STRATEGIES ADOPTED BY SECONDARY STUDENTS IN VOCABULARY LEARNING

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for Master of Education in English

Submitted by

Pradip Kumar Yadav

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2012

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2012

T.U. Reg. No.: 9-2-13-374-2002

Second Year Examination

Roll No: 280438/065

Date of Approval of

Thesis Proposal: 2068/04/05

Date of Submission of Thesis: 22/04/2012

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Pradip Kumar Yadav has prepared the thesis entitled **"Strategies Adopted by Secondary Studnets in Vocabulary Learning"** under my guidance and supervision. I recommend the thesis for acceptance.

Date: 22/04/2012

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DECLARATION

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

Date: 20/04/2012

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Pradip Kumar Yadav

RECOMMENDATION FOR EVALUATION

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ACKNOWLEDGEMENTS

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ABSTRACT

This thesis entitled **"Strategies Adopted by Secondary Students in Vocabulary Learning"** is an attempt to identify the strategies adopted by secondary level students in learning English vocabulary. The researcher collected data from the students of five secondary schools of Dolkha district. The total sample population of the study consisted of 100 students selected using sample random sample procedure. The researcher selected twenty students, ten students of grade nine and ten students of grade ten from each school). The questionnaire was the major tool for the data collection. The researcher spent two days in each school for collecting the data. The researcher found that the most frequently used vocabulary learning vocabulary were consulting dictionary, taking note in class and using bilingual dictionary.

This study consists of four chapters. Chapter one consists of the general background, review of related literature, objective of the study, definition specific terms and significance of the study. Chapter two consist of the methods of study. It compares the source of data population of study, sample procedure tool for data collection and limitation of the study. Chapter three consists of the analysis and interpretation of the data. This data were analyzed and tabulated on the basis of the students, responses and also classified in terms of different taxonomy. Chapter four consists of the finding and recommendation of the study. The references and appendices are the conducting parts of the study.

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LIST OF ABBREVIATION

B.S.	:	Bikram Sambat
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
Etc.	:	et cetera
i.e.	:	id est
M.Ed.	:	Master of Education
P.	:	Page
SLA	:	Second Language Acquisition
TU	:	Tribhuvan University
SAARC	:	South Asian Association for Regional Co-operation
UNESCO	:	United Nation Economic Scientific Cultural Organization
UNO	:	United Nations Organization

CHAPTER ONE

INTRODUCTION

1.1   Background of the Study

Language is the most powerful and convent means of communication which is highly developed and frequently used all over the globe communication involves transmission of information from sender to a receiver. In the process of communication, one perceives the clear picture of the whole world through the language. Every human beings express his/her feelings, opinions, desires and emotions to either by using therefore language is common to all human beings and special gift for him/her. Though language is a common matter for every human beings from linguistic point of view it is a complex phenomenon. No definition is adequate to define it exactly.

The word "language" comes from `Lingua' which means `tongue' in Latin, lingua was modified into ``Laguna" are then into ``language" in French. the English people modified it into ``Language" in the 13th century with its core meaning communication by using words.

Language is a vehicle for human though and medium for mutual exchange for ideas and feelings. In the words of Venkateswarn (1995.p.19) ``Language is an extremely Complex and versatile code and is used to communication our though desire and experience to other per pros" .Thus, communication involves transmission of information from one person to another. So, language is a means, which helps its to think, interpret, perceived and express the real world. Most of the activities of the world are carried out though the language generally, language is viewed as a voluntary vocal system of human communication. It is species, specific. Wardhaugh (1970, p.3) views language as "a system of arbitrary vocal symbols used for human communication". Similarly Sapir (1921, p.8) states "Language is purely human and

non-instructive method communicating ideas, emotions and desire by means of system voluntarily produced symbols". In the same way, Asher (1994, p.137) defines language at

> The principal signaling system or instrument of communication used by human for the transmission of information ideas etc. The central element of which is verbal but which countries as essential component substantial non verbal elements e.g. intonation punctuation.

To be specific language is unique identification of human civilization. It has made it possible to change a wild human being into a civilized human being. It shows the present, past as well as the future of human race. It has tremendous stock of creativity that covers human thought and desires, hopes and despairs, pains and pleasures, frustrations and other feelings that arises from human hearts.

1.1.1 Importance of English in Nepal

English is known as a key to success in science technology and world culture for most developing countries like Nepal. The interest of every country's people are growing wider with the advancement of modern civilization. No country can afford to limit itself to its own store of knowledge and to the resources of its own national. Nepal can not be untouched from above condition.

The important of English is increasing day by day in Nepal. Now Government of Nepal has made English language a compulsory subject from primary level to bachelors level in education. According, it has occupied an important place in the academic world. So, it is has got a high position in our curriculum. Now it has gained high prestige in both government and non-government sector in Nepal.

Nepal has got the membership of the international organization like the UNO, SAARC, UNESCO and so on. All people use English as common language we use all the products of foods, clothes, machines, equipments and the manuals, instruments. Written English as a common language for doctors, engineers, pilots and high

technical personalities should have the knowledge of English, it is very difficult to get success in higher levels of education.

Another factor for the need of English education is that many of the advanced countries have been helping Nepal in its development providing financial assistance and technique need to deal with such techniques through English. Beings an international language, English has become very important language all over the world, we need English to work in tourism, foreign affairs and international trade. Tourism is the main source of foreign affairs and international trade.

1.1.2 Definitions of Vocabulary

Language is made up of vocabulary items and grammatical rules. Vocabulary is the vital aspect of language without which a language can not exist in the world. Each language consists of vocabulary items which are the main instruments to express the ideas. However, all language may not be rich in vocabulary items. The more vocabulary items we have, the more we can express our ideas in different fields. Vocabulary items have the great importance place in any language communication is utmost impossible in the absence of lexical items. It can be defined as the total number of words, which we make up language. In this respect:

Richards et al. (1985, p.307) say vocabulary refers to "a set of lexeme including single word, compound word and idioms."

