

**STRATEGIES ADOPTED BY GRADE NINE STUDENTS FOR
LEARNING VOCABULARY**

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

**Submitted by
Binita Chaudhary**

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

2018

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DECLARATION

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

Date: 14/03/2018

.....
Binita Chaudhary

RECOMMENDATION FOR ACCEPTANCE

**This is to certify that Ms. Binita Chaudhary has prepared this thesis entitled
“Strategies Adopted by Grade Nine Students for Learning Vocabulary”
under my guidance and supervision.**

I recommend the thesis for acceptance.

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DEDICATION

This thesis is dedicated

to

My beloved parents **Mr. Prem Kumar Chaudhary** and **Mrs. Maibatiya Chaudhary** who always seek my success and happiness as well as devoted their life to uplift me.

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Binita Chaudhary

ABSTRACT

The present study entitled **Strategies Adopted by Grade Nine Students for Learning Vocabulary** is carried out to find out the strategies used in learning vocabulary by the students of grade nine of public schools of Kirtipur area. I selected thirty nine students from the three different schools using simple random sampling procedure. A set of questionnaire including closed-ended questionnaire were used as a research tool for data collection. The data obtained from the informants were analyzed and interpreted descriptively and statistically using simple statistical tools viz. tables and percentage. After the analysis and interpretation of collected data, it was found that to a greater or lesser extent students used cognitive strategies, meta-cognitive strategies and socio-affective strategies. Among them, socio-affective strategies like learn new words through co-operation and collaboration with friends, learn the words through listening and speaking with teachers and learn the words by group works in class. These strategies were used in a greater extend in comparison to cognitive and meta-cognitive strategies.

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

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LIST OF ABBREVIATIONS AND ACRONYMS

SLL	:	Second Language Learning
EFL	:	English as a Foreign Language Learners
L2	:	Second Language
M.Ed.	:	Master of Education
f	:	frequency
CUP	:	Cambridge University Press
OUP	:	Oxford University Press
T.U.	:	Tribhuvan University
S.N.	:	Serial Number

CHAPTER ONE

INTRODUCTION

The present study is entitled **Strategies Adopted by Grade Nine Students for Learning Vocabulary**. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Learning strategies refer to the techniques, deliberate actions and thoughts that the learners use in their learning process. They are the techniques used by the learners to enhance their own language learning. In this regard, Oxford (1999) states that learning strategies are “Specific actions, behavior, steps or techniques that the students use to improve their own progress in developing skills in a second or foreign language.” (as cited in Gass and Selinker, 2008, p.439). Second Language Learners (SLL) communicate their ideas, feelings and emotions through different learning strategies. They employ different learning strategies to develop communicative competence in second language, for example English. Those strategies are: cognitive, meta-cognitive and socio-affective as well as communicative strategies. According to Chamot (1987, as cited in Joshi and Rawal, 2014, p. 21), Learning strategies are “Techniques, approaches, deliberate actions that students take into account in order to facilitate the learning”. Learning strategies are the strategies which contribute to enhance language learning. They differ from learner to learner. They are the learner’s individual way of learning which determines pace and rate of their success in learning.

Vocabulary is one of the important building blocks of language. Vocabulary refers to the list of lexical items, what we often call words. In this respect, Harmer (1991, p. 153) points out that “If a language structure makes up the skeleton of language then it is a vocabulary that provides the vital organs and flesh.” In vocabulary learning, the learners are supposed to learn aspects of vocabulary namely: word

formation, word meaning, word grammar and word use. Without having adequate number of vocabularies we cannot speak any language fluently and appropriately. People feel frustrated when they do not find the appropriate words while speaking the target language. That's why it is very important for a language learners to have knowledge and information on how to adopt quite inspiring and exciting strategies for learning vocabulary.

1.2 Statement of the Problem

Learning vocabulary is very difficult and challenging task for English as a Foreign Language Learners (EFL) to learn English language. To learn vocabulary, the learners should have the knowledge of pronunciation and contextual meaning as well. In public school, students prefer to speak in Nepali even in English class due to less vocabulary power in them. So, they do not interact and if they want to speak in English then they feel anxiety while communicating with friends and teachers. These all problems occur due to the lack of vocabulary power as well as appropriate strategies to learn vocabulary.

The whole area of vocabulary is impossible to learn at any one level of education. To solve this problem, we need to select the strategies as well as the area of vocabulary those are required to be learnt then only we can learn vocabulary appropriately in fixed time. So, one of the problems of the vocabulary learning is to select strategies and the area of vocabulary. It needs to study to find out how the grade nine students learn the aspects of vocabulary: word formation, word grammar, word meaning and word use through which strategies and how they use words to communicate with native English speakers or their English teachers.

1.3 Objectives of the Study

The present study had the following objectives:

- a. To identify the strategies adopted by grade nine students to learn vocabulary.
- b. To analyze the strategies in term of frequency while learning vocabulary.
- c. To suggest some pedagogical implications on the basis of findings.

1.4 Research Questions

This study was oriented to find out the answers of the following questions:

1. What are the strategies adopted for learning vocabulary by the grade nine students?
2. How the learners are learning vocabulary at secondary level of public school?

1.5 Significance of the Study

This study provides information about organizing and using the best strategies in language by the students. This study is expected to be significant to those who are interested in learning English vocabulary in particular. This research will be significant and helpful to textbook writers, syllabus designers, policy makers, English teachers, students and researchers for learning and selecting the best strategies for learning vocabulary. It is expected that the grade ninth learners who have been centrally prioritized throughout the study will gain much benefits from this study. It will be a brick in the field of English language learning to learn vocabulary in pair, group, co-operation and collaboration with friends and helping each other to make their language learning more communicative, interactive and effective.

1.6 Delimitations of the Study

This study had the following limitations:

- a) This study included the students who were studying in grade nine of three public school of Kirtipur area.
- b) This study was confined to thirty nine students of grade nine.
- c) This study was limited to the strategies of learning vocabulary by grade nine of Kirtipur area.
- d) This study analyzed the strategies adopted by grade nine learners in learning vocabulary.
- e) The primary data collection tool was questionnaire.
- f) This study was limited to simple random sampling procedure.

1.7 Operational Definition of the Key Terms

The operational definitions used in this study are defined as follows:

Strategies: It refers to specific actions and thoughts selected by the learners in order to faster their second or foreign language learning.

