As indicated in the above table, 39percent of the respondents used this strategy 'never', 30 percent 'sometimes', 20 percent 'rarely' and remaining 11 percent 'always'. It is clear that the majority of the respondents used this strategy 'never'. Thus, it can be concluded that this strategy is never used by the learners while learning vocabulary items.

In regarding the item no. 4 is related with the strategy of 'using internet related English language materials'. The table shows that 32 percent respondents used this strategy 'sometimes', 30 percent 'never', 25 percent 'rarely', and rest of the 13 percent 'always'. It shows that the majority of the students used this strategy 'sometimes'. So, it can be concluded that this is the common strategy used by the learners while learning vocabulary items

In response of the item no. 5 'repeating new words orally and in writing', 48 percent respondents used this strategy 'always', 23 percent 'never', 20 percent 'sometimes' and remaining 9 percent 'rarely'. It indicates that the majority of the respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

In the above table, the item no. 6 is related to the strategy of 'spending time in memorizing words', 52 percent respondents used this strategy 'always', 32percent 'sometimes', 9 percent 'rarely' and rest of the 7 percent 'never'. This shows that the majority of the students used this strategy 'always'. So, it can be concluded that this is the common strategy used by the learners while learning vocabulary items

Similarly, the item no. 7 is related to the strategy of 'connecting new words to already known words'. As indicated in the above table, 38 percent respondents used this strategy 'always', 24 percent 'rarely', 22 percent 'never', and rest of the 16 percent 'sometimes'. It is clear that the majority of the respondents used this strategy 'always'. Thus, it can be concluded that this is the common strategy used by the learners while learning vocabulary items.

Likewise, the item no.8 is related to the strategy of 'reading English newspapers'. Out of the total respondents, 39 percent used this strategy 'sometimes', 29 percent 'always', 18 percent 'rarely' and remaining 14 percent 'never'. This shows that the majority of the respondents used this strategy 'sometimes'. So, it can be concluded that this is the common strategy used by the learners while learning vocabulary items.

In the same vein, the item no. 9 is related to the strategy of 'playing vocabulary games'. As indicated in the above table, 34 percent respondents used this strategy 'sometimes', 32 percent 'rarely', 20 percent 'never' and rest of the 14 percent 'always'. It shows that the majority of the respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners while learning vocabulary items.

In response of the item no. 10 'memorizing the meaning of prefixes and suffixes', 39 percent respondents used this strategy 'rarely', 34 percent 'never', 22 percent 'sometimes' and remaining 5 percent 'always'. This indicates that the majority of the respondents used this strategy 'rarely'. Thus, it can be concluded that this strategy is never used by the learners while learning vocabulary items.

Regarding the item no. 11 'listening to the radio language program', 32percent respondents used this strategy 'sometimes', 25 percent 'never', 2percent 'always' and rest of the 20 percent 'rarely'. Thus, it is clear that majority of the respondents used this strategy 'sometimes'. So, it can be concluded that this is the common strategy used by the learners while learning vocabulary items.

Similarly, the item no. 12 is related to the strategy of 'watching English TV programmes and films'. Out of total respondents, 45 percent used this strategy 'rarely', 23 percent 'always', 16 percent 'sometimes' and remaining 16 percent 'sometimes'. It indicates that the majority of the respondents used this strategy 'rarely'. Thus, it can be concluded that this strategy is never used by the learners while learning vocabulary items.

Likewise, the item no. 13 is about 'connecting the words to personal experience'. As indicated in the above table, 36 percent respondents used this strategy 'never', 30 percent 'sometimes', 23 percent 'rarely' and remaining 11 percent 'always'. It shows that the majority of the respondents used this strategy 'never'. So, it can be concluded that this strategy is never used by the learners while learning vocabulary items.

Regarding the item no. 14 'use self- management', 36 percent respondents used this strategy 'rarely', 25 percent 'never', 23 percent 'sometimes' and remaining 16 percent 'always'. It indicates that the majority of the respondents used this strategy 'rarely'. So, it can be concluded that this strategy is rarely used by the learners in learning vocabulary items.