Crystal (1995, p.111) states "Vocabulary is the Everest of language" so while teaching and learning vocabulary, the questions of the criteria of selection and need of the learners should be property considered.

Learning a foreign language is a matter of learning vocabulary of that language. In this regard Wallace (1982, p.9) says, "It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary because there is a sense in which learning a foreign language is basically matters of learning the vocabulary of that language.

Eventhough vocabulary is the core part of language, it is relatively that learning a foreign language is automatically learning vocabulary items. It is essential so deal with vocabulary item separately to advance vocabulary reportize. So that the person can command over language. Harmer (1991, p.153) says if language structures make up the skeleton of language, then it is vocabulary that provide the vital organs and the flesh.

Chomsky (1957, p.16) argues that due to finite numbers of grammatical rules a child is capable of producing infinite numbers of structures. These rules are pre-programmed in the child's mind but this principle is not applied in the case of vocabulary are to be practical to learn since word may be used differently in different situation.

Wilkins (1972, p.111) asserts "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Ur (1996, p. 60) says, "Vocabulary can be defined roughly as the words we teach in a foreign language. However, a new items vocabulary may be more than a single world."

Celce-Murica and Larsen-Freeman (1983, p. 29) say "We take a considerably broader view of the lexicon, we consider it to comprise not only single words but also word compounds and conventionalized multi-word phrase."

It is obvious that a word is most important aspect of language in the absence of it communication is most difficult.

1.1.3 Types of Vocabulary

Vocabulary can be classified in terms of different criteria. Different scholars have attempted to classify into various types:

Harmer (1991) classified vocabulary into active and passive vocabulary (p.159). According to him, active vocabularies that students have been taught and learned and

they have expected to be able to use on the other hand, passive vocabularies refer to the words which the students recognize which they come up with these words but they will probably not be able to produce. However, there is an issue on definition of them. The students have a store of words but it is very difficult to say which are active and which are passive. An active vocabulary by constant practice may self back into passive store if it is not used and a passive vocabulary may become an active if the situation or the context demand its use "words which students will need to understand and also use themselves are called active vocabularies where as words which we want students to understand (e.g. when realizing a text) but which they will not need to use themselves are called passive vocabulary". Doff, 1988 (p.19) similarly, Cross (1992) defines "Words that are internalize and can repeatedly be produced are said to be in student/active vocabulary and words that they could not readily produce, but would understand are said to be receptive (passive) vocabulary" (Arts and Arts, 1981, p.15). Likewise, words also can be classified into four different groups, viz. function or structural words, substitute words, grammatically distributed words, context words, function words refers to grammatical words which have no meaning in isolation. Substitute in words replace a class or several class of words. Grammatically distributed words show unusual grammatical restruction in distribution. These words serve as links in syntactic string (Fries, 1945, p. 15).

Richards et al. (1985, p. 61) states "The words which refer to think quality state an action and which have meaning in isolation are known as content word but the words which have little meaning on their own, but show grammatical relationship in between sentence are known as function words".

On the basis of the structure, there are three types of word: Simple, compound and complex.

Simple word consists of a single free morpheme followed or not by an inflection affix, such as play, plays, played etc.

Compound words consist of two or many free morphemes e.g. blackboard. A compound word is a lexical item composed of two or more parts where the parts themselves function as a word e.g. bus park, school girls, etc.

Complex words consist of a root plus one or more derivational affixes e.g. boyhood, determination, etc.

1.1.4 Aspects of Learning a Word

Learning a word refers to the learning different aspects of word like word meaning, word formation, word use. Word grammar. As Harmer (1991) mentioned there are mainly four aspects of learning a word which are

(i) Word Meaning

Vocabulary items may have more than one meaning. In the same way word meaning changes according to context in which it is used. So, the learners used it to know these different forms of meaning of words.

(ii) Word Use

What does a word mean can be changed stretched or limited by how it is used. Word meaning is frequently stretched through the use of metaphor, idiom, collocation, style and register.

(iii) Word Formation

Another aspect of learning a word is known fact about word formation can be through prefixes and suffixes and is also depends by spelling and pronunciation.

(iv) Word Grammar

Certain words reflect certain grammatical patterns we can make distinction between countable and uncountable in nouns, verbs are complementation, phrase verbs are adjectives and adverbs etc.