Memory strategies: Memory strategies are entering information into long term memory and retrieving information when needed for communication. Such as grouping, imagery, rhyming and structured reviewing.

Cognitive strategies: Cognitive strategies are used for practicing, receiving and sending messages in the target language. Such as reasoning, analyzing, summarizing and creating structure for input and output.

Meta-cognitive strategies: Meta-cognitive strategies help learners paying attention, consciously search for practice, opportunities, planning for language task, arranging, focusing and evaluating their own learning and monitoring errors.

Socio-affective strategies:Socio-affective strategies facilitate interaction with others. Socio-affective strategies are used for enhancing learning such as cooperating with other learners and seeking to interact with native speaker.

Vocabulary:The term ‘Vocabulary’ refers to body of words known to a person or used in particular book and subject. (OxfordAdvanced Learner’s Dictionary of Current English). In this study,it refers to the words used in the English textbook of grade nine which are known to the students of grade nine of Kirtipur.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL
FRAMEWORK

2.1 Review of Related Theoretical Literature

This research is concerned with “Strategies adopted by grade nine students for learning vocabulary.” Strategies help the learners to learn vocabulary in systematic and smooth way. The main purpose of this study is to find out the strategies adopted by the grade nine students for learning vocabulary. The theoretical literature of the study includes: word meaning, word formation, word use and word grammar.

2.1.1 Vocabulary

A vocabulary is defined as a list of words. Words consist of the elements of language, structures and a proper knowledge. Vocabulary is the core part of language, learning a language is automatically learning it. Harmer (1991, p. 153) says, “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.” Thus, it is essential to deal with vocabulary items separately to develop the learner’s command over the language.

2.1.2 Learning Vocabulary

Learning refers to the activity or process of gaining knowledge or skill by studying, practicing and being taught. Learning is never ending process so students increase new vocabulary day by day with repetition and the rate of learning. They learn from foreigners’ talk and studying vocabulary.

Vocabulary refers to the words that we use in our day to day life for expressing our thoughts and feelings. The term vocabulary is defined differently in different books. It is true that vocabulary is the core aspect which provides flesh and, vital

organ of the language. Vocabulary can be a set of words or storage of words. As Harmer (1991) claims that learning vocabulary is a major part of the students' arts.

Thus, vocabulary of a language is the most important aspect to be studied. Without having the knowledge of vocabulary, language learning cannot be imagined. Learning vocabulary includes learning spelling, grammar, word formation and word use.

2.1.3 Importance of Learning Vocabulary

Vocabulary is very important to know a language. It is necessary to have the knowledge of its vocabulary. That is why learning a language is the matter of learning the vocabulary of that language. Language is the most powerful and widely used means of communication and vocabulary is a main part of it. According to Wallac (1982). It has often been remarked how strange it is that comparatively writer has been written the teaching and learning of foreign language vocabulary because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language.(p.9)

Vocabulary is the prime factor for successful communication. In this context, Wilkins (1972, p. 111) asserts, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Indeed, vocabulary is the most important aspect of language learning. It plays very important role in expressing complex thoughts and ideas. People should have sufficient amount of vocabulary without which we cannot speak any language fluently and accurately. Due to this reason most of the people often get frustrated because they do not find the words they need to express themselves while listening, speaking, reading and writing in the target language. This is true to language learners as well. Thus, vocabulary is very important aspects of language without which communication is rather difficult even if we have good knowledge of the system of a language.

2.1.4 Types of Vocabulary

Vocabulary items include single words such as content words and functional words. Likewise, vocabulary includes multi units such as idioms and phrases. Content words refer to the things or actions which have lexical meaning when they are used alone. It consists of noun, verb, adjective, and adverb. For example, education, friendly and faithfully. On the other hand, functional words refer to those which have little or no meanings of their own but which show grammatical relationship within an utterance or a sentence. For example Conjunctions, articles, auxiliaries and prepositions.

A distinction is also made between active and passive vocabulary. The former refers to the vocabulary items that students have acquired and been able to use it, while the latter refers to the words which the students will recognize when they meet them but they will probably not be able to use and produce them (Davis and Pears, 2008). So, active vocabulary can be both receptive and productive for a learner, while the passive is only receptive but not productive.

2.1.5 Aspects of Learning a Word

Learning a word refers to the learning different aspects of a word like word meaning, word formation, word use and word grammar. As Harmer (1991, pp. 231-233), mentioned there are mainly four aspects of learning a word which are:

1. Word Formation

Word formation includes the study of spelling, pronunciation, suffix and prefix. Students should spell the word as well as to pronounce the word correctly through spoken and written form as well as know how they can change their form. Students also need to know how suffixes and prefixes work. For example, if we add 'in' – to the word 'expensive', it becomes opposite in meaning (inexpensive) and if we add – 'ly' to the word 'quick', it changes into adverb ('quickly'). So, Harmer (1991) says words are formed by the use of suffixes and prefixes which change the shape and meaning of a word. Students need to

know facts about word formation and how to twist words to fit different grammatical contexts. For example the verb 'run' can also be a noun. The present participle 'running' can be used as an adjective and 'ran' is the past form. Thus, prefixes and suffixes not only change the form but also the meaning of the words.

2. Word Grammar

Students should be familiar about whether the word is used as noun, adjective, and adverb. They should be known whether the noun is singular or plural. The use of certain words can trigger the use of certain grammatical patterns. If a word is a noun, it can be countable or uncountable. A countable noun can be singular or plural but an uncountable noun can only be singular. Plural nouns take plural verbs. There are also nouns that are neither countable nor uncountable but which have a fixed form and so take only singular or plural verbs 'people' and 'news'. Verbs trigger certain grammar too. For example 'tell' is followed by an object +to + infinitive (e. g. 'He told her to take a photo.') but the verb 'say' does not work in the same way. Modal verbs like 'can' and 'must' are followed by a bare infinitive without 'to'. A verb can be transitive, intransitive or static. Students need to know about many other areas of grammatical behavior or words. They need to know what phrasal verbs and how they behave, how adjectives are ordered and what positions adverbs can be used in.

