

**Strategies Adopted by Limbu Students in Learning English
Vocabulary**

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

Submitted by

Nunita Subba

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2023

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Dedication

Dedicated to my parents

for the exceptional love, endless support and sacrifices.

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: 11/02/2023

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Nunita Subba

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Abstract

This study entitled **Strategies Adopted by Limbu Students in Learning English Vocabulary: A Phenomenological Research Design** aimed to explore the learning strategies adopted by Limbu Students in learning English Vocabulary. Keeping the objectives into consideration, six basic level students studying in community schools from Limbu community were selected as the sample by using non-random sampling procedure. Data for this study were collected by conducting in-depth interview through normal conversation with the selected participants. After the collection of data, they were categorized into seven themes and were analyzed by using thematic analysis. I categorized all the findings into seven themes: Vocabulary learning through discussion, motivation, reward and Love, memorization, through pictures, guessing and translation. Despite these strengths, lack of appropriate teaching materials, time consumption, irregularity of the students were the major challenges found in this study.

This thesis consists of five chapters. The first introduction chapter consists of the study, statement of the problem, Objectives of the study, research questions, rationale of the study, delimitations of the study and operational definitions of the key terms. Similarly, second chapter deals with the review of theoretical as well as empirical literature and its implication for the study. Moreover, it also includes the conceptual framework. Likewise, the third chapter deals with the methodology of the study which covers design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. Similarly, the fourth chapter includes the results and discussion. Finally, the fifth chapter incorporates the conclusions and recommendations of this research.

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List of Abbreviations

EFL	=	English as a Foreign Language
ELT	=	English Language Teaching
ESL	=	English as a second Language
LLS	=	Language Learning Strategies
SM	=	Student Motivation
TU	=	Tribhuvan University
VDCs	=	Village Development Committees

Chapter I

Introduction

This study is about **Strategies Adopted by Limbu Students in Learning English Vocabulary**. The major aim of this research work was to find out the strategies used by Limbu students to learn English language. This chapter includes background of the study, statement of the problem, objectives of the study, research questions, rationale of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Nepal is a country that is occupied by various people belonging to different caste ethnicity with different cultures. Each people speak their respective mother tongue belonging to a particular community. There are different people belonging to different castes like Tharu, Magar, Rai, Limbu, Gurung, Bhojpuri, Tamang and so on. So, Limbu learners also apply different kinds of strategies while learning English Language. When a child is born in a Limbu community a child uses Limbu language as a mother tongue, Nepali as a second language and English language as third or foreign language.

Limbu Language is one of the few sino- Tibetan languages of the central Himalayas with their own scripts. The Limbu or Yakthung are Kirati people native to the Himalayan Limbuwan region of Eastern Nepal, Northern Sikkim, India and western Bhutan. The original name of the Limbu is Yakthung, Tsong or Yakthungba. Generally we can find out different kinds of strategies through which Limbu learners can learn English Language. According to O'Malley and Chamot (1990), as cited in Brown, 1994, pp. 116-117, Learning strategies include three main categories like; Meta cognitive strategies, cognitive strategies and Socio-affective strategies. Therefore, the present study entitled "English language Learning strategies of Limbu students aims to address the effective and common learning strategies for learners. Limbu language learning strategies are of substantial significance in the students English language acquisition. Therefore, the EFL teachers need to share different language learning strategies to help the ethnic minority students. EFL teachers should concentrate more

on the factors that influence ethnic minority students Limbu learning strategies such as educational background, cultural background, different mother tongue, motivation etc. The teachers should also realize that ethnic minority students might have a weaker base in English so that they need more patience in teaching ethnic minority students. If we aim to find out the strategies used by Limbu learners to learn English language we can help the learners to learn better and make their learning effective and fruitful. This can help learners a lot to make their learning better and also even for teachers to plan accordingly and teach them well. English is also known as an international language that is used widely all over the world. Therefore, every learners want to speak and learn English language. So, learners can adopt different kinds of strategies in order to learn English language more easily and effectively.

Statement of the Problem

I belong to Limbu community in which there are very unique learning strategies and learning styles which are not addressed in the curricula of primary and basic level. Because of not addressing their learning strategies and styles some of the Limbu learner's dropout rates are increasing. In my observation if the learning strategies and styles are addressed formally, there will be betterment for the Limbu learners. Although, there are different kinds of language learning strategies those strategies are not implemented in the present existing curriculum due to which large number of students from Limbu community stop coming to school. Learners apply different kinds of strategies in the process of learning. Some learners may learn by listening audio aids, some may learn through visual aids like when they see they learn. English language can be learnt applying different kinds of strategies. Learners from Limbu community feel very difficult in learning English because those strategies are not yet implemented which leads to the more number of dropout's students, irregularity to school, less interest towards the subject matter and so on. Me, myself belonging to Limbu community I did not find any of the learning strategies implemented for learning English Language formally by the Local and federal government for the Limbu learners by addressing their indigeneous learning strategies. On the other hand, the number of dropout's are increasing also because of the incompatibility in learning language in a mixed classroom.

So, if these problems are taken into consideration seriously, the rate of dropout students will be reduced. The Limbu learners will not face any difficulty in learning English Language. If these learning strategies are included in the present Secondary level English curriculum the rate of school going students would be increased, the Limbu learners interest towards the subject matter will increase so, undergoing through different problems I have studied the difficulties faced by Limbu learners in Learning English Language.

Rationale of the Study

This study is significant to the Limbu students Of English who have been studying in basic level .It is familiar about the learning strategies that the Limbu students are using while learning English. It is important to the teachers to teach according to the strategies that the Limbu students adopt while learning English Language. This study helps to explore the in-depth investigation. This study is equally important for reference purpose. This study aims at building an academic career .It is equally important in developing a person professionally.

Brown (1994,p.124) says," Teachers therefore can be benefited from an understanding of what makes learners successful and unsuccessful and establish in the classroom a milieu for the realization of successful strategies." The findings and recommendations of the study will be helpful to the real classroom teaching. Moreover, this study will be significant to course designers, textbook writers, material producers, teacher trainers and other concerned people. The course designers can design the course, the textbook writers can write the textbooks and material developers can develop instructional materials according to the strategies adopted by the students in learning English Language. Similarly, this study is highly significant to give the direction to the curriculum planners, subject specialists, teachers and other concerned personnel. Lastly, this study is beneficial for further researches in this field. Particularly, this study is useful for Limbu researcher, learners, students, ethnic curriculum designers, and helps in teaching and learning, it helps material developers etc.

Objectives of the Study

The objectives of this study are:

- i) To explore practices of English Language Learning Strategies adopted by Limbu Learners in learning English vocabulary.
- ii) To identify the importance of learning Strategies in learning English vocabulary for Limbu Learners.
- iii) To suggest some pedagogical implications from this study.

Research Questions

The research questions of my study are as follows. They are:

- i) Why are learning strategies significant in learning English vocabulary?
- ii) How do Limbu learners use their Learning Strategies in learning English vocabulary?

Delimitations of the Study

The study was delimited to the following areas:

- i) The study was confined to the basic level of Limbu speaking learners who are learning English Language.
- ii) This study was delimited to four basic level schools of Ilam district.
- iii) This study was limited only to six students of English language learners belonging to Limbu community.
- iv) Data was collected through in-depth interview.
- v) This study was based on phenomenological research design.

Operational Definitions of the Key Terms

English learners. The students who live in Ilam district, speak Limbu as a mother tongue and learn English as a Foreign or Third language.

Limbu language. A Sino-Tibetan language of Limbu people, an ethnic group, indigenous native from Nepal.

Vocabulary. A list of collection of words and phrases usually alphabetically arranged and explained or defined.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter deals with the review of related theoretical literature, review of related empirical literature, implication of the review of the study and Conceptual framework.

Review of Related Theoretical Literature

This sub section deals with different theoretical reviews related to the present research work.

An introduction to the history of Limbu ethnic group. Limbu, one of the 5 indigenous people in Nepal, belonging to the kirat religious groups. They reside in the Eastern hills of Arun River extending to the Sikkim and to the Northern part of West Bengal. The area that Limbu was inhabiting was called "Pallokirat" in the early times and is called Limbuwan in recent days. Until Gorkha king, Prithivi Narayan Shah invaded, there were ten different states ruled by ten different Limbu kings. Limbus are densely inhabited in Sankhuwasabha, Taplejung, Terathum, Panchthar, Dhankuta, Ilam district and now spread across Nepal. Dutta (2014), in his article mentions that the name Limbu is an eponym of an uncertain region. The word "Limbu" roughly translates as an archer or the "bearer of bows and arrows". The Limbu call themselves Yakthumba.

Limbu's traditionally practice subsistence farming: Rice, wheat, Millet, Maize etc. comprise their principal crops. Although there is an abundance of arable land, productivity is greatly influenced by insufficient technology, Excess crops and often traded for food that cannot be grown in the region. A sizable number of Limbu youths are enlisted in the British and Indian Gurkha Regiments, providing their families with a steady stream of income. This income from Military service helps to improve the Limbu community as a whole in terms of health and education. These days most of the people belonging to Limbu community are involved in various occupations like teaching, intellectual professions and so on.

Limbus and their language. Limbu, have their own language which belongs to the Tibeto-Burman family. Limbu Language is one of the major languages that are both spoken and written in Nepal. Limbu Language has characteristics of pronominalization and comes under the Tibeto-Burman Himalayan language of the Sino-Tibet family of languages. The Limbus call their language "Yakthungabapan" and their script "Srijanga". They designate themselves as "Yakthungaba". "Yakthungabapan" is spoken in the Limbuwan region. The Limbus of Sikkim, Darjeeling, Negaland, and Manipur speak this language. This language is further spoken in Hongkong, Bhutan and Burma. Surprisingly, although the Limbus live in different region of Nepal and different countries, they still speak same Yakthungabapan; and there is a high degree of mutual intelligibility.

Culture and tradition. Limbu has distinct culture and tradition. Limbu are rich in having a culture and folklores. Their oral religious scripture is called Mundhum, which contains Cosmology, Mythology, Cosmology, stories on the origin of the history. The rituals, customs festivals are guided by and based on Mundhum. A Mundhum consist of Legends, folklores, prehistoric accounts, sermons and moral or philosophical exhortations in poetic language. So, generically it is a narrative oral poetry. There are several Mundhums. They are the sources of inspiration, information and enlightenment for the Limbus and the way of their life, customs, rites, and rituals. They provide an insight into their inner complexity, rituals, life often regarded as sacred performances, provide the clue for the correct exegesis of Mundhum and demonstrate their symbolic values, functional importance and social sequences. They have their own unique songs called Hakpare, Palam and so on. They also have their own primitive dances. Kelang dance, Dhan Nach, Yemalang are different kinds of dance that people of Limbu community perform. The Priest and Shamans of Limbu community are called Phedangma, Samba, Angsi, Yeba, Yema. They are known as the sacred ritual specialists who perform religious functions.