It can be shown as:

```
                    ┌─────────────┐      Meaning in context
                    │   WORD      │─────
                    │  MEANING    │      Sense relations
                    └─────────────┘

                    ┌─────────────┐      Metaphor and idiom
                    │   WORD      │─────
                    │   USE       │      Collocation
                    └─────────────┘      Style and register
        ┌──────┐
        │ WORD │
        └──────┘    ┌─────────────┐      Parts of speech
                    │   WORD      │─────
                    │ FORMATION   │      Prefixes and suffixes
                    └─────────────┘
                                         Spelling and pronunciation

                    ┌─────────────┐      Nouns: countable and
                    │   WORD      │─────   uncountable
                    │  GRAMMAR    │
                    └─────────────┘      Verb complementation
                                         Phrasal verbs

                                         Adjective and adverbs position
                                         etc.
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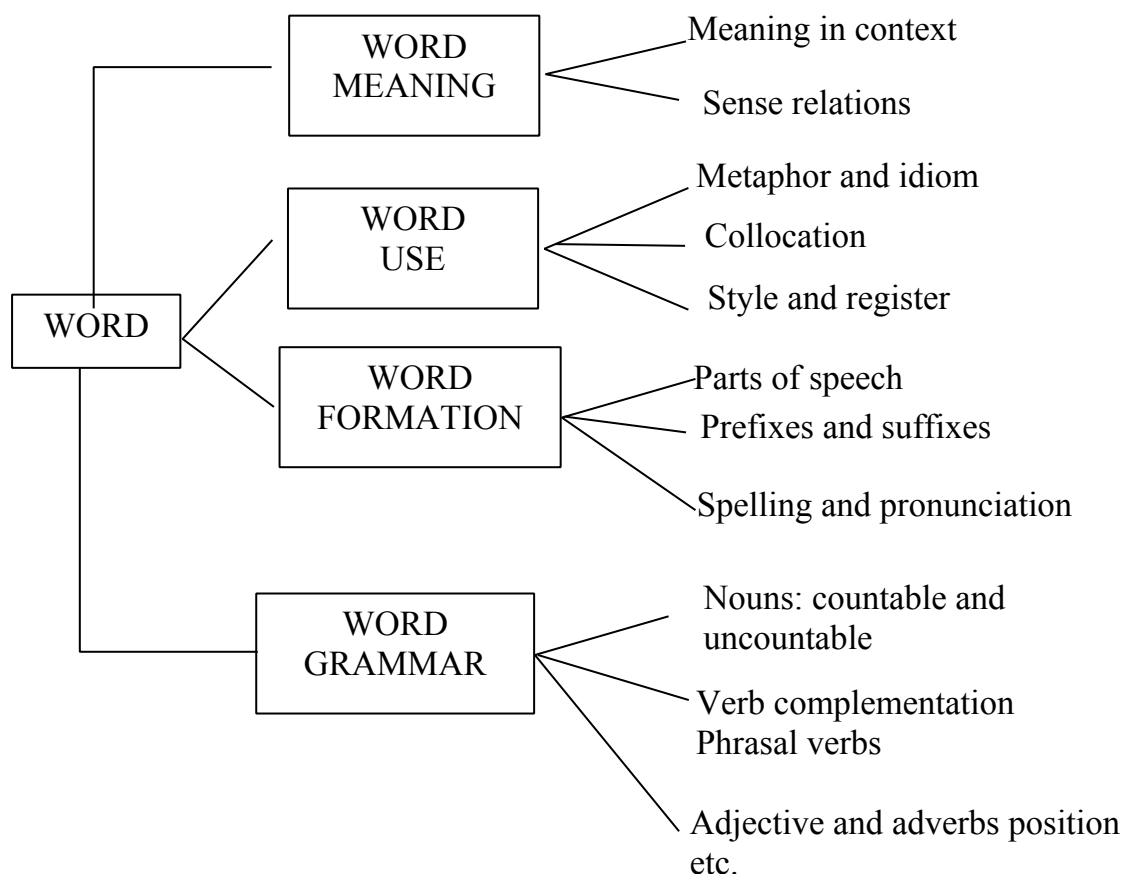
(Source: Harmer, 1991).

1.1.5 Learning Strategies

Simply strategy refers to a plan for achieving a major goal Brown (1994, p.114) says "Strategies are those specific tasks, that we make on a given problem". Accepting the above definition we can say that learning strategies are those tasks or activities that learners use while learning. There is no any fixed strategy to learn particular item. It depends on the choice of learner and learning context. When the learners are active leaning becomes more affective. So that learners are to be encouraged to use a variety of learning strategies such as applying prior knowledge, scanning for specific information, organizing information in graphs and charts, getting meaning from the context. Keeping vocabulary notebook or word files and using outside resources and libraries.

Describing the second language learning process, Ellis (1985, p.165) says "the process involved in using second language knowledge consists of production and reception strategies" production and reception strategies refers to use of existing knowledge efficiently and clearing with minimum effort and communicative strategy occur when the speakers express his / her communicative goal (feelings, desires, wishes etc.) in the way he planned to Tarone (1980) says that learning strategies can be conscious and behavioural (e.g. memorization or repetition with the purpose of remembering) or they can be sub-conscious and psycholinguistic (e.g. inferring or over generalization) (cited in Ellis, p.13). It means learners apply learning strategies consciously or sub-consciously contrary to this Cohen (1998, p.4) states learning process which are consciously selected by the learners. "Similarly, Wended (1987, pp.6-8) defines learning strategies as language behaviour that learner consciously employ in the language learning process." Stern (1983, p.405) says "learning strategies refers to general \tendencies or overall characteristics of the approach employed by the language learner, leaving learning techniques as the term to refer to particular forms of observable learning behaviour, more or less consciously employed by the learner". (As cited in Biolytic (1990). Thus, learner strategy refer to any tendencies or behaviour which the learner choices in the process of learning.

Cohen (1998, pp.5-6) divides language learning strategy into four categories. They are:

1.1.5.1 Retrieval strategy

Retrieval strategies should be those strategies to call up language material from storage through whatever memory searching strategies the learner can master. For example the learner who keep a list of verbs taking the subjunctive, strategy may involve visualizing the list in their mind's eye and cross-checking to make sure that the verb they wish to use in subjunctive from actually requires the subjunctive. Likewise, a language use strategy would entail using the key word memonic in order to retrieve the meaning of a given vocabulary.

1.1.5.2 Rehearsal Strategy

Rehearsal strategies constitute another subset of language use strategies namely, strategies for rehearsing target language structure. An example of rehearsal would be form focused practice. A learner could also rehearse a subjunctive form in preparation for using it communicatively in a request Spanish to a boss for a day off. As suggested above some rehearsal strategies could be part of language learning as well as part of language use. Bialystok (1990, p.27) gives the example of memorizing how to request for asking a loaf of bread and two rolls at the bakery. So in this case memorizing serves as a rehearsal strategy.

1.1.5.3 Communicative Strategy

Strategies constitute a fourth subset of language use strategies, with the focus on approaches to conveying a message that is both meaningful and informative for the listener or reader. Much focus has been given to this category of strategies in literature (see Tarone et al. 1976, Bialystok, 1990 and Scot, 1977 communicative strategies have been seen to include intra-lingual strategies such as that of negative transfer i.e. applying the patterns of the native or another language in the target language where those patterns does not apply). Intra lingual strategies such as that of negative transfer topic, avoidance, message reduction, code switching and paraphrasing. It is obvious that communicative strategies may or may not have any impact on learning . For example learners may use a vocabulary item encountered for the first time in a given lesson to communicate a thought. Without any intention of trying to learn the word.

Classification of learning strategies of O'Malley and Chamot (1990, pp.582-84) is little bit different from the above. They are as follows:

(i) Cognitive Strategy

Cognitive strategies encompass the language learning strategies of identification grouping retention, rehearsal and comprehension or production of words, phrases and other elements of the second language. Moreover, cognitive strategies include the

strategies or repetition, researching, translation, grouping, note taking, deduction recombination, imaginary, direct physical response auditory representation conceptualization elaboration, transfer and inference.

(ii) Meta Cognitive Strategy

Meta cognitive strategies deal with pre-assessment and pre-planning, on-line planning and evaluation, and post evaluation of language learning activities and of language use events. Such strategies allow learners to control their own cognition by coordinating the planning organizing and evaluating the learning process. There is a rather extensive literature demonstrating that the higher proficiency ores and to use them more effectively as well. Moreover, it encompasses the strategies of advance preparation, self monitoring, delayed production. Self evaluation and self reinforcement.

(iii) Socio Affective Strategies

Socio-affective strategies include the action which learners choose to take in order to interact with other learners and native speakers (e.g. asking questions, clarifying social roles and relationship or co-operating with others in order to complete the tasks. Moreover socio-affective strategies serve to regulate emotions. Motivation and attitudes (e.g. strategies for reduction of anxiety and for self encouragement).