3. Word Meaning

Harmer(1991, p. 156) has described the trend of meaning change in different contexts giving example of the word 'book' with its various meanings. The word 'book' has been presented as noun, verb and phrasal word with different meanings. It is obvious that the context determines the meaning of words. If the teacher provides the meaning of new words in context, students are facilitated to get clear cut idea. Similarly, sense relation is another aspect of meaning to be considered. The meaning of a word can be learnt in terms of the relationship with other words in the language. In this regard, Yule (1985, p. 118) says, "Words are not only meaning containers and role players but they have relationship". When

the learners face problems they decipher meaning relating its synonyms, antonyms and hyponyms. Similarly, connotation and denotation also play a vital role to decipher meaning of the word. Denotation is the dictionary meaning of the word which always remains the same is regarded as the central meaning of lexical items. But connotation is the underlying meaning of the word which depends on the emotion and attitude towards the people and object.

According to Harmer (1991), Students apply different strategies for learning vocabulary like real objects, pictures, definition, antonym, synonym and gesturing.

- i) Real objects: Students bring a stone in a class and learn from each other by saying it as a stone in a group. Similarly, books, bags and apple.
- ii) Pictures: Big and large real things are impossible to bring in class but through pictures, it can be possible. Students bring the picture of maps, earth, elephant, jungle, river and ocean and learn with each other through collaboration.
- iii) Definition: Students learn vocabulary through definition in class with their friends in pair or in group. For example:
A: Doctor: A doctor is a person who checks patient.
B: Farmer: A farmer is a person who grows crops.
- iv) Antonym: Students learn vocabulary through antonym with opposition of synonym. For example; good –bad, beautiful-ugly. Students learn those words with their friends through quiz contest in pair and in group.
- v) Synonym: Students learn words through similar words like; happy-glad, thin-slim with their friends in pair and in group discussion.
- i) Gesture: Students learn words through gesturing with friends with their physical appearance; eyes, mouth and hands.

4 .Word Use

Mostly, the words are understood with their direct meaning but they are frequently stretched through the use of metaphor and simily, collocation, style and

register. Students also need to know about it. They need to recognize metaphorical language use and need to know how words collocate. Metaphor and simile are the figures of speech which express the thing comparing with one another. For example my wife is a tiger. Likewise, simile is another figure of speech which compares the things with use of 'like' and 'as' for example my beloved eyes are nothing like the sun. Here is short description about these uses.

a) Metaphor and Idiom

Word meaning is frequently stretched through the use of metaphor and idiom. Metaphor is a way of describing something by saying that it is like something else; indirect comparison between two things. For example the word 'hiss' describes the noise that a snake makes. But its meaning can be stretched to describe the way people talk to each other. ("Don't move or you're dead." She hissed.) That is metaphorical use. In the same way in case of idiom, more than two words convey a single meaning. We can't deduce the meaning from individual words. For example, "It's raining cats and dogs." means that "It's raining heavily".

b) Collocation

Word meaning is also governed by collocation. Collocation is the way in which words are used together regularly. Some items occur with particular words. For example, we say 'throw a ball but toss a coin'. We can have a headache, stomach, but we can't have 'throatache', or a 'legache'.

c) Style and Register

We often use words only in certain social and topical contexts. What we say is governed by the style and register. Style refers to the degree of formality. For example, when we are angry, we may choose the neutral expression 'I'm angry.' But 'I'm really pissed off' is the informal version for it. And register refers to the use of words according to the field or topic. For example, the words used in medicine, agriculture and politics.

2.1.6 Learning Strategies

Learning strategies are those deliberate actions and attempts of the learners which are intended to promote the learning of the target language. Whatever the second language learners do and act for the acquisition of the second language is known as learning strategy. Learning strategies are steps taken by individual learners to enhance his/her learning. According to Oxford (1989, as cited in Joshi and Rawal, 2012.p.214) defines learning strategies as “Behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable”.

Similarly, Learning strategies are intended to promote the acquisition of the L2. Learning strategies are concerned with regulating learner’s skills and cognition for overcoming the obstacles seen in the learning process. Strategy refers to a plan for a major goal. Brown (1994) suggests that learning strategies basically deal with receptive domain of intake, memory, storage and recall. There is no any fixed strategy to learn particular item. It depends on the choice of learner and learning context. When the learners are active, learning becomes more effective. Learners are to be encouraged to use a variety of learning strategies such as applying prior knowledge, scanning or specific information, organizing information in graphs and charts, getting meaning from the context. For keeping vocabulary, notebook or word files and using outside resources and libraries are essential.

Describing the second language learning process, Ellis (1985, p. 165) says “The process involved in using second language knowledge consists of production and reception strategies”. Production and reception effort and communicative strategy occur when the speakers express his/her communicative goal (feelings, desires and wishes) in the way he planned to. Similarly, Stern (1983, p. 405) says “ Learning strategies refers to general tendencies or overall characteristics of the approach employed by the language learner, leaving learning techniques as the term to refer to particular forms of observable learning behavior, more or less consciously employed by the learner” (As cited in Bailystok 1990). Thus, learner

strategy refers to any tendencies or behavior which the learner chooses in the process of learning.

Oxford (1990b), has broadly categorized learning strategies into six different types.

a) Memory Strategies

Memory strategies are in entering information into long term memory and retrieving information when needed for communication. Such as grouping, imagery, rhyming and structured reviewing.

b) Cognitive Strategies

Cognitive strategies are used for practicing, receiving and sending messages in the target language such as reasoning, analyzing, summarizing and creating structure for input and output.

c) Compensation Strategies

Compensation strategies are needed to overcome any gaps in knowledge of the language. These strategies are used to compensate for limited knowledge such as guessing meaning from the context in reading, listening, using synonyms and gestures to convey meaning when the precise expression is not known.

d) Meta-cognitive Strategies

Meta-cognitive strategies help learners paying attention, consciously search for practice, opportunities, planning for language task, arranging, focusing and evaluating their own learning and monitoring errors.

e) Affective Language Learning Strategies

Affective language learning strategies enable learners to control feelings, motivations and related to language learning. Anxiety reduction, self-encouragement and self-reward come under these strategies.

f) Social Strategies

Social strategies facilitate interaction with others, often in discourse situation. Social strategies are used for enhancing learning such as cooperating with other learners and seeking to interact with native speaker.