Item no. 15 is related to the strategy of 'using new word in sentence'. As indicated in the above table, 41 percent respondents used this strategy 'sometimes', 23 percent 'always', 20 percent 'rarely' and rest of the 16 percent 'never'. It shows that the majority of the respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners while learning vocabulary items.

Item no. 16 is related to the strategy of 'playing vocabulary games'. As indicated in the above table, 34 percent respondents used this strategy 'sometimes', 32 percent 'rarely', 20 percent 'never' and rest of the 14 percent 'always'. It shows that the majority of the respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners while learning vocabulary items.

As I looked in total, the table indicated that 38 percent respondents used this strategy 'sometimes', 23 percent 'always', 21 percent 'rarely' and rest of the 18 percent 'never'. It shows that the majority of the respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners while learning vocabulary items.

As I looked in total, the table indicated that 30 percent respondents used this strategy 'sometimes', 21 percent 'always', 25 percent 'rarely' and rest of the 24 percent 'never'. It shows that the majority of the respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners while learning vocabulary items.

4.1.3 Analysis and Interpretation of Informants on Social Strategies

This is related to the analysis and interpretation of the respondents' responses obtained through the questionnaire regarding the strategies for learning English vocabulary. To find out the social strategies of Bible College students, in this area, I asked eleven questions. All the questions were with four options, i.e. 'always', 'sometimes', 'rarely' and 'never'. The analysis and interpretation of those questions have been presented below in table 3.

Table 3**Social Strategies**

S.N.	Rating scale Learning strategies	Always		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%
1.	Asking the teacher to translate new words into Nepali language	25	56	10	23	6	14	3	7
2.	Learning by group work	11	25	9	20	7	16	17	39
3.	Learning the meaning of new words by pair work	13	30	4	9	21	47	6	14
4.	Practicing meaning of new words in a group outside the classroom	10	23	7	16	6	14	21	47
5.	Learning the words by asking private tutor	5	11	9	21	19	43	11	25
6.	Asking close friends to learn new words	18	42	17	40	4	9	4	9
7.	Asking English teacher for explanation of new words.	16	36	19	44	4	9	5	11
8.	Learning new words in a group inside the classroom	21	47	13	30	4	9	6	14
9.	Using word list prepared by teacher	15	34	17	39	5	11	7	16
10	Asking parents to translate into Nepali	10	23	12	27	15	34	7	16
11	Asking questions to the teacher for clarifying the words	20	45	12	27	8	18	4	9
12	Total	164	34	129	27	99	20	94	19

As shown in the above table 3, the first item is related to the strategy of 'asking the teacher to translate new words into Nepali language'. Out of the total respondents, 56 percent used this strategy 'always', 23percent 'sometimes', 14 percent 'rarely' and remaining 7 percent 'never'. It shows that the majority of the respondents used this

strategy 'always'. So, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

In the same vein, the second item is about 'learning in group work'. The above table shows that 39 percent respondents used this strategy 'never', 25 percent 'always', 20 percent 'sometimes' and rest of the 16 percent 'rarely'. It is clear that the majority of the respondents used this strategy 'never'. Thus, it can be concluded that this strategy is never used by the learners in learning vocabulary items.

Likewise, the third item is related to the strategy of 'learning the meaning of new words by pair work'. The above table indicates that 47 percent respondents used this strategy 'rarely', 30 percent 'always', 14 percent 'never' and remaining 9 percent 'sometimes'. This shows that the majority of the respondents used this strategy 'rarely'. So, it can be concluded that this strategy is never used by the learners in learning vocabulary items.

In the same vein, the fourth item is about 'practicing meaning of new words in a group outside the classroom'. The above table shows that 47 percent respondents used this strategy 'never', 23 percent 'always', 16 percent 'sometimes' and rest of the 14 percent 'rarely'. It is clear that the majority of the respondents used this strategy 'never'. Thus, it can be concluded that this strategy is never used by the learners in learning vocabulary items.

In response of the fifth item 'learning the words by asking private tutor', 43 percent respondents used this strategy 'rarely', 25 percent 'never', 21 percent 'sometimes' and rest of the 11 percent 'always'. It shows that the majority of the respondents used this strategy 'rarely'. Thus, it can be concluded that this strategy is never used by the learners in learning vocabulary items.