1.1.6 Vocabulary Learning Strategies

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

1.1.6.1 Selective attention

Focusing on special aspects of learning tasks, as in planning to listen for key words or phrase.

1.1.6.2 Note Taking

Writing down the gist etc. of texts. The students write down the new word which helps when they are using in other context.

1.1.6.3 Recombination

Putting together smaller meaningful elements into new wholes. In this strategy the students remember the meaning which is meaningful to the whole.

1.1.6.4 Transfer

Using previous knowledge to help language learning or using known linguistic information to facilitate a new learning task.

1.1.6.5 Differencing

Guessing meaning by using available information.

1.1.6.6 Deduction

Conscious application of rules to processing the L2. There is tremendous variety in the techniques employed by different learners. They will be dealt with two groups: involved in studying the second language and those involved in obtaining first language input.

1.1.6.7 Question for clarification

Eliciting from a teacher or peer additional explanation rephrasing or examples.

1.1.6.8 Imaginary

Using visual images either generated or actual to understand and remember new verbal information.

1.1.6.9 Auditory Representation

Keeping a sound of sound sequence in mind. The students listen the sound sequence and use it when they use in sentence.

1.1.6.10 Key Word

Using key word memory techniques and such as identifying a word that is sounds like.

1.1.6.11 Elaborating

Relating new information to other concept in memory or linking ideas contained in new information.

1.1.6.12 Cooperation

Working with peers to find out the words or pool information, check notes or get feedback on a learning activity.

1.1.6.13 Organization

Grouping and classifying words terminology, or concepts according to their semantic or syntactic attributes.

1.1.6.14 Summarizing

Intermittently synthesizing what one has heard to ensure the information has been retained.

1.1.6.15 Planning

Planning for the organization of either written or spoken discourse.

1.1.6.16 Self-talk

Using mental redirection of thinking to assure oneself that learning activity will be successful or to reduce anxiety about to a task.

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 onself, reading to reinforce vocabulary playing games such as trying to think of words with the same ending and repeting words to onself.

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 morphosyntactic 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.

1.2 Review of Related Literature

Vocabulary learning is essential for learning a language. It helps the learner to develop the input for the target language learning. To command over any target language learning, one should develop his/her vocabulary power by means of different sources of knowledge. So, it is interesting to study. The status of vocabulary development of Nepali learner of English language. Earlier, several studies have been carried out on voc vocabulary in the department of English education. Some of them are related to this study which can be received as follows:

Yadav (2005) carried out a research entitled "Active and passive vocabulary of Nepalese learners of English". The objectives of the study were to determine active and passive vocabulary of Nepalese learner of English studying at different levels of school and campus and to compare active and passive vocabularies of the learners on the basis of different variable. The finding of the study showed that the performance of male and students of private schools was better in active and passive vocabulary than that of female and students of public schools and the students of science and technology were better than those of other faculties in their performance.

Raut (2007) conducted a research entitled "A study on strategies used in teaching vocabulary: A case of lower secondary English teachers". His objectives was to find out the teaching strategies that many teachers used real objects, e.g. pictures, synonyms, antonyms actions, definition, word, analysis, minimal pairs, modeling, copying blackboard, sketches, facial expression, phonetic transcription and translation while teaching vocabulary.

Acharya (2008) carried out a study entitled "The effectiveness of teaching vocabulary through real objects". His objectives was to find out the effectiveness of teaching

vocabulary through real objects. The study showed that using real objects technique in teaching vocabulary had relatively better input in the whole.

Devkota (2003) carried out a study entitled 'A study of learning strategic used in studying literature' to find out learning strategies employee in studying literary text by the students of B.Ed. specializing English. The study showed that while studying texts the students immediately note down the difficult words and consult dictionary and translate only some difficult word into their tongue.

Similarly, Rain (2006) conducted a research entitled "Learning strategies used by Maithli learners of English of secondary level". He found that learners used the techniques as memorizing the meaning translating the meaning into L1 and by means of synonyms and antonyms, while learning vocabulary.

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.

1.3   Objectives of the Study

The objectives of the study will be as follows:

(a)   To find out the strategies adopted by secondary level students to learn English vocabulary.

(b)   To list some pedagogical implications

1.4   Significance of the Study

Learning vocabulary is an important aspects of learning language. This study will also be significant for the trained as well as untrained teachers to abridge the variation and bring uniformity in teaching. This study will be specially significant for the language learners, teachers, subject experts, testing experts and language institutions etc. spatially who are interested in language is to know about the present condition of

Nepalese English learners learning of vocabulary learning strategies adopted by secondary level students.   This study will help the educational institution to enable the students to use different equipments to make the learning more effective.

CHAPTER TWO

METHODOLOGY

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

2.1 Source of Data

The researcher made use of both primary and secondary sources of data. Thus this study was based on the following sources of information.

2.1.1   Primary Sources

The primary sources of data for this study were the responses made by the grade nine and ten students in five different secondary schools of Dolakha district through a set of questionnaires.

2.1.2   Secondary Sources

For the facilitation of the study the researcher used different books journals, researches, websites, reports, articles. Some of them were Brown (1994), Ellis (1995), Cook (1996), Cohen (2007), Kumar (1996) etc.

2.2 Population of the Study

The population of the study was the students of grade nine and ten studying in different schools of Dolakaha district.

2.2.1   Sample Population