According to O'Malley and Chamot's (1990, pp. 582-8) classification of learning strategies are as follows:

i) Cognitive Strategy

Cognitive Strategies are thought processes which are used directly in learning. It encompasses the language learning strategies of identification, grouping, retention, note taking, summarizing, transfer, rehearsal, transfer, repetition, translation, deduction, recombination, direct physical response, auditory representation, imaginary and comprehension or production of words, phrases and other elements of the second language in which the learners try to work out on the second language features by processing them through cognition.

ii) Meta Cognitive Strategy

Meta cognitive strategies involve planning for learning, thinking about learning, self-monitoring, during learning and evaluation of learning success. Furthermore, it deals with pre- planning, on-line planning and evaluation and post evaluation to control their own cognition by the planning, organizing and evaluating the learning process. There is a rather extensive literature demonstrating that the higher proficiency of them more effectively as well. Moreover, it encompasses the strategies of advance preparation, self monitoring, delayed production, self evaluation and self reinforcement.

iii) Socio-affective Strategies

Socio- affective strategies concern with the ways in which learners interact with others. It helps learners to facilitate their learning by reducing anxiety, tension, fatigue and boredom. It provides learners with opportunities for practice. These regulate attitudes and motivation in learners. These give opportunities for the learners to interact and acquire the target language or it includes the action which

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

2.1.7 Strategies for Learning Vocabulary

Strategies are deliberate actions and thoughts selected by the learners in order to faster their second of foreign language learning. Second language learners can adopt the following strategies to learn new vocabularies found in their reading text (O'Malley and Chamot, 1990, p. 43).

Selective Attentions

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

Note Taking

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

Recombination

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

Transfer

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

Differencing

Guessing meaning by using available information. For example 'man' is a noun where as 'play' is a verb.

Question for Clarification

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

Imaginary

Using visual images either generated or actual to understand and remember new verbal information. For example If we have seen a film “Tare JaminPar” and If we heard the name of this film from someone then at the time a kind of image comes in our mind like characters: Actor, actress, boy and events.

Auditory Representation

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

Key Word

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

Elaborating

Relating new information to other concept in memory or linking ideas contained in new information. For example: Students amalgamate previous knowledge to present knowledge self to elaborate about any topic as they feel the contents are a bit interrelated.

Cooperation

Working with peers to find out the words or pool information, check notes or get feedback on a learning activity. For example: Friend ‘A’ asks synonyms and antonyms to friend ‘B’ and ‘B’ asks synonyms and antonyms to ‘A’.

Organization

Grouping and classifying words terminology or concepts according to their semantic or syntactic attributes. For example: Adjective words: good, bad.

Verbs: eat and sing are kept according to their qualities or parts of speech.

Summarizing

Intermittently synthesizing what one has heard to ensure the information has been retained. Summarized words are learnt in short time by understanding its gist.

Planning

Planning or the organizing of either written or spoken discourse. The actions which are done by planning become more successful than unplanned way.

Self-talk

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

Self-monitoring

Checking once comprehension during listening or reading or checking, oral or written production. Students need to monitor themselves of their own learning thinking that they are more talent to solve their problems rather than others. They can solve the problems of their friends regarding vocabulary learning and communicative competence because of pre-planned.

Self-management

Seeking or arranging the conditions that help one learn. Students should manage the required books and read freely then such reading becomes fruitful in peaceful environment without interruption to own and others.

Advance Preparation

Rehearsing the language needed for an oral or written task. The preparation which is done in advance for examination becomes more easier at the time of exam. As a result students do not hurry as well as worry in exam and they secure good result because of advance preparation.

Collaborating on Tasks

The tasks which are done through collaboration of each others are more worthy than individual because more than two pupils' ideas are amalgamated in it. Learning and doing take place through sharing in it. That's way it becomes last long.

Pair Work

Students learn vocabulary in pair with each other. They ask meanings, definition, synonyms and antonyms to each other. They learn by sharing with each other. For example Synonym: Happy- glad,

Antonym: Ugly- beautiful

Rehearsal

Students learn vocabulary by practicing with their friends or alone in oral form or in written form. They memorize vocabularies unless they get completely confident. For example: Musician: A musician is a person who plays piano.

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

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

Vocabulary is the area that learners seem most conscious to learn strategies, research on learning, strategies have been inspired by two inter oven disciplines cognitive, psychology and second language acquisition.

2.2 Review of Related Empirical Literature

In order to develop the insights in learning vocabulary, I have reviewed different books, articles and others' research related with my research topic. I have reviewed related research works which are conducted by other researchers in the past. While reviewing the research, I have focused these points such as titles, major

objectives and methodology: population, sampling procedure, main tool, types of analysis and one or two findings.

Chaudhary (2009) carried out a research on “Learning Strategies Used by the Class Toppers”. Her purpose was to find out the learning strategies used by class toppers of higher education to learn English language. She used a set of questionnaire as her tool and thirty students were randomly selected as a sample population. She found that meta-cognitive strategies were used by the class toppers of the higher education to a great extent in comparison to cognitive and socio-affective strategies.

Dahal (2009) carried out a research on “Vocabulary Learning Strategies: A case in Graduated Record Examinations”. The main objective of her study was to find out the strategies employed by the GRE learners. Purposive sampling procedure was used to select four language institutes of Kathmandu district. Similarly, simple random sampling procedure was used to select 80 learners from those institutes. Likewise, questionnaire was used as a main tool for collecting data. She found that the most used strategies were learning words by definition and noting down the meaning during teacher’s explanation.

Bhandari (2010) conducted a research entitled “Strategies Adopted by Grade Eleven Students in Learning English Vocabulary”. The main objective of his study is to identify the strategies adopted by grade eleven students to learn English vocabulary. He has used purposive sampling procedure to select five higher secondary schools of Kathmandu district. He has selected 100 students (i. e. 20 students from each school; 10 boys and 10 girls) using simple random sampling procedure. Questionnaire was used as a main tool for collecting data. He found that the most frequently used vocabulary learning strategies were asking to teachers to translate in to Nepali, consulting dictionary, learn the word by definition, etc. The least frequently used strategies were using internet related English materials, listening to the English radio program related testing with parents.