Limbu nation is made up of hundreds of clans. Each Limbu clan is classified under their tribe or Sub-national entity. Some of the tribes are Awajung, Phombo, Singthaba, Kedem, Kurungbang, Khajum, etc. The Limbu follow the kirat Mundhum oral scripture similar to the Bon, Shaman. However, their religion is also influenced by Tibetan Buddhism and Hinduism. Their supreme deity is Tagera Ningwaphuma but

the deity Yuma Literally: Grandmother or Mother Earth is the most important and popular among the Limbus and is worshipped in all occasions. Likewise, the dead body of Limbus are buried but nowadays the funeral ceremony has changed a lot. Some Limbu just bury the dead body whereas some Limbu build a grave forming a cemetery. The Limbu musical instrument include Pongey, Yea, Yalambar, Baja, Tungeba and so on. Thus Limbu has different ethnic race, different originality. The nature of the Limbu are a group of people having their own originality. Characteristics of their own culture, tradition, language and so on (Dutta, 2014).

After their land loss by Gorkhaland the Limbus have been divided into different categories. The three nationality Nepalese Limbu, Bhutanese, Limbu and Indian Limbu. The main festival of Limbu is called "ChasokTangnam. It is a festival celebrated by people belonging to Limbu community. This festival falls on a full moon day of the month of the Senchengla or the Mangsir month of the Nepali calendar. Tangnam simply means festival in the Yakthung Limbu Language. The main religion of Limbu people include Mundhum. It was established by the Limbu guru Phalgunanda, who established the Satang religion.

English language. English language is a global language that is used internationally all over the world. In present time the needs and importance of English Language has increased so rapidly. English Language has made easier to communicate with people belonging to different countries. The people belonging to their own respective countries consist of their own language. So, English being a global language its significance is increasing day by day. English Language where English is spoken as a first language includes the countries like United States of America, Australia, Great Britain, Canada etc. In this kind of present situation where English has been flourishing day by day in a greater extent even our country Nepal cannot deny from learning English. Coming up with this situation the way of teaching and learning English Language is increasing in our country Nepal too.

English Language is used all over the world so its significance is increasing day by day. Regarding the historical development of English language in Nepal, Bhattarai(2006) writes" In Nepal English was introduced formally in the school level education system about one hundred fifty year ago that was 1854 A.D." Then, Prime Minister Junga Bahadur Rana established Durbar High school in order to give

education to their sons. Regarding, college education in Nepal, Mishra(1998,p.7) writes "After fifty four years of English education at high school, Nepalese students could avail themselves of English education at higher education which started with the establishment of Tri Chandra college in the year of 1918".

Almost half of the world's total population speak English. Our country Nepal use English Language as a third or foreign language .The method or ways of learning English language has been included in school as an important subject. English language has been used differently in different countries. Some countries has been using English as first language or native language.

Vocabulary. Generally, Vocabulary refers to all the total words in a particular language. In other words, Vocabulary is the list of words used in a language. It can be defined as the flesh of language. It is one of the important aspects of language which the students need to be taught. Without having adequate knowledge of vocabulary, we cannot speak any language fluently and appropriately. In this case, to be a good language speaker s/he should have wide knowledge of vocabulary items.

Vocabulary is the most important aspect which includes words and lexis. Vocabulary items have meaning. There could be twisting of meaning and twisting of words. Language students need to learn lexis of the language. Vocabulary is one of the most building blocks of language. Vocabulary is defined as a set of lexical items or lexeme that includes words, phrases and idioms. Vocabulary is one of the most important aspects of language. Any ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used. Vocabularies play the role to express opinions of language. One cannot communicate language if s/he or she lacks vocabularies. Word is the most important unit of language. Every sentence is made up of words that are used in daily communication.

Some of the opinions from different scholars can be mentioned below to define vocabulary:

Richards et al. (1985, p.307) define vocabulary as "a set of lexemes including single words, compound words and idioms". According to Wilkins,(1972,p.111), "Without grammar very little message can be conveyed, without vocabulary nothing

can be conveyed". According to Harmer (1991, p.153) " If language structures make up the skeleton of language then it is vocabulary that provides the vital organ and flesh. An ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used".

From the above definitions we can say that vocabulary is a set of words which helps to make a complete sense of sentences. Without the knowledge of vocabulary, it is difficult to understand the meaning and to make sensible sentences. Vocabulary helps to learn for writing skills and grammar.

Types of vocabulary. Vocabulary can be classified on the basis of different criteria. Basically there are two types of vocabulary: Active and passive. According to Harmer (1991, p.153) a distinction is frequently made between active and passive vocabulary. The former refers to vocabulary that students have been taught or learnt and which they are expected to be able to use whilst. The description reveals that those words that an individual uses more frequently are called active vocabulary. On the other hand .those words which can be understood but are not frequently used are called passive vocabulary. Active vocabulary of one person may differ from active vocabulary of another. A word that has been active through constant use may slip back into the passive store, if it is not used. On the other hand, a word that students have in their passive store may suddenly provoke by the context. The vocabularies that we can use in both productive and receptive skills of language are active vocabularies and the ones which we can use only in receptive skills of language are passive vocabulary.

Similarly, Wallace (1982) also classifies the vocabulary into four types. They are Listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary.

Listening vocabulary: A persons listening vocabulary is in all the words he or she recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

Speaking vocabulary. A persons speaking vocabulary is all the words he or she use in speech. Due to the spontaneous nature of the speaking vocabulary, words

are often misused. Though slight and unintentional may be compensated by facial expressions, tone of voice or hand gestures.

Reading vocabulary. A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three listening, speaking and writing.

Writing vocabulary. A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

Vocabulary can be classified into different items. Basically, Listening, Speaking, Reading and writing are the main parts in teaching and learning activities. These four skills help to develop in vocabulary. In teaching and learning activities four skills help to recognize the words, spontaneous speech, fluently reading and accuracy in writing.

Objectives of teaching and learning vocabulary. Teaching of any subject's item should be guided by its specific objectives. So, the teaching vocabulary is also guided by some objectives. Wallace (1982, p.27) presents the following objectives of teaching Vocabulary:

-) Recognize it in its spoken
-) Recall it at will
-) Use it in appropriate grammatical form
-) Use it in suitable context
-) Spell it correctly
-) Be aware of its appropriate accommodation and association
-) Use it with the words it correctly goes with
-) Relate it to an appropriate object or concept
-) Pronounce it in a recognizable way
-) Be aware of its appropriate levels of formality
-) Use it in communication
-) Use it in practical life

So, the following objectives of teaching and learning vocabulary are described below:

Recognize it in its spoken. It is one of the objective of teaching and learning vocabulary. It helps in identifying the spoken words and helps to convert them into readable text. It integrates the current speech sounds with previously heard speech in recognizing words. Speech recognition recognizes the words that have spoken.

Recall it at will. Recall simply means to bring back to mind so vocabulary can also be recalled by keeping an organized vocabulary notebook by reading again and again. New words can be used. Vocabulary can be recalled by puzzles and games like crosswords.

Use it in an appropriate grammatical form. Vocabulary is a bunch of word that is used to create a sentence and grammar is the rules applied to those sentences so they are structured correctly. It should be used in an appropriate grammatical form so that it becomes more understandable. Grammatical words include articles, pronouns and conjunctions.

Use it in suitable context. An important strategy to help students build their vocabulary is use of context. i.e. using the clues or hints provided in the text that surround an unfamiliar word to help guess the meaning. This can include Words, Phrases or sentences that appear before, after or close to the word.

Spell it correctly. One of the objective of teaching vocabulary is to spell it correctly. Learning to spell correctly helps to establish connection between the letters and the sounds. It is important to spell words correctly while learning vocabulary because spelling is a critical component of communication.

Be aware of its appropriate accommodation and association. It is important to be aware of appropriate accommodation and association while teaching vocabulary to the learners because accommodation provides support that allows students with disabilities to achieve the same instructional goals. It helps in removing barrier for learning.

Use it with the words it correctly goes with. vocabulary plays an important part in learning to read. It is important to use the words correctly while teaching and learning vocabulary because vocabulary helps in improving all areas of communication like listening, speaking, reading and writing. It helps learners to access academic language, discourse and helps to facilitate comprehension of increasingly complex texts.

Relate it to an appropriate object or concept. vocabulary growth is directly related to school achievement. It is important to relate vocabulary to an appropriate object or concept because vocabulary plays an important role to express and understand ideas.

Pronounce it in a recognizable way. Pronunciation is important to improve reading ability. Pronouncing in recognizable way helps others to understand quickly what actually speaker is trying to say. It helps others hear and understand clearly.

Be aware of its appropriate levels of formality. Basically it is important to make use of appropriate level of formality in teaching and learning vocabulary so that ideas can be expressed accurately and confidently. It is important to use words and expressions that fit the context so that meaning is clear. For example, different audiences for writing requires different levels of formality.

Use it in communication. vocabulary is the basis of all language. Vocabulary improves all areas of communication like speaking, listening, reading and Writing. It should be used in communication because it works as a model for improving their own communication skills which are important for development and future learning.

Use it in practical life. Learning vocabularies enhance all other skills such as listening comprehension, reading comprehension, speaking pronunciation, writing and spelling. Making use of vocabularies in practical life is useful for developing knowledge and skills in multiple aspects of language and literacy. It helps to decode phonemic awareness and phonics, comprehension, fluency and so on.

Vocabulary is one of the important parts of language. It plays crucial role in teaching language. It needs adequate number of vocabulary to engage in

communication. The main objective of teaching vocabulary is to use a suitable context and spell correctly according to situation. The main aim of teaching vocabulary is to communicate fluently and use in practical life.

Vocabulary instruction. A vocabulary is a set of familiar words within person's language. A vocabulary, usually developed with age, serve as a useful and fundamental tool for communication and acquiring knowledge (Wallace, 1982). Similarly, teaching vocabulary is essential in teaching language in general and teaching foreign language in particular. For this reason, there is a crucial need for more vocabulary instruction at all grades by all teachers. Vocabulary Instruction should aim to engage students in actively thinking about word meanings, the relationships among words and how we can use words in different guidelines for effective vocabulary instruction as cited in Bromley (2002). These guidelines are as follows. They are:

-) Teacher should show an attitude of interest and excitement and the language and words.
-) Assess student knowledge and the words importance before teaching it.
-) Vary when teaching new words.
-) Active student's schema and metacognition
-) Note multiple meaning of words and provide paraphrased meaning.
-) Teach word structure and relate new words to words.
-) Invite students to interact with each other about new words.

Vocabulary Instruction is helpful in teaching process. Vocabulary helps students to develop in their proficiency. According to the various scholars, instruction may bring awareness in students to use proper vocabulary. It tries to provide the different guidelines to improve vocabulary and also in writing skill. A number of principles for direct instruction of vocabulary have been suggested by Schmitt (2008). These principles are:

-) Build a large sight vocabulary.
-) Integrate a new word with old ones.
-) Provide numerous encounters with a word.