Regarding the item no. sixth, 'asking close friends to learn new words', 42 percent respondents used this strategy 'always', 40 percent 'sometimes', 9 percent 'rarely' and remaining 9 percent 'never'. It shows that the majority of the respondents used this strategy 'always'. So, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

Similarly, the seventh item is about 'asking English teacher for explanation of new words'. The above table shows that 44 percent respondents used this strategy 'sometimes', 36 percent 'always', 11 percent 'never' and rest of the 9 percent 'rarely'. It is clear that the majority of the respondents used this strategy 'sometimes'. So, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

Likewise, the eighth item is related to the strategy of 'learning new words in a group inside the class'. As indicated in the above table, 47 percent respondents used this strategy 'always', 30 percent 'sometimes', 14 percent 'never' and remaining 9 percent 'rarely'. It shows that the majority of the respondents used this strategy 'always'. So, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

In the same vein, the ninth item is related with 'using the word list prepared by English teacher to learn new words'. The above table shows that 39 percent respondents used this strategy 'sometimes', 34 percent 'always', 16 percent 'never' and remaining 11 percent 'rarely'. It indicates that the majority of the respondents used this strategy 'sometimes'. So, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

As shown in the above table, the tenth item is related to the strategy of 'asking the parents to translate new words into Nepali language'. Out of the total respondents, 34percent used this strategy 'rarely', 27percent 'sometimes', 23 percent 'always' and remaining 16 percent 'never'. It shows that the majority of the respondents used this strategy 'rarely'. So, it can be concluded that this strategy is used rarely by the learners in learning vocabulary items.

As shown in the above table 3, this is the last item that is related to the strategy of 'asking questions to the teacher for clarifying of words'. Out of the total respondents, 45percent used this strategy 'always', 28 percent 'sometimes', 18 percent 'rarely' and remaining 9 percent 'never'. It shows that the majority of the

respondents used this strategy 'always'. So, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

As I looked in total, the table indicated that 34 percent respondents used this strategy 'always', 27 percent 'sometimes', 20 percent 'rarely' and rest of the 19 percent 'never'. It shows that the majority of the respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners while learning vocabulary items.

4.2 Summary of the Findings

On the basis of analysis, presentation and interpretation of the obtained data, the following findings have been drawn:

-) In order to learn English vocabulary, students' respondents noted down the meaning of new words during teacher's explanation and took notes in the classroom 'always'. So, these are the common strategies used by the learners while learning vocabulary items.
-) Similarly, respondents used glossary section of a book, guessed the meaning from textual context, used monolingual dictionary, consulted a guide book, learned the words by definition, used encyclopedia, organized new words alphabetically and kept a vocabulary note book 'sometimes'. Thus, these are the common strategies of vocabulary learning used by the learners.
-) Likewise, informants learned the words of an idiom together and used the picture dictionary 'never'. So, these strategies are never used by the learners while learning vocabulary items.
-) In the same vein, respondents repeated new words orally and in writing, spent time in memorizing words and connected new words to already known words 'always'. Thus, these are the common strategies of vocabulary learning used by the learners.

-) While learning vocabulary, respondents used new words in sentences, organizing the words learned words through computer language programme, used internet related English language materials and read English newspaper 'sometimes'. So, these are the common strategies of vocabulary learning used by the learners.
-) Bible college student's respondents played vocabulary games, vocabulary puzzles 'rarely'. Thus, these strategies are never used by the learners in learning vocabulary items.
-) In the same way, respondents listened to the tape of word list, listened to the radio language programmes, watched English TV programmes and films and connected the words to personal experience 'never'. So, these strategies are never used by the learners in learning vocabulary items.
-) Respondents asked the teacher to translate new words into Nepali language, asked close friends to learn new words and learned new words in a group inside the classroom 'always'. So, these are the common strategies of vocabulary learning used by the learners.
-) Similarly, respondents asked English teacher for explanation of new words and used word lists prepared by English teacher to learn new words 'sometimes'. So, these are the common strategies of vocabulary learning used by the learners.
-) Likewise, respondents learned the meaning of new words by pair work and learned the words by asking private tutor 'rarely'. Thus, these strategies are never used by the learners in learning vocabulary items.
-) Similarly, respondents asked parents to translate new words into Mother tongue and practiced the meaning of new words in a group outside the classroom 'never'. So, these strategies are never used by the learners in learning vocabulary items.