Yadav (2010) carried out research on “Learning Strategies used by Maithili Learners of English at Higher Secondary Level”. His purpose was to find out the learning strategies used by Maithili learners of English at higher secondary level. He selected 100 Maithili native speakers from five colleges of Dhanusha district through the use of simple random sampling procedure. He used a set of questionnaires and structured interview schedule as a tool for data collection. He found the Maithili learners were highly interested to utilize meta-cognitive strategies such as participating in speech, debate contest and essay competition. The learners also used socio-affective strategies to discuss the different sections of language with their friends and teachers.

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 memories strategy, cognitive strategy and social strategy as learning strategies.

Gautam (2011) carried out a research entitled “Learning Strategies used by English Students at Higher Secondary Level”. The main objectives of his study were to identify and classify the learning strategies used by the students of higher secondary and to suggest some pedagogical implications. To fulfill her objectives, she selected 80 students as the respondent using simple random method from different four colleges of Palpa district. She used a set of questionnaire as a tool for data collection. She found that the students revised the learnt units, guess important questions and memorized them and solved old questions and read their own notes.

Joshi (2012) carried out a research study on “Learning Strategies Adopted by the Introvert Learners in the English Classroom”. His main purposes were to find out the learning strategies adopted by the introvert learners in English classroom and

to identify their education status in the classroom and out of the classroom. He selected 40 students of class eleven and 10 teachers from +2 schools of Kathmandu district through the use of purposive non random sampling procedure. He used a set of questionnaires and observation as tools for data collection. He found that the students preferred to learn new things by reading books, not being participated in extracurricular activities regularly and introvert learners wanted to sit on the front benches. They used dictionary for new words and pronunciation.

Tharu (2017) carried out a research study on “Learning Strategies Adopted by Tharu Learners at Secondary Level”. His main purposes were to identify the learning strategies used by Tharu learners at secondary level and to suggest some pedagogical implications for the improvement of teaching learning process. He selected forty Tharu students as sample population from different five secondary level government aided schools of Baitadi district through the use of simple random sampling procedure. He used a set of close-ended questionnaires as a tool for data collection. He found that all kinds of learning strategies such as cognitive, meta-cognitive and socio-affective strategies were used by the Tharu students, but among these, cognitive strategies were used much by the Tharu students. However, they did not use socio-affective to a greater extent.

2.3 Implications of the Review of the Study

Literature review is one of the essential tasks to conduct any research. It is done to find out the gap between what is already done and what is to be done. It provides guidelines to carry out a research in an effective way. Kumar (2009, p. 30) says, “The literature review is an integral part of entire research process and makes a valuable contribution to almost every operational steps.” In literature review, the central focus is to examine and evaluate the previous research works and establish the relevance of the study to our own study. To carry out this research I reviewed theoretical as well as empirical literature related to my research topic.

Moreover, this review of the study obtained from variety of resources incorporating books, journals and articles report. Literature review helped me to

obtain the theoretical and practical knowledge from the previous research works related to my study for example Chaudhary (2009), Dahal (2009), Bhandari (2010), Yadav (2010), Bhusal (2011), Gautam (2011), Joshi (2012) and Tharu (2017). These works helped me to conduct the present study successfully. It helped me to develop theoretical knowledge on vocabulary learning strategies which brought clarity to my research problem. It also helped me to improve my research methodology, to broaden my knowledge and to contextualize my findings. Thus, my study is different and new but related to the above mentioned studies since no one has tried to find out the strategies adopted by grade nine students for learning vocabulary of public school of Kirtipur area. So, this study seems to be new and different to other researches carried out under the department of English education T.U.

2.4 Conceptual Framework

Conceptual Framework is the frame from the whole research process on which the study is established. It provides the general pictures of the study from where the readers conceptualize the whole ideas. The whole study process is presented on the given framework. It shows the use of various strategies which help the students to learn vocabulary: word meaning, word formation, word use and word grammar. I used the strategies given by O'Malley and Chamot (1990) to prepare a tool and find out related strategies.