The sample population of this study consisted of hundred students studying in grade nine and ten in five secondary schools of the Dolakha district. They were sampled randomly from different five secondary schools of Dolakha district. Twenty informants were taken from each school. Out of them ten percent were of class nine and ten percent of class ten. The secondary schools were selected using purposive sampling.

2.3 Sampling Procedure

The sample population were 100 students of grade nine and ten of five secondary schools of Dolakha district viz Birendary Secondary School, Katakuti, Kalabari Secondary School, Kalabari, Nabin Secondary School, Bhusafeda, Kalika Secondary School, Phasku and Surkey Secondary School, Bhandarey. Twenty students from each school were selected by using simple random sampling.

2.4 Tools for Data Collection

A set of questionnaire was used to measure the frequency of vocabulary learning strategies. In this questionnaire, the informants were asked to note down the frequency of strategies that they had used to learn new vocabularies found in their textbook. As the researcher distributed the questionnaire to the informants they were asked to tick the option that how they frequently used. As the objective of the study was to find out the most frequently used strategies of vocabulary learning by the students of grade nine and ten who are studying secondary school.

2.5 Process of Data Collection

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

After explaining the purpose of the study to the participants set of questionnaire was distributed to them. They were asked to tick out of them. Then, the researcher explained how to respond to the items. Students were told that they should respond the items without discussing the answer with their classmates because strategies different from person to person.

2.6 Limitations of the Study

The study had the following limitations:

- The study was based on textual vocabulary of grade nine and ten.
- This study was limited to the grade nine and ten students vocabulary learning strategies.
- The population of the study was selected from only five secondary schools of Dolakha district.
- Only five schools and hundred students of class ninth and tenth were selected.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is devoted to the analysis and interpretation of the collected data. While analyzing the data both quantitative and descriptive methods were used. In this chapter the researcher analyzed and interpreted the collected data in order to identify the strategies used by grade ninth and tenth students to learn English vocabulary.

3.3 Analysis and Interpretation of Students' Responses on Each Strategy

There were thirty four items in the questionnaire to find out the strategies that the students employed to learn new words they found in their textbook. As the sample students have respondent the questionnaire, their responses are described separately on the basis of the data presented on the table 1.1 (Appendix – 1)

3.3.1 Learning the Words by Definition

As the researcher has given four options, the total data shows that among 100 students sixty two percent ticked on the position sometimes. Out of them 28 percent of grade nine and 34 percent of grade ten; eleven percent on never out of them seven percent of class nine and four percent of grade ten; thirteen percent on always. Among thirteen percent grade ninth students ticked nine percent and four percent of grade ten students and fourteen percent ticked on seldom. Among fourteen percent 7 percent of class 9 and 7 percent of class 10. This data shows that this strategy is used by more of the students.

3.3.2 Using the Glossary Section of Book

Item number two included the questionnaire 'use the glossary section of your book'. Out of total informants large number of students used the options never i.e. sixty two percent opined that they never used this strategy. Among sixty two percent forty one

percent of class nine and twenty one percent of class ten. In the same way eight percent students opined the option seldom. Out of eight percent class nine students used only three percent and five percent students used of class tenth and twenty two percent respondents used the option always. Out of twenty two percent both class nine and ten students eleven and eleven and eight percent students used sometime among them five of nine and three of ten.

3.3.3 Learning the Words Interacting with Native English

The probable learning strategy included on the third items in the questionnaire was 'learn the words interacting with native English'. Out of total number twenty percent students used the option sometimes. Among twenty percent nine percent of class nine and eleven percent of class ten students; thirty percent students ticked on the options never. Out of thirty percent class 9 students used twenty percent and ten percent of class 10. Large number of students ticked on the options always. Out of thirty eight students class nine students used sixteen percent of class nine students and twenty two percent of class ten students. Similarly twelve percent students opined that they seldom used this option. Among them six percent of class nine and six percent of class ten.

3.3.4 Using Bilingual Dictionary

'Use bilingual dictionary' the large number of students used the option always. Out of thirty four percent students nineteen percent of class nine students fifteen percent of class tenth students; fifteen percent of students opinion the option sometimes out of fifteen percent eight percent of class nine students and seven percent of class tenth students; similarly thirty one percent of students chose the option never; among them twenty percent of class nine and eleven percent of class ten students. Twenty percent students chose the option seldom. Out of twenty students eleven percent of class nine and nine percent of class tenth.

3.3.5 Asking to Members of Family

Item number five incorporated the strategy of 'learning with vocabulary' with asking with their family members. This strategy is not used mostly because forty four percent informants respondents that they never used. Out of forty four percent both class ninth and class tenth chose twenty two percent; ten percent students used the option sometimes. Out of ten percent six percent of class nine and four percent of class tenth students; thirty five students used always out of thirty five percent students twenty percent of class nine and only fifth percent of class ten. In the same way eleven percent students used the option seldom among them six percent of class nine and five percent of class tenth students.

3.3.6 Listening to the Tape of Word List

To elicit the response whether the students listen to the tape of word list for the learning vocabulary. High number of students i.e. forty two percent opined that they never used this strategy; out of forty two percent thirty percent of class nine and twelve percent of class ten; twelve percent used the option sometimes out of twelve percent only five percent of class nine and seven percent of class ten; twenty eight percent of students chose the option always. Out of twenty eight percent students eight percent of class nine and twenty percent of class ten; eighteen percent of students used the option seldom out of eighteen percent eleven percent of class nine and seven percent of class ten.