-) Similarly, respondents use selective attention words, using new words in sentence and playing puzzles 'sometimes'. So, these are the common strategies of vocabulary learning used by the learners.
-) Likewise, respondents use self- management 'rarely'. Thus, this strategy is never used by the learners in learning vocabulary items.
-) In the same way, respondents use rehearsing the words and learning by group 'never'. So, these strategies are never used by the learners in learning vocabulary items.
-) Respondents asked questions to the teacher for clarifying the words 'always'. So, this is the common strategies of vocabulary learning used by the learners.
-) From three types of strategies, i. e cognitive, meta cognitive and social- strategies, 32 percent respondents used this strategy 'sometimes', 25 percent 'always', 22 percent 'rarely' and rest of the 21 percent 'never'. It shows that most of the respondents used the strategies presented in questionnaire 'sometimes' fewer used those strategies 'never'.

From here, almost all the strategies are used by the students in a lower or greater extend in course of learning English vocabulary. They used all three types of strategies, i. e cognitive, meta cognitive and social- strategies. Among them cognitive strategies were used in a greater extend in comparison to metacognitive and social - 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'.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

On the basis of analysis and interpretation of the data, the conclusion and list of recommendations have been presented below:

5.1 Conclusions

Second language learning is totally a difficult process in comparison to first language acquisition because it is a conscious process, needs deliberate efforts and occurs in artificial situation. Therefore, to be a successful learner, one has to adopt different strategies for second language learning. So, this study entitled "Strategies used in Learning English Vocabulary By the Students of Bible Colleges" was conducted to find out the vocabulary learning strategies used by the students of Bible colleges of English studying in bachelor first year with reference to cognitive strategies, metacognitive strategies and social strategies. To achieve this purpose, a sample of thirty students of Bible colleges of Kathmandu valley was distributed closed-ended questionnaire. From the analysis and interpretation of collected data, it was found that to a greater or lesser extent that students used all kinds of vocabulary learning strategies presented in the questionnaire. They used all three types of strategies, i. e cognitive, metacognitive and socio- strategies. Among them cognitive strategies were used in a greater extend in comparison to metacognitive and social - affective 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'.

They noted down the meaning of new words, took notes in the classroom, repeated new words orally, memorized the words and connected new words to already known words 'always'. So it can be concluded that these are the common strategies of vocabulary learning used by the learners.

Respondents used glossary section of a book, guessed the meaning from the textual context, used dictionary, consulted guide book, learned the words by

definition, kept a vocabulary notebook, used new words in sentences, learned the words through computer language programme, used internet related English language materials and read English newspapers 'sometimes'. Thus, it can be concluded that these are the common strategies used by the learners while learning vocabulary items.

Likewise, respondents played vocabulary games, connected new words to its synonyms and antonyms, interacted with pair work and asked with private tutor 'rarely'. So, it can be concluded that these strategies are never used by the learners while learning vocabulary items.

Respondents never tried to learn English vocabulary through picture dictionary, connecting with the idioms, listening to the tape and radio, watching TV programmes and films, connecting the words to personal experience, asking with the parents and practicing the meaning of new words in a group outside the classroom. Thus, it can be concluded that these strategies are never used in learning vocabulary items.

5.2 Recommendations

On the basis of above conclusions, the following recommendations have been suggested at three different levels, i.e. policy related, practice related and further research related.

5.2.1 Policy Related

The recommendations at policy level are as follows:

-) The ministry of education as well as theological association should make appropriate policy and programmes related with vocabulary teaching strategies and implement them to update all the English teachers about those strategies.