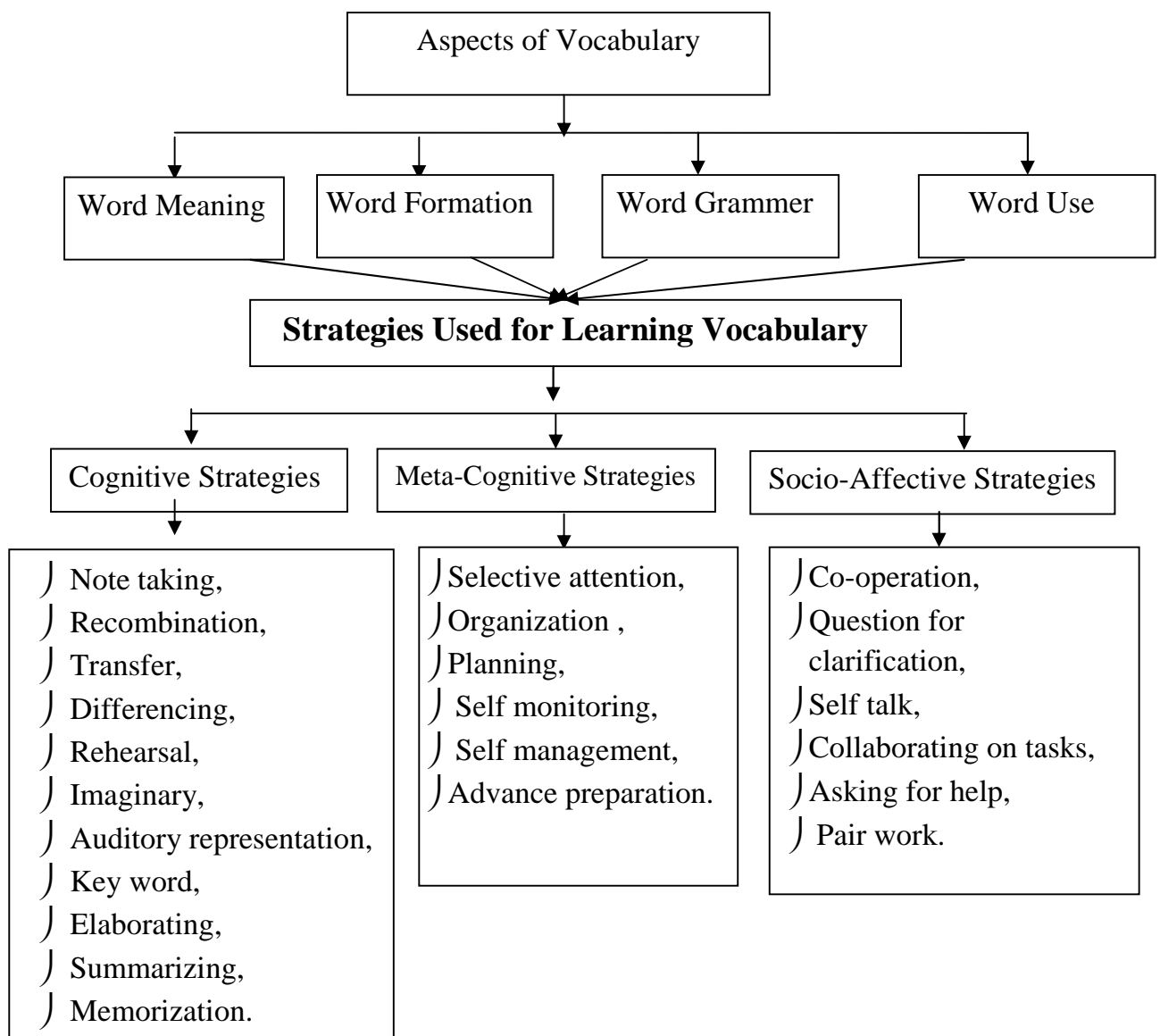


Figure of Conceptual Frame work

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

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

3.1 Design and Method of the Study

I followed survey research design. Survey is the descriptive research. A survey research has a carefully designed set of questions, a specific group of individuals to be studied and a plan for how these questions are studied in order to accomplish the researcher's purpose. Although the principles of survey have been used both in physical world and social world, survey research in social scientific sense is quite new which has emerged in the later parts of the twentieth century. Now days, surveys are widely used for collecting data in most areas of social inquiry from politics to sociology and from education to linguistics. Typically, survey gathers data at a particular point of time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationship that exists between specific events.

According to Cohen and Manion (1985) "Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigation through small scale studies carried out by a single researcher." (as cited in Nunan 1992, p. 140.)

Similarly, Nunan (1992, p. 140) says, "The main purpose of a survey is generally to obtain a snap-shot of conditions, attitudes or events at a single point in time." Survey is always done in the natural setting. I selected this design for my topic for applying questionnaire tool. It is the best tool to use in my research topic.

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

Step 1: Define objectives: It is necessary to define the objectives in any research. The first task of researcher is to define objectives of the study. What does the

researcher want to find out should be clearly mentioned in their research work first.

Step 2: Identify the target population: This is the second step of survey research under which target population of the study should be defined.

Step 3: Literature review: Under this step, related literature should be reviewed. It helps to know about what other have said/discovered in the particular area.

Step 4: Determine sample: The researcher needs to be clear about the population that we are going to survey and what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling or mixed sampling are also important.

Step 5: Identify survey instruments: The researcher has to generate instruments for data collection, e.g. questionnaire, interview, observation and checklist.

Step 6: Design survey procedure: In this step, we need to be cleared regarding the systematic process of data collection.

Step 7: Identify analytical procedure: The researcher needs to identify or mention appropriate data analytical procedure and the tools to analyze like statistical and descriptive tools.

Step 8: Determine reporting procedure: Finally, after analyzing data, the researcher needs to prepare the report of the research. It can be written in narrative way with description.

Survey research is one of the most important research used in educational investigation. It specially concerns with attitude and behaviors of the people about certain issues, problems and situations. The finding of survey is as generalizable and applicable to the whole group. Educational survey addresses the educational problems and generalizes its findings on the basis of representative sample of a specified target population. So, I used survey research in my research design.

3.2 Population, Sample and Sampling Strategy

Survey research demands a large number of population but minimum at least thirty population. The population of this study consisted all grade nine students of three secondary level public schools of Kirtipur area. The sample sizes were thirty nine students of grade nine of three public school. By using purposive non-random sampling procedure, I chose thirty nine students of three Public Secondary Schools of Kirtipur area.

3.3 Research Tools

I adopted questionnaire as a tool for data collection from the respondents. After collection of data, the findings were derived.

3.4 Sources of Data (Primary and Secondary)

In this survey research, the primary sources of data were thirty nine students of three secondary schools of grade nine and secondary sources of data for the study were various text books, thesis research and articles.

3.5 Data Collection Procedure

In order to accomplish the primary data collection process, the researcher followed the following procedures:

- a) At first, I selected the schools for the purpose of my research study.
- b) Then, I visited the selected schools and took the permission from the school authority.
- c) Then, I established rapport with subject teachers as well as students.
- d) Then, I explained them about the purpose and process of the research.
- e) Then, I fixed time for data collection.
- f) Then, questionnaire was distributed to the selected respondents.
- g) At last, I collected the questionnaire from the respondents and they were thanked for their co-operation and I visited the next schools respectively.

3.6 Data Analysis and Interpretation Procedures

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

3.7 Ethical Considerations

Ethical consideration is one of the most valuable ornaments that the researcher should follow while conducting his/her research work. To accomplish the research work, the researcher considers the ethical value like the conducting research by taking permission of authority, keeping the responses of the respondents' secret and avoiding plagiarism.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

In this chapter, analysis and Interpretation of results, the summary of findings are presented. The collected data have been analyzed descriptively. Information was collected through close-ended questionnaire. The main objective of the study was to find out the vocabulary learning strategies of the students of Grade Nine. For this purpose, thirty nine students of Grade Nine of three public schools were distributed pre-formulated questionnaire in order to get required data. The detailed analysis and interpretation of the data and summary of the findings have been presented below:

4.1 Analysis of Data and Interpretation of Result

This section is related to the analysis and interpretation of the data. The data were collected from three public schools of Kirtipur area with the help of questionnaire. The data obtained from the informants were analyzed and interpreted to find out the learning strategies used by the students of public school of Kirtipur area while learning English vocabulary. A set of questionnaire included thirty closed-ended questions was used as a research tool to elicit the data. All the questions were closed-ended with four alternatives, i.e. 'always', 'sometimes', 'seldom' and 'never'. The interpretation is divided into three main categories viz: cognitive strategies, meta-cognitive strategies and social strategies. Different tables have been presented to make the analysis and interpretation comprehensive. The data have been analyzed under the following sub-headings:

4.1.1 Holistic Analysis of Data

I have put the responses of thirty closed-ended questions of the learning strategies on separate tables by dividing into three parts: Cognitive strategies, Meta-cognitive strategies and Social strategies. All the questions were with four options; i.e. 'sometimes', 'never', 'always' and 'seldom'.