3.3.7 Consulting the Guidebook to Identify meaning or Nepali Equivalent

Out of the total informants thirty six percent of students chose the option always among thirty six percent nineteen percent of students of class nine and seventeen percent of class ten; twenty six percent students used the option sometimes out of twenty six both class ninth and tenth students chose half-half; twenty one percent students used this option never out of twenty one ten percent of class nine and eleven percent of class ten; seventeen percent of students used the option seldom. Out of seventeen percent ten of class nine and seven of class ten.

3.3.8 Using World List Prepared by Teachers

Out of total students, the high numbers i.e. fifty four percent opined what they sometimes used this strategy. Among them thirty three percent of class ten and twenty one percent of class nine students; thirty three percent of students used the option never out of thirty three sixteen percent of class nine students of seventeen percent of class ten students; nine percent of students used the option always out of nine percent four percent of class nine and five percent of class ten. Only four percent students used the option seldom out of four percent both class nine and ten opined two-two.

3.3.9 Connecting Words a Person Experience

Another strategy incorporated in the item number nine 'connect words a person experience' out of the total of informants, high number of students i.e. forty two percent of students never used this strategy among forty two percent. Twenty two of class nine and twenty of class ten. Similarly sixteen percent students opined that they sometimes used this strategy out of sixteen percent only five percent of class nine and eleven percent of class ten; thirty four percent of students chose this option 'always'. Out of thirty four percent fourteen percent of class nine and twenty percent of class ten. In the same way only eight percent of students chose seldom out of eight percent only three percent of class nine and five percent of class ten.

3.3.10 Memorizing the Meaning of Prefix and Suffix

Out of total informants only sixteen percent of students opined that they sometimes used this strategy, among them six percent of class nine and ten percent of class ten; twenty seven percent chose the option never. Out of twenty seven percent seventeen percent of class nine and ten percent of class ten; twenty nine percent of class of used this option always. Out of twenty nine percent nine percent of class nine and twenty percent of class ten; twenty eight percent of students used this, option seldom. Out of

twenty eight percent only seven percent of class nine and twenty one percent of class ten.

3.3.11 **Learning by Asking Private Tutor**

Another probable learning strategy included in the questionnaire was 'learn by asking your private tutor' out of total student twelve percent of population opined that they sometimes used this strategy among twelve percent; seven percent of class nine and five percent of class ten; twenty seven percent never used among them ten of class nine and seventeen of class ten students; thirty five always used their strategy, out of thirty five, twenty of class nine and fifteen of class ten, twenty six percent of class students used the option seldom. Out of twenty six both nine and ten students used half and half.

3.3.12 **Taking Note in Class**

Out of the total population twenty five percent used sometimes among twenty five percent only ten percent of class nine and fifteen percent of class ten students; twenty seven percent students used this option never among them twelve percent of class nine and fifteen percent of class ten; high number of students used this option i.e. thirty eight percent of students used always, out of thirty eight percent class nine students used sixteen percent and twenty two of class ten students. Similarly only ten percent respondents used seldom among ten percent six percent of class nine and four percent of class ten.

3.3.13 **Testing with Parents**

Another strategy incorporated in the item number. Higher number of students used never. Out of forty percent eleven percent of class nine and twenty nine percent of class ten; twenty three percent of students used sometimes, twenty three percent only eleven percent of class nine and twelve percent of class ten students; twenty four percent of students used always among them both ninth and tenth students twelve and

twelve. In the same way only fourteen percent students used seldom, out of fourteen percent seven percent of class nine and seven percent of class ten.

3.3.14 Using of New Word in Sentence

In this item high number of respondents used sometimes i.e. thirty four percent out of thirty four, fifteen of class nine and nineteen of class ten students; thirty one of respondents used never among them twenty one of class nine and ten of class ten; twenty three respondents used always, out of twenty three students eleven of class nine and twelve of class ten. Only twelve percent of respondents used seldom, among them seven of class nine and five of class ten.

3.3.15 Consulting Dictionary

In this item fourteen percent of students used sometimes. Out of fourteen percent both seven and seven percent. Only eight percent of students never used, out of eight percent three percent of class nine and five of class ten. More than half of the population used always i.e. fifty six percent out of fifty six percent both ninth and tenth students twenty eight percent. Only twenty two percent of students used seldom among them thirteen of class nine and nine of class ten.

3.3.16 Connecting Word to Already Known Words

This strategy is mostly used by fifty percent students always used this strategy out of fifty percent, class nine students used twenty four percent where as twenty six percent of class ten students; eleven percent students used sometimes among them only five percent of class nine and six percent of class ten; twenty three percent used never. Out of twenty three percent eleven percent of class nine and twelve percent of class ten, sixteen percent students used the option 'seldom' out of sixteen percent the class nine students used ten percent whereas six percent of class ten.

3.3.17 Listening to English Language Radio Program

Similarly, strategy of listen to English language radio program was incorporated in the item number of seventeen number of the questionnaire. As the data showed this strategy is mostly used as the forty two percent students used never, out of forty two respondents thirty percent of class nine and twelve percent of class ten students; only fourteen percent of the students used sometimes out of them nine percent of class nine and five percent of class ten, fifteen percent of students used always among them nine percent of class nine and six percent of class ten; twenty nine percent of respondents used seldom out of twenty nine percent. Class nine students used eleven and eighteen percent of class ten.

3.3.18 Memorizing the Parts of Speech

Out of total respondents twenty three percent students used sometimes among them only nine percent of class nine and fourteen percent of class ten. Thirty three percent of students used never out of thirty three percent eighteen percent of class nine and fifteen percent of class ten; twenty two percent used always among them ten percent of class nine and twelve percent of class ten. Only twenty two percent respondents used seldom among them thirteen percent of class nine and nine percent of class ten.