-) Make new words "real" by connecting them to the student's world in some way.
-) Encourage independent learning strategies.
-) Diagnose which of the most frequent words learners need to study.
-) Provide opportunities for elaborating word knowledge.
-) Provide opportunities for developing fluency with known vocabulary.
-) Examine different types of dictionaries, and teach students how to use them.

Vocabulary instruction is much essential in classroom teaching to improve in student language skill. It helps students in writing, reading, listening and speaking. It also helps in build a large slight vocabulary and also helps to create new words. Vocabulary Instruction promote to the student to learn new words and encourage independent learning.

Vocabulary instruction and learning. Teaching Vocabulary is the most important in language teaching for all levels. Without teaching Vocabulary any students cannot perceive knowledge easily. Vocabulary needs to be taught by using proper instruction. If teachers use instruction while teaching vocabulary, it will be easier to understand to learners. Instruction plays a significant role in teaching vocabulary. Without using Instruction students may feel students may feel confused and difficult to understand the concept.

Similarly, learning vocabulary is essential for students. English is a bit more difficult language for ESL/EFL student. Vocabulary learning is essential. If the learner know the vocabulary then only it will be easy to perceive the English language easily.

Learning strategies. According to oxford,(1990) The word "Strategies" came from the ancient Greek word "strategies", which means steps or actions taken for the purpose of winning a war. The word like meaning strategies has fortunately fallen away but the control and directedness remain in the modern version of the word.

Learning strategies refer to the techniques or deliberate actions that the learners use to make language learning more successful, self-directed and enjoyable. Learning strategies are the special techniques or the ways that learners adopt for

learning a language easily. The learning strategies are always different from one learner to another learner. The learning strategies adopted by one learner differs from another learner because learner may not be comfortable with the same strategy applied by the previous learner. Language simply means a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures or marks having understood meanings. Similarly learning refers to careful plan or method or action that is designed to achieve a long term or overall aim. Together, language learning strategy is a term referring to the processes and actions that are consciously developed by language learners to help them to learn or use a language more effectively. Oxford (1990) defines learning strategies as " specific actions taken by the learner to make learning easier ,faster, more effective and more transferable to new situations.

Similarly,Cohen,(1998, as cited in Gas and selinker,1990,p.439) defines learning strategies as those processes which may enhance the learning and use of L2 through storage ,retention ,recall, hypothesis, making testing etc. Learning Strategies are defined as "Specific actions , steps, techniques such as seeking out conversation partners or giving oneself encouragement to tackle a difficult language task used by the students to enhance their own learning ".(Scareela and Oxford 1992,p.63 as cited in Oxford,1990,p.2).

According to Brown(1994,p.104)"Strategies are specific methods of approaching a problem or task ,mode of operation for achieving a particular end ,planned designed for controlling and manipulating certain information". Learning Strategies are the special tricks or techniques that learners adopt for learning a language in an easier way.

Features of language learning strategies. Language learning Strategies are learner generated .They are the steps or actions taken by the language Learners. Similarly, Learning Strategies clearly involve mental actions but they may involve physical actions that the learners use to make learning more successful, Self-directed and enjoyable. Furth more, Learning Strategies are the internal processes that account for how learners handle input data and utilize second language resource. Learning Strategies clearly involve internal mental actions but they may also involve physical actions as well.

Some general features of Learning Strategies which are suggested by Ellis (1994, p.532) are presented as below:

- i) Learners are generally aware of the strategies they use and can identify what they consist of.
- ii) Strategies refer to both general approaches and specific actions or techniques used to learn an L2.
- iii) Strategies are problem oriented: the learner employs strategies to overcome particular learning problem.
- iv) Some Strategies are behaviors while others are mental. Thus, some strategies are directly observable which others are not.
- v) Strategies contribute indirectly to learning by providing learners with data about the L2, which they can process.
- vi) Linguistic strategies can be performed in the L1 and in the L2.
- vii) Strategies involve linguistic behavior (such as requesting the name of the object) and non-linguistic (pointing to an object so as to be told it's same).

Being based on the above features given by Ellis(1994, p.532), we can conclude that language strategies are the technique, way and method taken by the learners to make the learning process easier and fruitful. Strategies help learners in developing language competence that include learners reading, writing, speaking and listening skills.

Importance of learning strategies for English language learning. Learning strategies are the key aspects of learning English Language. Language simply refers to a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures or marks having understood meanings and strategies are the careful plan or method. Wenden 1995 asserts, 'learner strategies are keys to learner autonomy; and that one of the most important goals of language training should be the facilitating of that autonomy (as cited in Brown 1994, p.124) .

One of the investigation shows the following importance for learner or the students:

- i) To find out the language learning tips.

- ii) To point out common mistakes made by the students.
- iii) To do English practice and to select study sites.

From the above research we can say that learning strategies are important in learning process. English Language is an international language that is used all over the world so everyone wants to learn English. English subject is also included as compulsory subject in school, college, universities and so on. So, learner use different kinds of strategies in learning English Language. The learner use learning strategy according to their interest that the learner gets comfortable with. Learning strategies help the learners to make the study much easier in learning and much more fruitful.

Types of learning strategies. Different scholars have classified learning strategies into different types. Rubin(1981,as cited in Griffiths,2004) has classified two kinds of learning strategies.

Direct learning strategies. Direct Learning Strategies are those strategies which directly involve learning .It directly contributes to subject matter .Oxford (1990) outlines three main types of learning Strategies under direct learning Strategies.

Memory strategies. Memory strategies aid in entering information into long-term memory and retrieving information when needed for communication. Cohen (1998), p.8) names these strategies, retrieval strategies. Retrieval strategies are used to call up language materials from storage through master. These strategies consist of creating mental linkages, applying images and sounds, reviewing well etc.

Cognitive strategies. Cognitive Strategies are used for framing, revising internal mental models, receiving and producing messages in the target language .Some cognitive strategies include reasoning, analyzing, summarizing and practicing. It helps in memorizing and manipulating target language .O Malley and Chamot(1990,cited in Brown(1994)have identified 15 cognitive strategies. They are repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory, representation, keywords, contextualization, elaboration, transfer, inference.

Compensation strategies. Compensation Strategies are communication strategies used by learners to compensate for limitations in their language. The examples of compensation strategies include guessing the meaning when one does not understand, using gestures etc. Oxford, 1990, p. 91, as cited in Clousten, 1997, p.3). Cohen(1998),p.7) calls it cover strategies which he says are used to produce simplified utterances.e.g. learners use only that part of a phrase that they can deal with.

Indirect learning strategies. Those strategies which provide indirect support for language learning such as planning, co-operating and seeking opportunities are indirect learning strategies. Under this strategy there are other three sub types .They are:

Meta-cognitive strategies. Meta-cognitive strategies are those strategies that empower students to think about their own thinking. Such strategies enable learners to control their own cognition .Meta-cognitive strategies include planning how to approach learning tasks, identifying appropriate strategies to complete a task, evaluating, monitoring comprehension etc. Cohen(1998) names these strategies as rehearsal strategies, which are used for rehearsing language structures.

Affective strategies. Those strategies which are related to students "feeling", "emotion" are affective strategies .Reduction, Anxiety, self-encouragement and self-reward come under affective strategies.

Social strategies. Those strategies which include interaction in facilitating social strategy while learning are called social strategies. Asking questions to get verification, talking with native speaking conversation partners and explaining cultural and social norms, co-operating with peers, aware of other thoughts and feelings come under social strategy.

Ellis (1985) uses the term "learner strategies" in more comprehensive manner. So,he categorized learning strategies into the following three types:

Learning strategies. Strategies that are used to receive knowledge and produce them come under production strategies.

Production strategies. Activities that are used to receive knowledge and produce them come under production strategies. They are device for using existing resources automatically.

Communication strategies. Communication Strategies which the learners operate when the learners need to compensate for inadequate means which as a result are likely to involve greater effort and to see closer to consciousness (Ellis, 1985, pp.165-167). Although language learning strategies are defined and classified controversially, it is the interesting area for research.

Factors affecting language learning strategies. Many factors influence students using Language Learning Strategies; Age, sex, attitude, motivation, aptitude, learning sage, task requirements, teacher expectation, learning styles, individual differences, ,motivation, cultural differences, beliefs about language learning and language proficiency.(Rubin,1975;Bialystok,1979;Abraham and Vann,1987,1990;Oxford,1989;Oxford and Nyikos1989;Chamot and kupper 1989;Ehrman and Oxford,1995).As the aim of investigating language learning strategies are to produce more effective learning ,it has to focus on research into the relationship between using language learning strategies and language learning results. Below will be presented about a review of several main research based on language proficiency.

Rubin (1975) focused on observation of successful second language learners and concluded that the characteristics of good learners are to be a willing and accurate guesser, to have a strong drive to communicate, to learn from communication, to be uninhibited and willing to make mistakes, paying attention to form by looking for patterns, taking advantage of every opportunity to practice, monitoring the speech of themselves and others, and focusing on meaning. Therefore Rubin suggested that language teachers could help less successful learners to promote their language proficiency by paying more attention to productive language learning strategies. Bialystok examined the influences of using learning strategies on ESL learners performance and found that using all four strategies formal practicing ,monitoring ,functional practicing and inferring in Bialystok's model of second language learning and had positive effects on language learner's achievement and functional practicing affected language learners proficiency in all tasks. Oxford and Nikos (1989) explored

the relationship between language learner's performance and their use of strategy use as well. They used SILL to investigate 1200 students of University who studied five different foreign languages and found that different background affected use of language learning strategies. Moreover students self-rating of proficiency levels were closely linked to their use of language learning strategies. For example, students who considered themselves to be proficient in speaking, listening or reading tend to employ more language learning strategies.

Vann and Abraham (1987, 1990) carried out a research into successful and unsuccessful language learners. The results of their study revealed that unsuccessful learners did use strategies generally considered as useful, and often they employed the same strategies as successful learners. However, the difference is that successful learners use strategies more appropriate in different situations than unsuccessful learners, and used a large range of strategies in language learning more frequently and appropriately. Ehrman and Oxford (1995) found that only cognitive strategies had a significant relationship with language proficiency in the SILL category. Other strategies like memory, compensation, metacognitive, affective and social strategies had no significant relationship with proficiency. On the other hand it is clear that there are significant relationships between language learning strategies and language proficiency. In order to help language students to learn the target language more successfully and effectively the relationship between the employment of language learning strategies and language proficiency should be further explored on a world wide scale. Thus, the types of language learning strategies used by different learners vary according to many factors. The following section will focus on concepts of cultural Background.