5.2.2 Practice Related

Following are some of the recommendations at practice level:

-) Students should use all types of dictionary to learn the new vocabulary.
-) Difficult vocabulary given in the book should be learnt contextualizing within the text.
-) Students should learn the vocabulary through different techniques like games, synonyms and antonyms.
-) Students should use the means of communications to increase their vocabulary power.
-) Students should practice English vocabulary in pair and group work inside as well as outside the classroom.
-) The college should call a frequent visit by the guardian for making them aware about the environment to be created for the better development of English Language.
-) School should conduct various co- curriculum activities to increase student's participation and also students should be inspired.

5.2.3 Further Research Related

The recommendations for further research related are as follows;

-) This research study can be the important secondary source for other researches.
-) This study is limited to find out the strategies used in learning English vocabulary at every level. Likewise, other levels (lower secondary, higher secondary as well as Bachelor), religious areas and particular language communities students' vocabulary learning strategies can be researched.

References

- Aarts, F. & Aarts, J. (1986). *English syntactic structure*. Oxford: Pergamon Press.
- Brown, H.D. (1994). *Principles of language learning and teaching*. London: Prentice Hall.
- Brown, H.D. (1996). *Principle of learning and teaching*. London: Prentice Hall Regents
- Cook, V. (1991). *Second language learning and language teaching*. New York: Cambridge University Press.
- Cross, D. (2003). *A practical handbook of language teaching*. London: Cassell Publishers Limited.
- Crystal, D. (1995). *A dictionary of linguistics and phonetics*. Cambridge: Cambridge University Press.
- Dahal, D. (2009). *Vocabulary learning strategies: A case in graduate record examination*. An unpublished M.Ed. thesis, Department of English Education Kathmandu: T.U.
- Ellis, R. (1985). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Fries, C. (1945). *Teaching and learning English as a foreign language*. Ann Arbor: University of Michigan Press
- Gass, S.M. & Selinker, L. (2008). *Second language acquisition: An introductory course*. New York: Routledge.
- Ghimire (2007). *Vocabulary development of the students of grade VI*. An unpublished M.Ed. thesis, T.U., Kirtipur, Kathmandu.
- Harmer, J. (1991). *The Practice of language teaching*. London: Longman.
- Hockett, C. F. (1958). *A course in modern linguistic*. New Delhi: Oxford and IBH

- Kadel,A.(2009). *A study on strategies used in teaching vocabulary at pre-primary level*. An unpublished thesis of M.ed.,T.U.,Kirtipur.
- Kumar, R. (2009). *Research methodology*, Australia: Pearson Education.
- Lado,R.(1964). *Language Teaching : A specific approach*. New Delhi: Thapa McGraw Hill Publishing Co. LTD.
- Nepal Bible Colleges. Retrieved May 25, 2015, from <http://nepalchristian.org/biblecolleges.html> [Fictional entry.]
- Nunan, D. (1992). *Research methodology in language learning*, Cambridge: Cambridge University Press.
- O, Malley, J.M & Chamot, A. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- Oxford, R. (1990). *Language learning strategies: What every teacher should know*. Retrieved July 5, 2014 from [http://www.google.com/language learning strategies](http://www.google.com/languagelearningstrategies).
- Rain, G. (2006).*Learning strategies used by Maithili learners of English*. An unpublished M.Ed. thesis, T.U., Kirtipur, Kathmandu.
- Ranabhat, S. (2007).*English language teaching-learning strategies in Montessori Schools*. An unpublished M.Ed. thesis, Kathmandu: T.U
- Richards, J.C. & Rodgers, T.S. (1999).*Dictionary of language teaching and applied linguistics*. Longman.
- Richard, J.C. & Rodgers, T.S. (2009). *Approaches and methods in language teaching*, Cambridge: Cambridge University Press.
- Sapir, E. (1991). *Language*, New York: Harcourt.
- Sthapit, S.K.(2000).Teaching language for communication, *Journal of NELTA*, Vol15.(pp. 2-3)

Todd, L. (1987). *An introduction to linguistics*. Essex: Longman

Verghese, C. P. (1989). *Teaching English as a second language*. New Delhi:
Sterling Publishers Pvt. Ltd.

Wallace, M.J. (1982). *Teaching vocabulary*. London: Heinemann Education Books
Limited.