Table 1

S.N.	Rating Scales Learning Strategies	Sometimes		Never		Always		Seldom	
		F	%	F	%	F	%	F	%
1.	Cognitive Strategies	230	45.36	39	7.69	193	38.06	45	8.87
2.	Meta-cognitive Strategies	165	52.88	18	5.12	109	34.93	20	6.41
3.	Socio-affective Strategies	192	49.23	16	4.10	170	43.58	12	3.07

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

As I looked in Cognitive Strategies, it shows that 45.36 percent respondents used this strategy 'sometimes', 7.69 percent 'never' 38.06 percent 'always' and 8.87 percent 'seldom'. It shows that the majority of the respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners while learning vocabulary items.

In Meta-cognitive Strategies, it shows that 52.88 percent respondents used this strategy 'sometimes', 5.12 percent 'never', 34.93 percent 'always' and 6.41percent 'seldom'. It shows that the majority of the respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategies used by the learners while learning vocabulary items.

In Socio-affectiveStrategies, 'sometimes' strategy is used by 49.23 percent, 'never' strategy is used by 4.10percent, 'always' strategy is used by 43.58 percent and 'seldom' strategy is used by 3.07 percent respondents. It shows that the majority of the respondents used this strategies 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners while learning vocabulary items.

4.1.2 Item-wise Analysis of Data

In this part, learning strategies are categorized into three elements:

1. Cognitive Strategies:

- a) Get the meaning of words from definition
- b) Use bilingual dictionary
- c) Practice the glossary sections of book
- d) Consult dictionary to know the meaning of new words
- e) Learn new words through combination of already known words
- f) Learn words through guessing from context while reading
- g) Note down the meaning when the teacher is summarizing the lesson
- h) Keep a vocabulary notebook with you where ever you go
- i) Learn new words by creating visual image of some words in mind
- j) Learn the words through differencing idioms and simily
- k) Note down the key words of the passage and memorize those words
- l) Imitate the sounds of teachers when s/he is as auditory representator
- m) Learn the word by elaborating with new information

Meta-cognitive Strategies

- a) Select the words from guide book and memorize self
 - b) Learn the words by planning like playing the games such as cross word puzzles and scrabbles
 - c) Learn the parts of speech through organization
 - d) Prepare the words and meanings in advance reply teachers before friends
 - e) Learn the words in self management by making routine
 - f) Learn new words by planning through written or spoken discourse
 - g) Learn the words through computer and television
- #### 2. Socio-affective Strategies
- a) Ask to family members for clarification of meanings while doing homework

- b) Teacher makes students listen the tape of words list
- c) Learn new words through co-operation and collaboration with friends
- d) Learn the words by co-operating with the friends
- e) Correct the words of synonyms and antonyms self as well as friends too
- f) Use word list prepared by your teachers
- g) Learn new words with sisters
- h) Learn new words through listening and speaking with teachers
- i) Learn the words by group works in class
- j) Note down the difficult words and ask teachers the meaning of words

4.1.2.1 Analysis and Interpretation of Informants on Cognitive Strategies

It includes the analysis and Interpretation of respondents' responses obtained through the questionnaire regarding the strategies for learning English vocabulary. To find out the cognitive strategies of public schools, I asked tenth questions. All the questions were with four options, i.e. 'always', 'sometimes', 'seldom' and 'never'. It is presented in table 1.

Table 1
Cognitive Strategies

S.N.	Rating Scale Learning Strategies	Sometimes		Never		Always		Seldom	
		F	%	F	%	F	%	F	%
1.	Get the meaning of words from definition	19	48.71	0	0	19	48.71	1	2.56
2.	Use bilingual dictionary to transfer the meaning of L ₁ into L ₂	26	66.66	0	0	12	30.76	1	2.56
3.	Practice the glossary section of book	11	28.20	0	0	25	64.10	3	7.69
4.	Consult dictionary to know the meaning of new words.	17	43.58	2	5.12	18	46.15	2	5.12
5.	Learn new words through combination of already known words	17	43.58	0	0	12	30.76	10	25.64
6.	learn words through guessing from context while reading	17	43.58	3	7.69	14	35.89	5	12.82
7.	note down the meaning when the teachers is summarizing the lesson	17	43.58	1	2.56	20	51.28	1	2.56
8.	Keep a vocabulary notebook with you where ever you go.	13	33.33	15	38.46	11	28.20	0	0
9.	Learn new words by creating visual image of some words in mind	12	30.76	2	5.12	15	38.46	10	25.64
10.	Learn the words through differencing idioms and simily	20	51.28	6	15.38	9	23.07	4	10.25
11.	Note down the key words of the passage and memorize those words	22	56.41	0	0	14	35.89	3	7.69
12. N	Imitate the sounds of teachers when s/he is as auditory representation	17	43.58	0	0	19	48.71	3	7.69
13.	Learn the words by elaborating with new information with sisters	22	56.41	10	25.64	5	12.82	2	5.12
	Total	230	45.36	39	7.69	193	38.06	45	8.87

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

As shown in the above table, the first item is about ‘get the meaning of words from definition’. In response of this strategy 48.71 percent respondents used this strategy ‘sometimes’, 48.71 percent ‘always’, 2.56 percent ‘seldom’ and

remaining 0 percent 'never'. It shows that the majority of the respondents used this strategy 'sometimes' and 'always'. So, it is concluded that this is the most common strategy used by respondents to learn vocabulary items.

Similarly, the second item is related to 'use bilingual dictionary to transfer the meaning of L1 in to L2'. The table shows that 66.66 percent respondents used this strategy 'sometimes', 30.76 percent 'always', 2.56 percent 'seldom' and remaining 0 percent 'never'. It is clear that the majority of the respondents used this strategy 'sometimes'. So, it can be concluded that this is the common strategy used by the learners to learn vocabulary items.