Cultural background. The fact that certain types of learners defined by cultural background are predisposed to use certain types of strategies and many language strategies may be based on ethnocentric assumptions about effective language learning (Politzer and McGroarty, 1985). As a result, it is difficult to argue that researchers have adequately investigated the effects of cultural Background in determining strategy preferences (Politzer and McGroarty, 1985). In short, there are many factors that affect learning strategies of different students, one of them which is also cultural Background.

As, mentioned in the paper, many researchers have found that numbers of factors such as age, gender, individual differences, motivation ,cultural Background etc. which affect the use of language learning strategies. However, current literature points out that learners individual and collective styles and learning preferences are strongly advised instructors engaging in language classroom. The purpose behind such practice is to influence learner's language learning process so that their efforts, as well as those of their instructors, may be more successful.

Review of Related Empirical Literature

MahaAhhaysony(1990) conducted a research on "Language learning strategies by Saudi EFL students". The major findings from a study investigated language learning strategies used by Saudi EFL students at Aljouw University. The aim of this study was to understand the relationship between the use of Language Learning Strategies, gender and duration of English language study. The result showed the average strategies used in the low to medium range. Meta- cognitive and compensation strategies were used most frequently, while memory and affective strategies were reported to be least frequently used. The results also showed that female students use more Language Learning Strategies than male students with long duration reported using in LLS most frequently.

Bhusal(2011) carried out a research on" Learning Strategies in Second Language Acquisition' The purpose of her study was to find out the learning strategies used in Second Language Acquisition. She used questionnaire and interview as her tool. Five schools were selected from Kapilvastu district for her study. From each school five teachers and fifty students were selected randomly. She found that most of the students use memory strategy, cognitive strategy, and social strategy as learning strategies.

Kadel(2013) carried out a research on "Effectiveness of Task Based Language Teaching in Developing Writing skills at the Secondary level in Nepali". The main purpose of this study was to find out the effectiveness of Task Based Language Teaching in developing writing skills of learners. This study finds out the discussion on English Language Teaching Situation in Nepal that is subdivided into historical background of teaching English, current English Language Teaching practice ,English

language teaching in schools and colleges, status of English teaching materials and methodologies in school, teacher educating in teaching English in school, pre-service and in-service teacher education teaching English in school. This research was carried out on a total of 50 learners selecting from two schools of grade 9 in order to try out the effectiveness of Task Based Language Teaching in developing writing skills. It was discovered that the learners in the experimental group outperformed the control group in the post test to a large extent.

Rai(2013) carried out a research on "Deixis System in Chamling Rai and English Language. The main objective of this research is to find out person, place and time deictic expressions in Chamling Rai and to Compare and Contrast English and Chamling Rai person, place and time deictic expressions. The researcher used Quota Sampling Procedure to meet the objective of this study. Forty Native Speakers from different VDCS: Barmang and Laphyung of Khotang district were selected for data collection. The major Findings of the study are, Chamling person, place and time deictic expressions. Chamling person deictic expressions denoting male and female do not take gender specific verbs. Similarly the major finding was Chamling person deictic expressions take case maker but English use different terms for different cases. Third person deictic expressions have gender distinction in English regarding singular number but do not have in Chamling.

Poudel (2014) carried out a research on "Learning Strategies adopted by the Grade Ten students". He aimed to identify the learning strategies used by the grade ten students of government aided schools and private boarding schools. He used random sampling procedure to select schools and students. He found that teacher-student interaction was better in the private schools in comparison to the government-aided schools. Students of boarding schools were more active in comparison to the students of government aided schools.

Phyak(2016) conducted a research on 'For Our Cho:tlung: Decolonizing language Ideologies And Imaging Multilingual Education Policies and Practices in Nepal. This study adopts a Multisided and Multimethod approach to engage multilingual villagers, teachers and youth in ethnographically grounded Dialogue on Language Ideology Issues. This study reveals that ethnographically Grounded dialogue builds the participants critical Consciousness of multiple language

Ideologies and further engages them reclaiming their identities as a knower and transformative agent for creating multilingual school space. This research study also shows that Dialogic engagement is necessary to challenge the invention of language as a fixed, bounded and monetized.

Glossy entity and to empower language monoritized people towards taking an activist position in transferring Monolingual ideologies and practices.

Limbu(2017) conducted a research on delinking, relinking and linking methodologies: A glimpse of kiratYakthungLimbu Language, writing and literacy. The main purpose of this research article was to discuss the development of kirat-Yakthung's writing and rhetoric of this script, writing and literacy. This article demonstrates how Kirat-Yakthung indigenous people are delinking Khas-Aryan-Indian and Western linguistic or cultural colonization, how they are relinking their susuwalilim or SawayetHang epistemologies. Similarly I is also found that development of Kirat-Yakthung writing and Literacy and their resistance for their existence.

Tumbahang(2019)carried out a research on the topic of "English Pronunciation for Limbu Natives". The main objective of this research article is to trace down the possible causes of difficulty in English learning Limbu finds in English pronunciation. Similarly the main objective of this article is to explain the reasons with references. In his research article the researcher has used constructive analysis to gather the data. The data shows there are six Limbu consonant sounds which are not found in English. There is co-relation between letters and sounds in English. Because of this, Limbu learners of English find it very difficult to sort out the correct pronunciation.

According to National Language Policy (1994) in the case of language convergence, Linguistic features ten to coverage from one language to another. Taking into Consideration the relationship between the castes/ethnic groups and the language they speak the Ministry of Education play a great role.

SSDP (2016-2023) emphasizes that equitable and proportional participation from heterogeneous groups are addressed as their mother tongue in the Language Learning Process.

Gurung(2020) carried out a research on the topic of Indigenous languages of Nepal. A study of Prevention Barriers and Preservation Strategies. The main aim of this paper was to explore Barriers to indigenous language activities and strategies for revitalizing these dying languages of Nepal. To address this objective the study adopted the qualitative Research method, using the data collected from the Focus Group Discussion and the overall results of this study indicated that an inclusive Language Policy should be adopted by the government to accommodate indigenous Languages of Nepal. Indigenous Language communities should be encouraged by the Government to insist on speaking their Language and language communities are also required to collaborate with the government to address the issues related to improving the preservation and promotion of Indigenous Languages of Nepal.

Hui Wen Chua(2020) conducted a research on 'The Effect of Task-Based Language Teaching' It was carried out in 52 non-native Mandarin learners of Mandarin beginning level learning motivation and the associated factors affecting their learning motivation .Mix method design was applied in this research. The findings revealed that there was non-statistical decrement in learning motivation between pre-treatment survey and first cycle post-treatment survey, statistical increment between pre-treatment survey and first cycle post treatment survey.The findings showed that learners learning motivation is affected by the application of Task Based language teaching, busy schedule and support from Mandarin native speaker.

Although many research works have been conducted on learning strategies, no research works has been conducted on Language learning Strategies adopted by Limbu students. Thus, my research work is completely different from other research works.

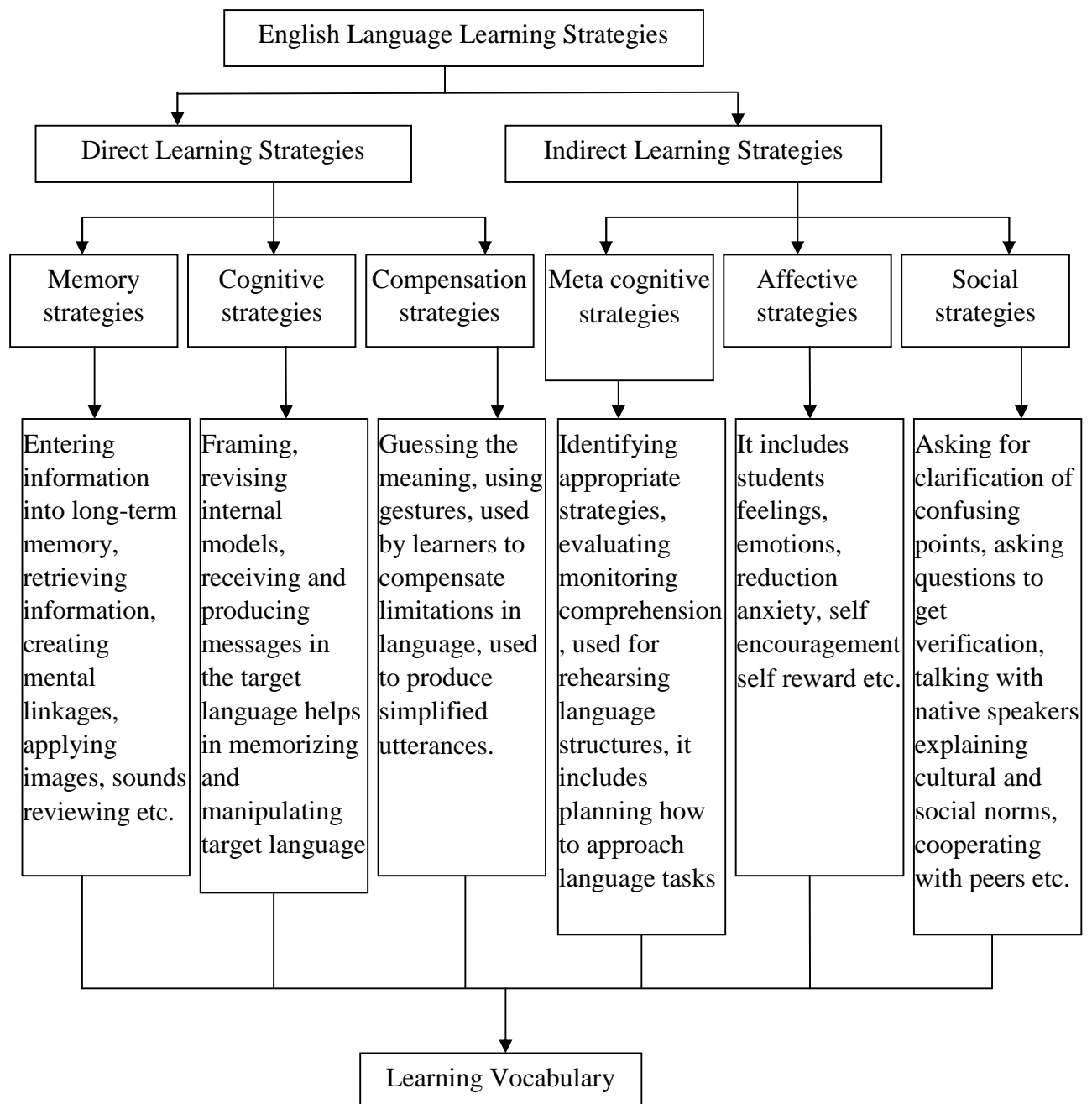
Implications of the Review for the Study

A literature review is an overview of the previously published works on a specific topic. The term can refer to a fully scholarly paper or a section of scholarly work such as book, article etc. the central focus on a literature review is to evaluate and examine the previous research works and established the relevance of the study to our own study. For this purpose, we can go through books, journals, magazines,

articles reports etc. This research helps to bring clarity and focus on the research problem, improve the methodology. It discusses the published information in a particular subject area and sometimes in a particular subject area within a certain time. Moreover, literature review helps us to identify, evaluate and synthesize the relevant literature within a particular field of research. It helps in obtaining the theoretical and practical knowledge from the previous research works related to my study such as Tumbahang(2019),Limbu(2017) ,National Language Policy(1994),SSDP(2016-2023),Gurung(2020) ,Phyak(2016) ,Rai(2013),Ahhaysony(1990) ,Poudel(2014), Bhusal(2011), kadel(2013) .These works helped me to conduct the present day successfully .Therefore ,after reviewing this research works and other resources,I got the theoretical and practical knowledge to bring the clarity and focus on the research problem developing tools and improving the Methodology. Thus, my study is different and new but related to the above mentioned studies and other research works since no one has tried to find out the strategies adopted by Limbu students in learning English language. So, this study seems to be new and different to other researches carried out under the department of English education Tribhuvan University.