Wilkins, D.A.(1972).*Linguistics and Language*. London: Edward

APPENDIX - I

Questionnaire

Dear informants,

This questionnaire is a part of my research entitled “Vocabulary Learning Strategies used by the Students of Bible Colleges”. Under the supervision of **Prof. Dr. Anju Giri**, Department of English Education, T.U, Kirtipur. Your co-operation in completion of the questionnaire will be more valuable for me. I assure you that the responses made by you will be exclusively used confidently only for present study. Thank you.

Researcher

James Gharti Magar

APPENDIX - II

Questionnaire

Name of the informants

College's name

Level

The following statements are related to vocabulary learning strategies.

Learning strategies here refer to the techniques which you use to learn English vocabulary. I would like to know what you actually do. So, please, tick () any one of the options which you use to learn new English vocabulary.

A. Cognitive Strategies

1. I use the glossary section of my book to learn new words.
(a) Always (b) Sometimes (c) Rarely (d) Never
2. In learning vocabulary, I organize the words.
(a) Always (b) Sometimes (c) Rarely (d) Never
3. I guess the meaning from the context text.
(a) Always (b) Sometimes (c) Rarely (d) Never
4. I imagine the meaning of unfamiliar\ difficult words.
(a) Always (b) Sometimes (c) Rarely (d) Never
5. I transfer the meaning of words into one language to another i.e Second Language into mother language.
(a) Always (b) Sometimes (c) Rarely (d) Never
6. I elaborate the meaning of words according to the contexts.
(a) Always (b) Sometimes (c) Rarely (d) Never
7. While learning vocabulary, I rehearse the words.
(a) Always (b) Sometimes (c) Rarely (d) Never
8. I keep a vocabulary notebook with me wherever I go.
(a) Always (b) Sometimes (c) Rarely (d) Never
9. I look up the meaning of new word in dictionary.
(a) Always (b) Sometimes (c) Rarely (d) Never
10. I use bilingual (e.g English-Nepali) dictionary to learn new words.
(a) Always (b) Sometimes (c) Rarely (d) Never

11. I use picture dictionary to learn new words.
a) Always b) Sometimes c) Rarely d) Never
12. I learn the words by definition.
a) Always b) Sometimes c) Rarely d) Never
13. I learn the words of an idiom together.
a) Always b) Sometimes c) Rarely d) Never
14. I organize new words alphabetically.
a) Always b) Sometimes c) Rarely d) Never
15. I listen to the tape of words lists.
a) Always b) Sometimes c) Rarely d) Never
16. I take the notes in the class.
a) Always b) Sometimes c) Rarely d) Never
17. I make notes of new words during teacher's explanation.
a) Always b) Sometimes c) Rarely d) Never

B. Meta Cognitive Strategies

18. While learning vocabulary, I use selective attention words.
(a) Always (b) Sometimes (c) Rarely (d) Never
19. I play vocabulary game.
(a) Always (b) Sometimes (c) Rarely (d) Never
20. While learning vocabulary, I use self- management.
(a) Always (b) Sometimes (c) Rarely (d) Never
21. I connect the new words to already known words.
a) Always b) Sometimes c) Rarely d) Never
22. I use new words in sentences.
a) Always b) Sometimes c) Rarely d) Never
23. I read English language newspapers.
a) Always b) Sometimes c) Rarely d) Never

24. I play vocabulary games such as crossword puzzles.
a) Always b) Sometimes c) Rarely d) Never
25. I memorize the meaning of prefixes and suffixes of new words.
a) Always b) Sometimes c) Rarely d) Never
26. I listen to the radio language programs.
a) Always b) Sometimes c) Rarely d) Never
27. I watch English TV programs and films.
a) Always b) Sometimes c) Rarely d) Never
28. I connect the words to personal experience.
a) Always b) Sometimes c) Rarely d) Never
29. I use the words list prepared by the English teacher.
a) Always b) Sometimes c) Rarely d) Never
30. I learn the words through computer language programmer.
a) Always b) Sometimes c) Rarely d) Never
31. I use internet related English Language materials to learn new words.
a) Always b) Sometimes c) Rarely d) Never
32. I repeat the new words orally and in writing to memorize them.
a) Always b) Sometimes c) Rarely d) Never
33. I spend a lot time in studying and memorizing new words.
a) Always b) Sometimes c) Rarely d) Never