3.3.19 Guessing from Context in Reading

This strategy is sometimes used by the highest number of the students i.e. seventy percent out of seventy percent thirty four percent of class nine thirty six of class ten students; fourteen percent used never out of fourteen percent both class ninth and tenth students used half-half percent; seven percent used always. Out of seven percent three of class nine and four of class ten; nine percent used seldom out of nine percent five of class nine and four of class ten.

3.3.20 Asking English Teacher to Translate into Mother Tongue

Out of total students only five percent students used sometimes, among them three percent of class nine and two percent of class ten; fifty two percent used never among them seventeen percent of class nine and thirty five percent of class ten; thirty seven

percent used always out of thirty seven percent nineteen of class nine and eighteen of class ten. Only six percent used seldom, among them four of class ten and two of class nine.

3.3.21 Using a Monolingual Dictionary

This strategy sometimes is used by ten percent of students among them four percent of class nine and six percent of class ten; eighteen percent students used never out of eighteen percent students eleven percent of class nine and seven percent of class ten. The higher number of students used always i.e. forty three percent. Out of forty three percent twenty one of nine and twenty two of class ten: thirty one percent students used seldom out of thirty one only nine of class nine and twenty two of class ten.

3.3.22 Asking Teacher to Translate into Nepali

Out of total number of students only fourteen percent used sometimes among them both class nine and ten students used half-half; eighteen percent students used never among them, seven percent of class nine and eleven percent of class ten, forty percent students used always among them both the class ninth and tenth students used half-half and twenty eight percent students used seldom out of twenty eight, sixteen of class nine and twelve of class ten.

3.3.23 Correcting the Word to its Synonyms and Antonynms

This strategy was sometimes used by twenty percent. Out of twenty eleven percent of class nine and nine percent of class ten; forty eight percent used never out of them twenty eight of class nine and twenty of class ten; twenty six percent students used always. Out of them fourteen percent of class nine and twelve percent of class ten only six percent students used seldom out of them four percent of class nine and two of class ten.

3.3.24 Learning the Words by Idiom Together

This strategy was used by twenty two percent students sometimes out of them thirteen percent of class nine students and nine percent of class ten. High number of students i.e. forty percent among them twenty nine by class nine and eleven by class ten; twenty three percent used always out of them only nine percent of class nine and fourteen of class ten and fifteen percent students used seldom among them ten of class nine and five of class ten.

3.3.25 Learning the Words through Computer

This strategy is not used to learn new the new vocabulary because the data showed that the high number of students never used, forty four out of forty four percent both class ninth and tenth students used half-half percent; twenty three percent students used sometimes among them fifteen percent of class ten and eight percent of the class nine; eighteen percent used always out of eighteen percent only seven of class nine and eleven of class ten and fifteen percent students used seldom out of them ten of class nine and five of class ten students.

3.3.26 Noting Down the Meaning During the Teacher's Explanation

The data of this strategy showed only twenty percent used sometime out of them nine percent of class nine and eleven percent of class ten; thirty four percent students used never out of them eighteen of class nine and sixteen of class ten. Similarly thirty four percent students used always among them fifteen of class nine and nineteen of class ten students. Only twelve percent students used seldom among them seven of class nine and five of ten.

3.3.27 Using of Encyclopedia

Out of total respondents twenty five percent students opined that they sometimes used this strategy, out of them only nine percent of class nine and sixteen percent of class ten; thirty nine percent used never out of them twenty nine of class nine and ten percent of class ten twenty two percent students used always out of them twelve of

class nine and ten of class ten and only fourteen percent students and seldom out of them six of class nine and eight of ten.

3.3.28 **Reading an English Language Newspaper**

As the data showed that only ten percent students used sometimes out of them five of class nine and five of class ten: thirty seven percent students never used this strategy out of them twenty one of class nine and sixteen of class ten; thirty four percent students used always out of them fourteen of class nine and twenty of class ten and nineteen percent students said they seldom used among them eleven of class nine and eight of ten.

3.3.29 **Using Borrowed Words in Study**

This strategy is not used to learn new vocabulary because the data showed the high number of students never used this strategy i.e. forty six percent out of them twenty five of class nine and twenty one of class ten; twenty one students used sometimes among the nine of class nine and eleven of class ten fifteen respondents used always among them three of class nine and twelve of class ten and students used seldom nineteen. Among them twelve of class nine and seven of class ten.

3.3.30 **Using Scales for Gradable Adjectives**

To elicit the response fifty two percent students used seldom among them eighteen of class nine and thirty four of class ten; thirty one percent never used among them higher percent of class nine students rejected i.e. twenty two of class nine and nine of class ten; nine percent used always out of them three of class nine and six of class ten and eight percent students used seldom out of them five of class nine and three of class ten.

3.3.31 Learning the Words by Playing the Games such as Cross Word Puzzles, Scrables

This items shows that fourteen percent of the students used sometimes among them five of class nine and nine of class ten; thirty percent of the students used never among them seventeen of class nine and thirteen of class ten; forty one percent students used always among them eleven of class nine and thirty of ten and fifteen percent students used seldom among them ten of class nine and five of ten.

3.3.32 Using an English Language Lab

Out of total respondents only sixteen percent of students used sometimes among them both class ninth and tenth students half-half percent; twenty two percent of students used never out of them twelve of class nine and ten of class ten students, forty one percent of students used always out of them thirty of class ten and eleven of class nine and twenty one percent students used seldom out of them fifteen of class nine and six of class ten.