Conceptual Framework

A conceptual Framework is the representation of the understanding of the theories by the researcher and his/her conceptualization of the relationship among different variables. It is an analytical tool with several variations and contexts. It is the visual representation of the presumed relationship of the concept or variable which are involved in this study. The conceptual framework of this study can be presented as follows:



Chapter III

Methods and Procedures of the Study

This chapter deals with the main methods and procedures that were used for carrying out this research.

Design and Method of the Study

Research is a systematic, critical and self-critical inquiry which aims to contribute towards the advancement of knowledge and wisdom. The dictionary defines the former as a prefix meaning again, a new or over again and the latter as a verb meaning to examine closely and carefully to test and try or to probe. It is a careful, systematic, patient study and investigation in some fields of knowledge undertaken to establish facts or principles.

I selected phenomenological research design as a method of carrying out my research. Qualitative research is rooted in phenomenology. The phenomenological study is designed to describe and interpret an experience by the people who have participated in it. According to "McMillan, J.H.2000" "the purpose of conducting a phenomenological study is to describe and interpret the experience of participants in order to understand the essence of the experience as perceived by the participants". Phenomenology makes no judgment with respect to the reality status of experience. It, merely wants to understand how, through experience, all the events and objects of the world appear to the consciousness. A researcher applying phenomenology is concerned with the lived experience of the people. Participants feelings, perceptions, beliefs are used to clarify the essence of the phenomenon under investigation. Phenomenological research design requires the researcher to note down whatever a priori assumption they have about the experience or phenomenon.

In simple term, researchers use phenomenological research design to understand a phenomenon's universal nature by exploring the views of those who have experienced it. This approach is popularly used to study lived experience, gain a deeper understanding of how human beings think and expand researcher's knowledge about a phenomenon. It tries to explore the meaning out of experience. The purpose of

phenomenological research is to rate clear systematic and precise description of the meaning of the experience. It describes participants experience in a specific context and understands a phenomenon.

The characteristics of phenomenological research design are as follows which are given below: They are;

- i) Phenomenological Research Design is descriptive. The researcher aims to describe as accurately as possible about the structure of phenomenon.
- ii) Qualitative phenomenological research design aims to uncover what a particular experience means to a group of people and how they experienced it.
- iii) This approach requires researchers to set aside their prejudices and a proof assumptions and focus mainly on the immediate experience.
- iv) It requires the researcher to describe first about the lived experiences objectively and then reflect on the description with reference to the existing theories about the phenomenon.

Stages of Phenomenological Research Design

- i) Selection of Research problem.
- ii) Preparation for the field work.
- iii) Fieldwork/Interview
- iv) Data Analysis and Interpretation.

In-depth Interview. In-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation. In-depth interview is a one-on-one conversation and a loosely structured interview that allows freedom for both the interviewer and the interviewee to explore their own perceptions towards the subject matter.

There are seven commonly used steps taken during in-depth Interview which I will follow during my Research.

- a) Accessing the setting
- b) Understanding the language and culture of respondents.

- c) Deciding on how to present oneself.
- d) Locating an information.
- e) Gaining trust.
- f) Establishing rapport.
- g) Collecting the empirical materials.

From the above mentioned steps taken during in-depth interview those verbal data are recorded. The interview that is taken in this kind of research goes like the conversation that is done with the normal life experience. After creating trust and rapport relationship within the individuals the individual also feel very comfortable to share their own view towards the subject matter. so they will be able to share it freely which is a plus point for the researcher. It can also be called as unstructured interview because it is done without pre planned framework. In this kind of interview individual's experience, their interest, their thoughts are interviewed through conversation .So, this kind of interview is also called conversation with a purpose. This interview is taken through normal conversation. In this kind of research before entering towards the subject matter researcher should be sure to develop friendly relationship with the participants. This kind of interview is formed with a flexible framework. The researcher gives priority towards the subject matter, adds more questions towards the topic and keeps interviewing within the boundary of subject matter. This kind of interview is interactive. New meaning and knowledge is formed through interaction in this kind of interview. In this field the researcher tries to establish a friendly relationship within the individuals and collect more data as soon as possible. So, when friendly relationship is made within the individuals they feel very much comfortable and share many more information with the researcher.

Population, Sample and Sampling Strategy

The population of this study was focused on six basic level students of Limbu community studying English vocabulary in government schools. The study was selected on the basis of non-random sampling procedure. I selected basic level English learning Students of Limbu community applying the sampling procedure.

Study Areas/Fields

According to the purpose of my study and the accessibility of the researcher, this study was carried out in Ilam district. That means from government schools. It was concerned with learning Strategies adopted by Limbu students in learning English Language

Research Tools

Tools are the means of collecting information in order to complete the study. Research tools are simply the tools that helps researcher to collect, analyze, organize, and visualize the outputs. Phenomenological research investigates the lived experiences, it seeks the essence of experience, and it does conscious practice of thoughtfulness and so on. I used a personal diary to note down the short stories and a recording device to record the data.

Sources of Data

This research was based on both primary and secondary data. The primary source are the major source for the data of the story used for collecting data and the secondary sources are used to make the study easier.

Primary sources of data.Six students from basic level belonging to Limbu Community learning English vocabulary are used as the primary sources of data.

Secondary sources of data.In order to complete the study, various books, journals, thesis, articles and some related websites were used as secondary sources of data to collect more information. Moreover, I consulted the works of Oxford R.1, Harmer. Chamot, A and so on.

Data Collection Procedures

This research is based on the stories of the students belonging to Limbu Community about the Strategies they adopted while learning English vocabulary.

This research is concerned with students experience while learning English language and vocabulary by Limbu students. At first I visited selected four government aided basic level schools of Ilam district.

After that met the head teacher of different schools and establish friendly rapport. I consulted with English teacher as well as students studying in basic level from Limbu Community to inform them about the purpose and process of the research. I asked them about the way their English teachers teach while learning English language. Most of the children shared about the strategies that their teachers use while teaching. I went to different government schools situated in Ilam district. I established friendly relations with the whole entire school team so that it was easy for me and the participants too so that they shared their stories and experience easily. I took limbu participants each from different schools from basic level belonging to Limbu community. Somehow I got the feeling that phenomenological researcher as a challenging task too when I found that some of the participants were not wide open to express about their experience about different kinds of difficulties while learning English vocabulary like: What were the strategies adopted while learning English vocabulary? So when entering through the topic if I found some students not wide enough to share their experience I tried to create more friendly relationship so that they could share their experience without any hesitation. Firstly, I introduced myself as a researcher and then I carried out my research work having small informal talks with them. I tried my level best to create comfort zone by sharing my bygone school days about how we studied, all those mischievous act we did, all the crazy memories that we had made during our school days. After that participants felt comfortable after I shared all those memories of school days. Meanwhile, I talked to them and asked them about the experience of learning English Language. I made some casual talks too in order to make them feel comfortable. During my research period I found out that the students of Limbu community studying in government school was much more comfortable and more forward to share their experience in comparison to the students studying in private schools in getting much familiar towards the topic and the environment. So, before entering towards the topic I made sure to them that the information they made me available will only be used and then would be then and there within my research work only. I took interview with the participants and I recorded their statements through my mobile phone. Lastly, I thanked them for being

the important part of my research work and wished them all the best for upcoming days. As a response I gave me good wishes too for my research work. I wrapped up my research work and thanked the whole entire school family for managing time for my research work. So, the data collection probably took two weeks.

Data Analysis and Interpretation Procedures

This section deals with the interpretation and analysis of data, which was mainly concerned with the systematic procedures of analysis of the data and thematic interpretation. To fulfill the objectives of my study, the analyzed data was presented thematically. I used thematic approach to determine what stories were told and what stories revealed about each participants that they use the strategies to learn English language and vocabulary. A thematic analysis helps to identify patterns of themes in the interview data. In thematic approach, the similar ideas are kept in a single category making a theme. This approach helps to manage the huge numbers of data effectively and helps to provide the shape of research findings.

Ethical Considerations

I adopted the Ethical considerations to maintain the ethicality. I informed the respondents about the purpose of the study and about the confidentiality regarding the information of the respondents. I assured them not to cause any harm to the informants when collecting data and not to analyze data subjectively. I made them sure about the honesty, trust, truthfulness , sincerity , attention on accuracy in research study .I also made them sure about not using the data expect for the research study without the permission of the respondents.

Chapter IV

Results and Discussion

The data collected from the primary sources have been analyzed, interpreted and discussed in this section. The background information of each respondent elicited from their interview has been presented. To fulfill the objectives of my study, I collected the data using in-depth interview by selecting six students through purposive non-random sampling procedure. The selected students were the ones who have been studying at basic level in different schools of Ilam district so the students from Limbu Community were asked about the language learning strategies which were used in learning English Vocabulary.

Hence, the responses from participants have been further interpreted by using thematic approach. I have used thematic approach to determine what stories were told, what stories were revealed about each individual and what kind of strategies they have been using to learn English vocabulary.

After collecting individual stories, I translated the stories in comprehensive language by transcribing all the stories. After that I coded, decoded and recognized basic themes into different sections based on the similar responses. Finally, I viewed the narratives holistically and analyzed them thematically. Major themes were derived from the basic data through interview of the participants.

The data obtained from In-depth Interview were transcribed and analyzed by using thematic analysis. Themes of personal interviews were drawn which are based on research. In this study, pseudo names are used to conceal the identity of participants. 'A', 'B', 'C', 'D' 'E' and 'F' have been used for students of Limbu Community.

Learning Strategies Adopted by Limbu Learners

Tarone(1983) defines learning strategies as an attempt to develop linguistic and sociolinguistic competence in the target language to incorporate these into ones inter language competence. Applying Learning strategies helps a lot to achieve desired goals. O'Malley's (1985) has classified learning strategies into Meta cognitive

strategies, cognitive strategies and socio affective strategies so under these sub categories Memorization, guessing, group discussion, interaction etc fall under it. Limbu Learners apply various kinds of strategies while learning English vocabulary. The learners apply those strategies that contribute directly or indirectly to learn language learning. These participants which I have found from the learners of Limbu community are analyzed, interpreted under following themes.