C. Social- Strategies

34. I take help from my colleagues to learn new words.
(a) Always (b) Sometimes (c) Rarely (d) Never
35. I ask question to my teacher to clarify the meanings of the words.
(a) Always (b) Sometimes (c) Rarely (d) Never
36. I ask my teacher to translate the new words in Nepali.
a) Always b) Sometimes c) Rarely d) Never
37. I ask my parents to translate new words into Nepali language.
a) Always b) Sometimes c) Rarely d) Never

38. I study and practice the meaning of new words in a group outside of class.
a) Always b) Sometimes c) Rarely d) Never
39. I learn the words by group work in class.
a) Always b) Sometimes c) Rarely d) Never
40. I learn the words by asking my private tutor.
a) Always b) Sometimes c) Rarely d) Never
41. I ask my close friends for the meaning of new words.
a) Always b) Sometimes c) Rarely d) Never
42. I ask my English teacher for explanation of new words.
a) Always b) Sometimes c) Rarely d) Never
43. I learn new words in a pair work work in class.
a) Always b) Sometimes c) Rarely d) Never
44. I study and practice the meaning of new words in a group inside the classroom.
a) Always b) Sometimes c) Rarely d) Never

Thank You

Appendix III

Cognitive Strategies

I use the glossary section of my book to learn new words

In learning vocabulary, I organize the words.

I guess the meaning from the context text

I imagine the meaning of unfamiliar\ difficult words.

I elaborate the meaning of words according to the contexts.

I transfer the meaning of words into one language to another i.e Second Language into mother tongue.

While learning vocabulary, I rehearse the words.

I keep a vocabulary notebook with me wherever I go.

I look up the meaning of new word in dictionary.

I use bilingual (e.g English-Nepali) dictionary to learn new words.

I organize new words alphabetically.

I use picture dictionary to learn new words.

I make notes of new words in the class

I learn the words by definition.

I listen to the tape of words lists.

I learn the words of an idiom together.

I take the notes in the class.

Meta- Cognitive Strategies

I use selective attention words.

I play vocabulary game

While learning vocabulary, I use self- management.

I connect the new words to already known words.

I use new words in sentences.

I read English language newspapers.

I play vocabulary games such as crossword puzzles.

I memorize the meaning of prefixes and suffixes of new words.

I listen to the radio language programs.

I watch English TV programs and films.

I connect the words to personal experience.

I use the words list prepared by the English teacher.

I learn the words through computer language programmer.

I use internet related English Language materials to learn now words.

I repeat the new words orally and in writing to memorize them.

I spend a lot time in studying and memorizing new words.

Social Strategies

I ask question to my teacher to clarify the meanings of the words.

I ask my teacher to translate the new words in Nepali.

I ask my parents to translate new words into Nepali language.

I ask my close friends for the meaning of new words.

I learn the words by asking my private tutor.

I ask my English teacher for explanation of new words.

I I practice meaning of new words in a group outside the classroom.

I use the words list prepared by English teacher.

I practice meaning of new words in a group inside the classroom.

I learn the new words in a pair work.

I learn new words in a group work.

APPENDIX IV

The Respondents from three Bible Colleges of Kathmandu Valley

1. Nepal Baptist Bible College, Lalitpur

NishaGhalan

ChiniMayaGole

SamipRamdam

BibekTamang

SaranaRai

Krishna BdrB.k

BibekRana

Pemba Tamang

HanokTharu

NirmalaSunuwar

2. Evangelical PresbetrarianTheological Seminary, Lalitpur

KapurChaudhary

SubashThapaMagar

BinodRokayaMagar

BinodRai

Sunny Rai

RupaThapaMagar

PremShrestha

Sabin RanaMagar

Dikcha Lama

Ganga ThapaMagar

3. Nepal Theological College, Lalitpur

MithleshChaudhary

Niranjandewan

SangamGurung

SaritaTamang

SamikshyaTamang

BachanGurung

SubamThapa

Sabina khadka

SagarTamang

UmeshGharti