3.3.33 Using Word List Prepared by Parents

Out of the total students only eight percent of students used the option sometimes among them both class ninth and tenth chose four–four; thirty two percent used never among them sixteen of class ten and sixteen of nine; forty percent students used always among them twenty three of class nine and seventeen of class ten and twenty percent students used seldom among them ten of class nine and ten of class ten.

3.4 Analysis and Interpretation of the Students Responses on the Basis of Taxonomy of Vocabulary Learning Strategies

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

3.4.1 Cognitive Strategy

Cognitive strategies are limited to specific learning tasks and involved direct manipulation of the learning materials itself. They refers to the steps or operations used in learning or problem solving that requires direct analysis, transformation or synthesis of learning materials. In order find out cognitive strategies, students have chosen according following table.

Table No. 1

The Students Responses Reflecting the Cognitive Strategy of Learning Vocabulary

S.N.	Rating Scale Strategies	Sometimes students of		Never students of		Always students of		Seldom students of	
		IX	X	IX	X	IX	X	IX	X
1.	Guessing from textual context in reading.	34	36	7	7	3	4	5	4
2.	Using monolingual dictionary	4	6	11	7	21	22	9	20
3.	Connecting the word to its synonyms and antonyms	11	9	28	20	14	12	4	2
4.	Learning the word of an idiom together	13	9	29	11	9	14	10	5
5.	Using bilingual dictionary	8	7	20	11	19	15	11	9
6.	Reading as English language newspaper	5	5	21	16	14	20	11	8
7.	Using glossary section of your book	5	3	41	21	11	11	3	5
8.	Learning the word by definition	28	34	7	4	9	4	7	7
9.	Consulting the guide book to identify meaning or Nepali equivalent	13	13	10	11	19	17	10	7
10.	Using the encyclopedia	9	16	29	10	12	10	6	8
11.	Consulting dictionary	7	7	3	5	28	28	13	9

3.4.2 Social Strategies

Social strategies are those activities, learners engage in which afford is giving to them opportunities to be exposed to and practice their knowledge. These strategies have to

do with mediating activity and translating with others. In order to find out law, the students used social strategies, students have chosen according following table.

Table No. 2

Students Responses Reflecting the Social Strategy of Learning Vocabulary

S.N.	Rating Scale Strategies	Sometimes students of		Never students of		Always students of		Seldom students of	
		IX	X	IX	X	IX	X	IX	X
1.	Asking English teacher to translate into mother tongue.	3	2	17	35	19	18	2	4
2.	Asking teacher to translate into Nepali.	7	7	7	11	20	20	16	12
3.	Testing with parents.	11	12	11	29	12	12	7	7
4.	Learning by asking private tutor.	7	5	10	17	20	15	13	13
5.	Ask to the member of family.	6	4	2	22	20	15	6	5
6.	Noting down the meaning during the teacher's explanation.	9	11	18	16	15	19	7	5
7.	Learning the word interacting with native English speaker.	9	11	20	10	16	22	6	6
8.	Using word list prepared by teacher.	21	33	16	17	4	5	2	2
9.	Using word list prepared by parents	4	4	16	16	23	17	10	10

3.4.3 Metacognitive Learning Strategies

Those strategies that involve planning for learning are known as metacognitive strategies. It can be state that metacognitive is term to express executive function

strategies which require planning for learning thinking about the learning process. As it is talking place, monitoring of one's production of comprehension and evaluation learning after an activity is completed. Metacognitive strategies are defined as a conscious overview of the learning process and making decisions about planning, monitoring or evaluating the best ways to study.

Table No. 3

The Students Response Reflecting the Metacognitive Learning Strategy of Learning Vocabulary

S.N.	Rating Scale Strategies	Sometimes students of		Never students of		Always students of		Seldom students of	
		IX	X	IX	X	IX	X	IX	X
1.	Using new word in sentence.	15	19	21	10	11	12	7	5
2.	Connecting to the words to already known words.	5	6	11	12	24	26	10	6
3.	Taking note in class.	10	15	12	5	16	22	6	4
4.	Memorizing the parts of speech.	9	14	18	15	10	12	13	9
5.	Listening to English language radio.	9	5	30	12	9	6	11	18
6.	Using scale for graduate adjectives.	18	34	2	9	3	6	5	3
7.	Using loan words in study.	9	11	25	21	3	12	12	7
8.	Learning the words through computer.	8	15	22	22	7	11	10	5
9.	Using an English language lab.	8	8	12	10	30	11	15	6
10.	Learning the words by	5	9	17	13	11	30	10	5

	playing games such as cross word puzzles.								
11.	Connecting words to personal experiences.	5	11	2	20	14	20	3	5
12.	Listening to the tape of word lists.	5	7	30	12	8	20	11	7
13.	Memorizing the meaning of prefix and suffix.	6	10	17	10	9	20	7	21

3.5

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.3 Findings

On the basis of the analysis of data the following findings have been drawn:

A. Most frequently used strategies in learning vocabulary items:

- Consulting dictionary (i.e. fifty six percent informants used always)
- Connecting word to already known words (i.e. fifty percent students always used)
- Using a monolingual dictionary (i.e. forty three percent students always used)
- Taking note in class (i.e. thirty eight percent informants always used)
- Consulting the guidebook to identify meaning or Nepali equivalent (i.e. thirty six percent of respondents always used)
- Using bilingual dictionary (i.e. thirty four percent students always used)
- Noting down the meaning during the teacher's explanation (i.e. thirty four percent of the students always used)
- Using scales for gradable adjectives (i.e. forty percent of the students always used)
- Asking English teacher to translate into mother tongue (i.e. thirty seven percent students always used)
- Learning the words by playing the games such as cross words puzzles, scrable etc. (i.e. forty percent of students used always)

B. The least frequently used strategies in learning vocabulary item

- Using loan words in study (i.e. forty six percent of informants never used)
- Learning the words through computer (i.e. forty four percent students never used)

- Reading an English language newspaper (i.e. thirty seven percent of students never used)
- Connecting words a person experience (i.e. forty two percent students never used)
- Correcting the words to its synonyms and antonynms (i.e. forty eight percent students never used)
- Using the encyclopedia (i.e. thirty eight percent students never used)
- Testing with parents (i.e. forty percent of students never used)

4.4 Recommendations

The followings are the recommendations made by the researchers after the analyzing the finding of the study.

- Different strategies should be exposed the students.
- Only English language is used during the period so that the students vocabulary strengthen the students.
- Different educational materials such as audio cassette, CD video should be managed in each educational institution to enable students to use different equipments to make their learning more effective.
- Teacher training in learning strategy should be conducted to make aware of different strategies.
- Due consideration needs to be given on strategies which can help the trained as well as untrained teachers to abridge the variation and bring uniformity in teaching.

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