Vocabulary learning through discussion. This theme is derived from the student's narrative from Limbu community. In this regard, respondents A articulated:

I enjoy Learning English vocabulary with my friends through group discussion. In order to learn English vocabulary and English Language I am facing hindrance. I feel difficulty to learn and understand English sentences. Although I interact less with my English teacher I discuss more in groups with my friends. I get ideas from my group of friends. I ask them to discuss in groups.

According to the verbatim of respondent A he regularly practiced vocabulary through discussion, where he faced problems in his studies. He made frequent use of discussion method with his friends due to his introvert nature. He feels hesitation putting questions to his English teacher so respondent A learnt English Language and English vocabulary through discussion. He said that he hesitates speaking with his English teacher. He feels comfortable discussing with friends so he discusses more within his friends circle. It can be said that, discussing with his friends in groups increase the feeling of co-operation among peers, it cultivates the habit of turn taking where one speaks and the other listens. It includes Interaction in facilitation that comes under social strategy.

Acquired vocabulary through motivation, reward and love. Again, respondent A presented:

According to my perception I would get motivated and encouraged more if reward and prize, were added and supported to my studies. Those reward and

prize would motivate me to do better in upcoming days. Creating friendly environment and interacting with love also plays a vital role in learning English vocabulary effectively.

According to respondent A, motivating learners with reward, presenting in front of them in a loving way also encourages and motivates Limbu learners to learn English vocabulary and English language effectively. It develops positive attitude of learning toward learners. Renard(2017) recommends that In order to stimulate learning and to motivate good behavior, lots of teachers use rewards for students. Therefore, Renard (2017) mentions the following advantages of reward system like:

- a. Appropriate behavior
- b. Increased Motivation
- c. Joyful students
- d. Boosted Self –esteem
- e. Improved results etc.

From the above mentioned lines it can be said that reward plays a significant role in improving learners learning ability because it helps to motivate Limbu Learners towards learning English language and English Vocabulary.

Learning vocabulary through memorization. According to the verbatim taken from respondent B one of the participants responded:

I learn English vocabulary through Memorization. I make use of dictionary to know the different words of English. I note down the meanings of difficult words in my note book and then I memorize them by heart.

From the statements above it can be said that participant use memorization to memorize vocabularies of English. It makes the learning process fruitful and goal oriented. Memorization simply means to learn by heart or to commit something to memory. Memorization came to be one of the best way of Learning English vocabulary forlimbu learners. Limbu learners use memorization to learn English vocabulary. It means Limbu learners memorize by heart. Learners simply use

memorization technique by committing something to memory. It helps to recall basic facts and helps in developing fundamental knowledge of a topic.

Learning vocabulary through pictures. Respondent C responded:

Learning through pictures helps me a lot in learning English vocabulary. It is because pictures helps to generate, understand and remember new words. I feel easy learning English vocabulary through observing pictures.

According to the indepth interview of respondent C I found that respondent take pictures as one of the best way that helps in learning English Language and vocabulary. Brown (2007) stated, Pictures provide feelings that they make contacts with the real world. Similarly, According to Gerlach and Ely (1980) there are advantages of using pictures which are as follows:

- a. Pictures are inexpensive and widely available.
- b. They provide common experience for an entire group.
- c. The visual detail make it possible to study subjects which would otherwise be impossible.
- d. Pictures help to prevent and correct misconceptions.
- e. Pictures offers stimulus to further study, reading and research.
- f. It helps to focus attention and to develop critical judgments.
- g. They are easily manipulated.

From the statements above I found that respondent C claimed learning vocabulary through pictures. It helps to remain active in learning process. Through pictures of different images can be created to achieve goal. Pictures play significant role in achieving meanings. It makes the learning process easier.

Learning meanings of words through guessing. This theme is derived from the student's in-depth interview. Respondent D in this regard stated:

I guess the meaning of English words while learning English vocabulary. Note taking helps in generating creativity of mind.

From the above mentioned verbatim told by respondent 'D' it can be said that meaning of words are learned through guessing. It helps to make the learning process easier. One of the best way of learning vocabulary is to guess the meanings of words. Respondent D feels easy while guessing the meanings. It helps in creating mental images in the mind. According to the respondents meanings of words are learned through guessing frequently by Limbu learners.

To conclude, from the above analysis, respondent makes frequent use of guessing to learn the meanings of words. It uses a graphic organizer to achieve deeper understanding of specific vocabulary words.

Learning vocabulary through translation. This theme is generated from the indepth-interview of respondents 'E'. She told me that translation is the best way that she feels to learn English vocabulary. In this regard, she articulated:

I go word by word and translate them when I do not understand. I feel easy learning Vocabulary through translation method. I note down the difficult words. I render those words into Nepali and build up meaning to understand. Translation plays a significant role in learning English vocabulary. It helps in increasing motivation to learn English language. It helps to understand the connection and express the potential.

According to her ideas she feels easy learning English vocabulary through translation. It was clear that respondent E enjoyed learning English vocabulary through translation method. Similarly O' Malley, et al. (1985) identified 11 cognitive strategies to learn English and found that translation constituted 11.3 % of all strategies. It means learners make use of translation to make English language learning much easier. Nolasco and Arthur (1995) suggest that translation activities should meet the following criteria like:

- a. Language is used for a purpose.
- b. Translation activities create a desire for communication.
- c. Translation activities encourage students to be creative and contribute their ideas.

- d. Students are focused on what they are saying, rather than how they are saying it.
- e. Students work independently of their teacher.
- f. Students determine what to say or write.

Moreover, translation activities helps the learner helps to achieve the language learning course appropriately.

Learning vocabulary through oral folk, fairy, tale etc.In the similar vein, respondent 'F' said:

I feel easy learning vocabulary through folk and fairy tale because it works as a learning source to support vocabulary.

According to Oxford Advanced Learners Dictionary Fifth edition (Hornby, 1995: p 456), learning is possible through the spoken from one generation to next." As a sum, a folktale is traditional story that has been passed on by word of mouth, told from parent to child over many generations or passed on by countless story tellers sitting around countless evening fires (Taylor, 2000:p4). A folktale has an important role in knowledge transfer and personality development. It also has power to influence person's perception, attitude, behavior and many factors important to human's life as well as the society. (Priwan, 2010)Folktales do not provide pleasant experience containing moral and cultural value but they are especially useful for developing cognitive and academic skills as well. (Taylor, 2000)

From above mentioned lines we can just come to conclusion that learners enjoy learning through folktales because learners get motivated towards the subject matter actively that contributes effective and fruitful learning.

Importance of Learning Strategies for Limbu Learners

From the collected data taken from the students of Limbu Community I drew some ideas that applying different kinds of strategies has helped Limbu learners to learn English language in an easy way. Applying learning strategies for Limbu learners in learning English vocabulary has helped to increase student's interest

towards learning. Similarly, Gass and Selinker state that "learning Strategies clearly involve mental actions, but they may involve physical actions as well so, they refer to the mental as well as physical actions that the learners use to make learning more successful, self-directed and enjoyable". In addition where there is more use of learning strategies, English classes start to function in more unified ways, it increases motivation in learning collaboratively and individually towards the achievement of learning English vocabulary. So, the following points came as an importance of learning strategies for Limbu learners:

Learning strategies help in motivation of the students. Learning simply means knowledge or skill acquired by instruction or study and strategy refers to careful plan or method designed to achieve certain goals. There are various kinds of strategies for Limbu learners like memorization, note taking, questioning for clarification, rehearsal etc. When Limbu learners apply different kinds of learning strategies that they will be able to achieve desired goals and get motivated towards the subject matter more. Learning Strategies play significant role in motivating students. According to the research article published by Hariri, Karwan, Haenilah, Rini, Superman volume 1- January (2021) Research showed that students motivation and learning strategies were positively and significantly co-related; three predictor variables of students motivation could significantly predict learning strategies; and value components of student motivation best predicted learning strategies.

Satisfaction of the students towards learning. As its core, applying appropriate learning strategies can be viewed as the satisfaction that Limbu Learners get towards Learning. Limbu Learners use different strategies to make the learning process easier. Due to the use of Learning Strategies they are able to achieve the desired goals. When they are able to achieve the desired goals it provides satisfaction in their learning. Learning Strategies help in providing satisfaction towards learning because strategies help limbu students to understand the process of learning. No doubt, learning Strategies provide satisfaction to limbu learners. Strategies help limbu learners to point out their weakness and it helps to perform at the level of capability. It helps in promoting flexible thinking and helps in performing different kinds of task.

Analyzing the lived experience of the participants it was found that they use learning strategies to learn English vocabulary and feel motivated to learn the desired goals.

Chapter V

Conclusions and Recommendations

In this chapter, I have presented the summary and conclusion of the study on the basis of presentation, analysis, interpretation of collected data and drawn findings. Likewise, I have recommended some pedagogical implications for the practice level and also suggested some implication for the policy level and further research area.

Findings

On the basis of analysis of data and interpretation of the result from student's interview; I have drawn findings of my research. So, under this sub section, summary of the finding is presented on the basis of my research.

Findings regarding Limbu learners practices in applying

learning strategies One of the objective of my research was to find out the practices of applying learning strategies by Limbu Learners. From the interview of Limbu participants it is found that all of the Limbu learners apply different strategies in learning English vocabulary as an effective tool to make learning process easier. The major findings of Limbu students in applying learning strategies are:

-) It was found that all Limbu learners learning English vocabulary apply learning strategies to learn English vocabulary to make learning process easier.
-) In course of learning, when Limbu learners faced any kinds of difficulties in learning, all learners made compulsory use of learning strategies in learning.
-) It was found that total percent of Limbu Learners use different kinds of strategies that helped them to reflect their own practice, knowledge, values and professional activities.
-) Finally it was found that Limbu learners make various use of learning strategies to make the learning process fruitful and goal oriented.
-) Through the collected data I also came to know that teachers equally put an effort to make the learning process fruitful. Limbu learners also told that

applying different learning strategies has played a vital role in learning English vocabulary in an effective way.

Findings regarding the importance of learning strategies for

Limbu learners. To find out the importance of learning strategies I have summarized the following findings like:

-) It was found that Applying learning strategies for Limbu learners has helped to increase student's interest towards Learning.
-) When Limbu learners apply different kinds of learning strategies they get motivated towards the subject matter to achieve desired goals.
-) Learning strategies help in providing satisfaction towards learning because strategies help Limbu students to understand the process of learning.
-) In the same way, participant's interview showed that strategies help Limbu learners to point out their mistakes which helps the students to remain active in learning.
-) Analyzing the lived experiences of the participants, it was found that applying different learning strategies to learn English vocabulary has motivated the students towards learning and also it has helped to achieve quality education as well to develop comfort for learning.

Conclusions

The present study has identified the importance of learning strategies and the strategies adopted by Limbu students. The result of the strategies confirm different types of learning strategies and its significance in English class. After analyzing the stories of participants, from the collected data, I found that Limbu Learners one participant learning English vocabulary use multiple strategies. Limbu learners interact with their English teacher where they feel difficulty, ask questions for clarification too. Limbu learners enjoy learning English vocabulary using different kinds of strategies. Using different kinds of strategies has helped Limbu Learners to get motivated towards the subject matter.

Being based upon the findings of this study, Limbu Learners use different kinds of strategies to learn English Vocabulary that has helped a lot in learning. Applying learning strategies while Learning English Vocabulary has helped Limbu Learners to get motivated and encouraged for Limbu Learners to learn English Vocabulary and English Language in an innovative way. Harmonious relationship is also created between teacher and student while asking questions for Clarification. Mutual relationship between teacher and student is the symbol of successful learning of Limbu Learners. Limbu Learners use different kinds of strategies to learn English vocabulary. So, Limbu Learners applying these strategies like Memorization, Asking questions for clarification, Rehearsal, co-operation, note taking etc while Learning English vocabulary. So, Limbu Learners applying these strategies helps learning to be fruitful. It helps in creating fruitful learning for the students belonging to Limbu Community. Visiting different schools I came to know that English teacher also came to be very Co-operative, supportive, and interactive with students. Limbu Learners interaction with English teacher came out to be much important.

Beside that teacher should also understand the psychology of Limbu students so that Limbu students get motivated, satisfied, comfort and successful for long lasting and fruitful learning. Visiting different government schools I came to know that very few students were there studying in basic Level. I found the irregularity of students, untidiness, Lack of sanitation around school areas, Lack of teaching materials, poor administration of school, unmanaged drinking water etc. These all came to be the weak point of entire school that I felt while visiting different government schools of Ilam district.

In addition, strategies simply means the careful plan or method that learners apply to make the learning process much easier, faster and goal oriented. Learning Strategies help students to learn English vocabulary in meaningful way. Applying Learning strategies make students motivated and they participate in teaching learning activities actively, comfortably in friendly environment. Limbu Learners also want their teachers to show positive attitudes towards them to enhance their learning performances. Hence it can be said that, to increase the performance of limbu learner's teachers also need to establish good relationship with students. Therefore, learning

strategies play significant role in making Limbu students feel more comfortable in learning.

Recommendations

Based on the findings and conclusions of my research, the following recommendations have been made to be applicable at policy level and practice level:

Policy level. On the basis of research, findings and conclusions, I have made some recommendations which will be helpful for the policy makers regarding the things that they need to follow to improve English Learning vocabulary of Limbu Learners;

-) Government should manage every schools with well-equipped materials.
-) Government should initiate indigenous learning strategies to Limbu Learners Learning English Language.
-) To decrease drop out's rate of student's innovation in teaching and learning activities should be made.
-) School should manage reward compulsory for securing high position so the learners get motivated more.
-) Teachers and students both should be responsible and accountable to make more use of Learning Strategies while learning English Vocabulary.
-) Pedagogical strategies should be designed demanding the better techniques of learning English that succeeds learning.
-) Different organizations or departments should collaborate for developing learning strategies to limbu Learners.
-) The methods and strategies of learning English language and Vocabulary should be included in the curriculum to Limbu Learners for effective teaching.
-) The Significance of Learning Strategies to Limbu Learners should be realized by teachers, curriculum designers, policy makers and the administrators.
-) Curriculum designer should include Learning Startegies to Limbu Learners addressing compatibility in Learning English in a mixed classroom.

Practice level.I believe that this research will be a guideline and supportive tool for teachers, teacher educators, textbook writers, principals, curriculum designers in teaching process. Based on the findings and conclusion of research, I have made some of the following recommendations that are applicable at practice level. They are:

-) By analyzing student's lived experience, it was found that teachers create friendly environment so that Limbu students could interact.
-) The findings of the study showed that teachers and students are motivated to teach and learn having harmonious relationship with each other.
-) The teachers and the students should be provided with opportunities to participate in different programs which enhance interaction, co-operation among Limbu learners.
-) School should organize different kinds of programs to establish friendly learning environment for higher academic performance and language.
-) Teachers should use different strategies in class while teaching for long lasting learning.
-) Teacher should facilitate Limbu Learners in their learning where the students face challenges, problems, difficulties that helps Limbu Learners to encourage or motivate them in learning.
-) Teachers should treat all the students equally according to their age, level, interests etc.
-) Teachers should make the classroom environment democratic, joyful, effective and fruitful for learning.
-) Teachers should be updated with day to day daily activities, new techniques of teaching and learning to promote Limbu students learning activities.
-) Teachers should provide opportunities to Limbu students to participate in various classroom activities encouraging them.

Further research related. According to my perception, no work is final and no research is complete in itself. This study was limited to explore practices of English Language Learning strategies adopted by Limbu Learners. This research as phenomenological research design could not include large scale of sample. Therefore there are limitations in this study. Further researcher may research on the following areas:

-) Language Learning Strategies Used in learning English writing skills Adopted by Limbu Students.
-) Language Learning strategies Used in Learning English speaking skills Adopted by Limbu students
-) Language Learning Strategies Used in Learning English Reading skills Adopted by Limbu students.

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Appendices

Appendix- I

Consent Form

Dear informant,

I would like to invite you to take part as one of the respondents in my research entitled Language Learning Strategies Used in Learning English Vocabulary Adopted by Limbu Students: A phenomenological Research Design under the supervision of Dr. Purna Bahadur Kandel, professor, Department Of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to explore the Language Learning Strategies Used in Learning English Vocabulary Adopted by Limbu students. The expected duration of your participation will be one hour. The research tool mainly will be Interview. Your participation will not only help me in my work but it would definitely enrich my data and result.

Please inform me regarding your decision and hopefully your consent by responding

See you soon!

Researcher

Nunita Subba

M.Ed. 4th Semester

University Campus, Kirtipur , Kathmandu ,Nepal

Note:

There will not be certain risk and discomfort associated with this Research.

The information you provide for the purpose of this research will be kept a top confidential.

Interview will be recorded.

I hope you will co-operate with me to complete my research.

Signature

Name

Date

Appendix II

Teacher Narrative Guidelines

Dear Sir/Madam

These teacher narrative guidelines has been prepared to draw data or information for the research work entitled under the supervision Dr. Purna Bahadur Kadel, Professor, Department of English Education , Faculty of of Education, T.U. Kirtipur. This research study attempts to explore Language Learning Strategies Used in Learning English Vocabulary Adopted by Limbu Students of Ilam district, Nepal.

Therefore your kind co-operation in responding all the questions will be valuable to fulfill the objectives and to address the research questions of the study. Please feel free to express yourselves. I assure you that any information that you provide will be kept a top confidential.

Thank you for your valuable time!

Researcher

NunitaSubba

M.Ed. Fourth Semester, T.U, Kirtipur

Appendix III

Objectives of the Study

- i. To explore practices of English Language Learning Strategies adopted by Limbu Learners in learning English vocabulary.
- ii. To identify the importance of Learning Strategies in learning English vocabulary for Limbu Learners.
- iii. To suggest some pedagogical implications from this study.

Research Questions

- I. Why are learning strategies significant in Learning English vocabulary?
- ii. How do Limbu Learners use their Learning Strategies in learning English vocabulary?

Research Questions

The following /teacher guidelines had been asked based on the above objectives and research questions of the study:

1. How do you learn English Language?
2. Do you discuss with your colleagues regarding the meaning of words of English?
3. Do you translate English words from English to Limbu language to make the English Language much easier?
4. What factors affect you in learning English vocabulary effectively?
5. What strategies do you fill up to learn English? Do you use translation, Guessing, Memorization or other strategies?
6. Do you discuss in groups to know the words of English?
7. How easy do you feel learning English /English vocabulary through images and audio aids?
8. Do you guess the meaning of the English words while learning English?
9. What role does reward play to you in learning English language?
10. How often do you interact with your friends and teachers?

11. Do you co-operate with friends to understand the meaning of the words? If yes, how?
12. Do you learn English Language more effectively when you are learning English?
13. Which strategies do you feel easy while learning English Vocabulary?
14. Do you enjoy learning English Language? To what extent?

Appendix IV

1. How do you learn English Language?

Respondent: There are many ways to learn English language but I find the best way of learning English through Memorization. I make use of dictionary to know the different words of English. I note down the meanings of difficult words in my notebook and then I memorize them by heart.

2. Do you discuss with your colleagues regarding the meaning of words of English?

Respondent: Yes, I discuss with my friends to know the meanings of words of English.

3. Do you translate English words from English to Limbu Language to make the English Language much easier?

Respondent: No, I do not translate English words from English to Limbu Language to make the English Language easier. Though I belong to Limbu Community I understand and can response back in Limbu Language too but I don't feel easy translating English Language to Limbu Language.

4. What factors affect you in Learning English effectively?

Respondent: Till today's date I do not have to face any hindrance to learn English effectively. My parents and family members support me a lot in my studies. I have suitable learning Environment at home for my studies. Classroom environment is also suitable too.

5. What strategies do you fill up to learn English? Do you use translation, Guessing, Memorization or other strategies?

Respondent: I feel very easy to learn English vocabulary using different learning strategies. I use translation, memorization, guessing and beside that I also co-operate with peers, I take notes etc.

6. Do you discuss in groups to know the words of English?

Respondent: Yes, I frequently discuss with my friends in group to know the words of English. I like discussing in groups with my friends to know the English words.

7. How easy do you feel learning English/English vocabulary through images and audio aids?

Respondent: I feel easy and enjoy learning English vocabulary through images and audio aids. Through image and audio aids I feel much easy in my learning process.

8. Do you guess the meanings of English words while learning English?

Respondent: Yes, I guess the meanings of English words while learning English. Our teacher asks us to guess the meanings of words while teaching vocabulary in classroom. Our teacher write those words on the board and ask us to guess meaning.

9. What role does reward play to you in learning English?

Respondent: Reward plays vital role in learning English. I am the second student of my class. I have not received any kinds of reward from my school. According to my perception I would get motivated and encouraged more if reward and prize would be added and supported to my studies.

10. How often do you interact with your friends and teachers?

Respondent: Yes, frequently I interact with my friends and teachers when I do not understand the taught subject matter by my teacher inside classroom. I put questions to my teacher when I do not understand the subject content.

11. Do you co-operate with friends to understand the meaning of words? If yes, how?

Respondent: Yes, I co-operate with friends to understand the meaning of words. Co-operation helps me to increase creativity and share ideas with one another.

12. Do you learn English Language more effectively when you are learning English?

Respondent: Yes, definitely I learn English Language more effectively when learning English. When I do not understand the taught subject matter by my English teacher I ask questions and be clear about it. If not I even discuss with my friends during tiffin break to be more clear.

13. What strategies do you feel easy while learning English vocabulary?

Respondent: There are different strategies that can be applied in learning English vocabulary. Among all of them I apply memorization, guessing, note taking to make my learning process easier.

14. Do you enjoy learning English Language? To what extent?

Respondent: Yes, I feel excited to learn English Language. I like English subject. Our English teacher teach us well with different examples. I understand it well. I even secure good score in English subject during my exams.

Appendix V

1. How do you learn English Language?

Respondent: I learn English language through my group of friends. I get more ideas from my friends. We discuss in group sharing our ideas to remove our confusions.

2. Do you discuss with your colleagues regarding the meaning of words of English?

Respondent: Yes, obviously I discuss with colleagues more to know the meanings of words of English. They help me a lot in my studies. I interact less with my English teacher due to my introvert nature.

3. Do you translate English words From English to Limbu Language to make the English Language much easier

Respondent: No, I do not translate English words to limbu language to make the English language easier. Though I belong to Limbu community I do not translate it to Limbu language. Yes, this is true I translate difficult words of English to Nepali and memorize.

4. What factors affect you in learning English effectively?

Respondent: Several factors affect me learning English effectively. I am an introvert person so I feel hesitation putting questions to my English teacher. My homely environment also distracts me to learn English effectively.

5. What strategies do you feel up to learn English? Do you use translation, Guessing, Memorization or other strategies?

Respondent: There are different strategies that can be applied to learn English. I use translation to translate English words to Nepali. I use memorization and guessing too but I use discussion and discuss more in my groups of friends.

6. Do you discuss in groups to know the words of English?

Respondent: Yes, I discuss in groups to know the words of English. It increases the opportunities for all learners to speak. It helps in creating opportunities for critical thinking.

7. How easy do you feel learning English / English vocabulary through images and audio aids?

Respondent: I feel easy learning English vocabulary through images and audio aids because Images helps to generate new words and audio aids help in providing Input to the learners.

8. Do you guess the meaning of English words while learning English?

Respondent: Yes, I guess the meaning of English words frequently. It helps in brainstorming and helps me to remain active towards the subject matter.

9. What role does reward play to you in learning English Language?

Respondent: Reward plays a significant role in learning English language because it helps to keep me motivated and energetic towards the subject matter. If I had received any kinds of reward in my studies I would work hard and try my level best. Reward plays a role of doing better to best.

10. How often do you interact with friends and teachers?

Respondent: I interact with my friends frequently but I do not interact with my teacher inside classroom related to my subject matter. I hesitate to put questions so I keep interacting with my friends more.

11. Do you co-operate with friends to understand the meaning of words? If yes, how?

Respondent: Yes, I co-operate with my friends to understand the meanings of words. When I do not understand the subject matter I interact with my friends and then co-operate by working with peer that helps to increase learner's creativity.

12. Do you learn English Language more effectively when you are learning English?

Respondent: I learn English language more effectively when I am learning English. I go through dictionary when I do not understand English words. Not only that I even put questions to my seniors.

13. What strategies do you feel easy while learning English vocabulary?

Respondent: Although there are different strategies to learn English vocabulary I prefer discussion method to remove confusions on my related topic.

14. Do you enjoy learning English Language? To what extent?

Respondent: I do not enjoy learning English language much as I am weak in English subject. I feel difficulty to understand the words of English. I feel difficulty to understand long English sentences.

Appendix VI

1. How do you learn English Language?

Respondent: I learn English language through guessing, memorization, discussion through pictures and so on. I use different strategies to understand the content. Among all of them I use translation more to understand and make my learning process easier.

2. Do you discuss with your colleagues regarding the meaning of words of English?

Respondent: Yes, I discuss with my colleagues more to be clear regarding the meaning of the words of English. It is because the discussion helps in getting new ideas shared through friends. I enjoy to discuss with my friends. Discussion helps in enhancing communication and other professional development skills. It helps me to apply academic skills in a purposeful way.

3. Do you translate English words from English to Limbu Language to make the English Language much easier?

Respondent: No I do not translate English words from English to Limbu language to make English Language easier instead I translate English words into Nepali to make English language easier. I note down the difficult words of English. I render those words into Nepali and build up meaning to understand. Translation plays significant role in learning English vocabulary. It helps me to develop and express ideas in another language. It helps in increasing motivation to learn English language. It helps to understand the connection and express the potential.

4. What factors affect you in learning English effectively?

Respondent: I keep interest in learning English so there are no such affecting factors that cause hindrance in learning English language. When I do not understand the subject matter taught by my teacher I put questions to my teacher and remove confusions.

5. What strategies do you fill up to learn English? Do you use translation? Guessing, Memorization or other strategies?

Respondent: I use various strategies in learning English. Yes I use guessing memorization, discussion as well. Among rest I use translation more. When I do not understand the difficult words of English I just render those words to Nepali and make my Learning process easier.

6. Do you discuss in groups to know the words of English?

Respondent: Yes, I discuss in groups to too in order to know the words of English. Discussing with my friends in group helps me to get new ideas, it helps in getting motivated towards the subject matter. It helps me to exchange ideas with my friends too. I discuss to remove confusion towards the subject matter.

7. How easy do you feel learning English / English vocabulary through Images and audio aids?

Respondent: I enjoy learning English Vocabulary through images and audio aids too. I feel easy to learn through images and audio aids to some extent because Images helps me to generate, understand and remember new words whereas audio aids helps me to learn new words and expressions by hearing them frequently.

8. Do you guess the meanings of the English words while learning English?

Respondent: Yes, I too guess the meaning of English words while learning English. Our English teacher writes some English words on the board related to the topic. He ask us to guess the meanings of those words and then we guess the meaning and utter out the guessed meanings. I enjoy learning English vocabulary through guessing because it helps in brainstorming our mind and helps to remain active.

9. What role does reward play to you in learning English?

Respondent: According to my perception I take reward as the most motivating factors in my studies. It is because I stood first in this second terminal examination and I received reward from my teachers, family members for securing better position from my class. It helped me to develop positive attitude of learning. It helps me to be motivated more and helps in doing better in coming days too.

10. How often do you interact with your friends and teachers?

Respondent: Yes, I interact with my friends and teachers when I get confused towards the subject matter. I enjoy interacting because it helps me to get new ideas. It helps me to remove confusion towards the subject matter.

11. Do you co-operate with friends to understand the meanings of words? If yes, how?

Respondent: I co-operate with my friends to understand the meanings of the words. I co-operate with my friends in group. It helps me to demonstrate the ability of work effectively and respectfully with diverse groups of people. I co-operate with my friends creating environment to share ideas.

12. Do you learn English Language more effectively when you are learning English?

Respondent: Yes, I learn English language more effectively while learning English. I note down the difficult words in my notebook and go through dictionary. I interact with my English teacher when I do not understand the subject matter. I try to communicate with my friends in English. I follow four skills of learning like reading, writing, speaking and listening to learn English language more effectively.

13. Which strategies do you feel easy while learning English Vocabulary?

Respondent: There are different strategies that can be applied to learn English language efficiently. I apply different strategies like memorizing, discussing, going through pictures, guessing etc. Among all of them I use translation more. I feel easy applying these strategies. When I feel difficulty to learn English words I translate them into Nepali, search their meanings in dictionary, note them down in note copy and memories them.

14. Do you enjoy learning English Language? To what extent?

Respondent: Yes, I enjoy learning English language more. Our English teacher teach us well. I perform good score in English subject. I get encouraged and motivated more to secure good position.

Appendix VII

1. How do you learn English Language?

Respondent: I learn English language through pictures. It helps to generate, understand and remember new words. I feel easy learning English vocabulary through pictures.

2. Do you discuss with your colleagues regarding the meaning of words of English?

Respondent: Yes, I discuss with my colleagues regarding the meanings of words. It helps me to get more ideas through friends. It adds me more ideas to the course material.

3. Do you translate English words from English to Limbu Language to make the English Language much easier?

Respondent: I use translation in order to learn English words. I translate English words to Nepali to make my learning process much easier. Its true I do not translate English words to limbu language.

4. What factors affect you in learning English effectively?

Respondent: Several factors affect me learning English effectively like; homely environment, the course curriculum, classroom etc.

5. What strategies do you fill up to learn English? Do you use translation, Guessing, Memorization or other strategies?

Respondent: There are different strategies that can be applied in learning English effectively. I make use of translation to translate English words into Nepali so I understand better which makes my learning easier. I guess the meanings of words while learning English by writing those difficult words in my note copy and going through dictionary. I too use memorization too memorize the vocabularies of English. Beside that I also enjoy learning English vocabulary through pictures.

6. Do you discuss in groups to know the words of English?

Respondent: Yes, I discuss in groups to know the words of English. I discuss with my friends in group to remove confusion towards the subject matter.

7. How easy do you feel learning English/ English vocabulary through images and audio aids?

Respondent: I feel easy to learn English Vocabulary through Images and audio aids because learning English vocabulary through images helps to memorize the words easily and helps to represent the real object or thing. Learning Vocabulary

through audio aids helps me to make my learning experience more concrete, and helps to make the knowledge clear.

8. Do you guess the meaning of English words while learning English?

Respondent: Yes, I guess the meaning of English words while learning English. It helps to activate my mind.

9. What role does reward play to you in learning English language?

Respondent: Reward plays significant role in learning English language. It helps me to get motivated towards the subject matter. It helps me to move forward and perform well in my studies. Reward plays the role of motivation to me in my studies.

10. How often do you interact with your friends and teachers?

Respondent: I keep interacting with my friends and teachers to get more ideas towards the subject matter. It helps me to construct knowledge .It helps to communicate freely about the subject matter. It helps to share and get new ideas.

11. Do you co-operate with friends to understand the meaning of the words? If yes, how?

Respondent: Yes, I co-operate with my friends to understand the meaning of words. It helps me to promote peer interaction. It helps me in the development of language, learning concepts and content.

12. Do you learn English Language more effectively when you are learning English?

Respondent: I learn English language more effectively by having full attention towards the subject matter. I ask questions to my English teacher when I do not understand the subject matter clearly.

13. Which strategies do you feel easy while learning English vocabulary?

Respondent: I feel easy to learn English vocabulary through pictures. There are different strategies that can be applied while learning English vocabulary but among all of them I feel easy to learn through pictures because it helps in providing common experience to an entire group, it helps to focus attention and helps to develop critical judgment, manipulation becomes easy through pictures.

14. Do you enjoy learning English Language? To what extent?

Respondent: Yes, with no doubt I say that I enjoy learning English because I like English subject. English teacher teach us very well. I communicate in English language with my friends to improve communication in English. Moreover, I enjoy learning English language a lot.