The third item is about 'practice the glossary section of book'. In response of this item, 28.20 percent respondents used this strategy 'sometimes', 64.10 percent 'always', 7.69 percent 'seldom' and rest of the 0 percent used this strategy 'never'. It provides that the majority of the respondents used this strategy 'always'. Thus, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

In the same way, the fourth item is related with 'consult dictionary to know the meaning of new words'. The table shows that 43.58 percent respondents used this strategy 'sometimes', 5.12 percent 'never', 46.15 percent 'always' and remaining 5.12 percent 'seldom'. It is clear that the majority of the respondents used this strategy 'always'. So, it can be concluded that this is the most common strategy used by the learners to learn vocabulary items.

Similarly, the fifth item is related to 'learn new words through combination of already known words'. The table shows that 'sometimes' strategy is used by 43.58 percent respondents, 0 percent 'never', 30.76 percent 'always' and remaining 25.64 percent 'seldom'. It is clear that the majority of the respondents used this strategy 'sometimes'. So, it can be concluded that this is the common strategy used by the learners to learn vocabulary items.

The sixth item is related to 'learn words through guessing from context while reading'. The table shows that 43.58 percent respondents used this strategy 'sometimes', 7.69 percent 'never', 35.89 percent 'always' and remaining 12.82

percent 'seldom'. It is clear that the majority of the respondents used this strategy 'sometimes'. So, it can be concluded that this is the common strategy used by the learner to learn vocabulary items.

Similarly, the seventh item is related to 'note down the meaning when the teacher is summarizing the lesson'. The table shows that 'sometimes' strategy is used by 43.58 percent respondents, 2.56 percent 'never', 51.28 percent 'always' and remaining 2.56 percent 'seldom'. It is clear that the majority of the respondents used this strategy 'always'. Thus, it can be concluded that this is the most common strategy of vocabulary learning used by the learners.

The eighth item deals with 'keep a vocabulary notebook with you where ever you go'. As indicated in the above table, 33.33 percent respondents used this strategy 'sometimes', 38.46 percent 'never', 28.20 percent 'always' and remaining 0 percent 'seldom'. It is clear that the majority of the respondents never used this strategy. So, it can be concluded that this strategy is never used by the learners.

The ninth item is related with 'learn new words by creating visual image of some words in mind'. In response of this strategy, 30.76 percent respondents used this strategy 'sometimes', 5.12 percent 'never', 38.46 percent 'always' and rest of the 25.64 percent 'seldom'. It proves that the majority of the respondents used this strategy 'always'. So, It can be concluded that this is the most common strategy used by the learners to learn vocabulary.

Similarly, the tenth item is related to the strategy of 'learn the words through differencing idioms and simily'. As indicated in the above table, 'sometimes' strategy is used by 51.28 percent, 15.38 percent 'never', 23.07 percent 'always' and rest of the 10.25 percent 'seldom'. It shows that the majority of the respondents used this strategy 'sometimes'. So, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

The eleventh item is related to the strategy of 'note down the key words of the passage and memorize those words'. As indicated in the above table, 'sometimes' strategy is used by 56.41 percent, 0 percent 'never', 35.89 percent 'always' and 7.69 percent 'seldom'. It shows that the majority of the respondents used this

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

The twelfth item deals with the strategy 'Imitate the sounds of teacher when she/he is as auditory representation'. As indicated in the above table, 43.58 percent used the strategy 'sometimes', 0 percent used the strategy 'never', 48.71 percent used the strategy 'always' and 7.69 percent used the strategy 'seldom'. It shows that the majority of respondents used the strategy 'always'. It can be concluded that this strategy is the most common strategy used by the learners for learning vocabulary.

The thirteenth item deals with 'learn the words by elaborating with new information with sisters'. As indicated in the above table, 'sometimes' strategy is used by 56.41 percent, 'never' strategy is used by 25.64 percent, 'always' strategy is used by 12.82 percent and 'seldom' strategy is used by 5.12 percent. It shows that the majority of the learners used the strategy 'sometimes'. So, it can be concluded that this is the common strategy used for learning vocabulary.

4.1.2.2 Analysis and Interpretation of Informants on Meta-cognitive Strategies

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

Table 2
Meta-cognitive Strategies

S.N.	Rating scales Learning strategies	Sometime		Never		Always		Seldom	
		F	%	F	%	F	%	F	%
1.	Select the words from guide book and memorize self	20	51.28	4	10.25	14	35.89	1	2.56
2.	Learn words by planning like playing games such as cross word puzzles and scrabbles	20	51.28	3	7.69	11	28.20	5	12.82
3.	Learn the parts of speech through organization	24	61.53	2	5.12	6	15.38	7	17.94
4.	Prepare the words and meanings in advance reply teachers before friends	22	56.41	2	5.12	13	33.33	2	5.12
5.	Learn the words in self management by making routine	11	28.20	7	17.94	19	48.71	2	5.12
6.	Learn new words by planning through written or spoken discourse	32	82.05	0	0	7	17.94	0	0
7.	Imitate the sound of teacher when she/he is as auditory representation.	17	43.58	0	0	19	48.71	3	7.69
8.	Learn the words through computer and television	19	48.71	0	0	20	51.28	0	0
	Total	165	52.88	18	5.12	109	34.93	20	6.41

As shown in the table 2, the first item is related to the strategy of ‘select the words from guide book and memorize self’. The above table indicates that 51.28 percent respondents used this strategy ‘sometimes’, 10.25 percent ‘never’, 35.85 percent ‘always’ and rest of the 2.56 percent ‘seldom’. It shows that the majority of the respondents used this strategy ‘sometimes’. Thus, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

Likewise, the item no. 2 is about 'learn the words by planning like playing the games such as cross word puzzles and scrabbles'. As indicated in the above table, 51.28 percent of the respondents used this strategy 'sometimes', 7.69 percent 'never', 28.20 percent 'always' and remaining 12.82 percent 'seldom'. It is clear that the majority of the respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

The item no. 3. is related with the strategy of 'learn the parts of speech through organization'. The table shows that 61.53 percent respondents used this strategy 'sometimes', 5.12 percent 'never', 15.38 percent 'always' and rest of the 17.94 percent 'seldom'. It shows that the majority of the students used this strategy 'sometimes'. So, it can be concluded that this is the common strategy used by the learners while learning vocabulary items.

In response of the item no. 4, 56.41 percent respondents used this strategy 'sometimes', 5.12 percent 'never', 33.33 percent 'always' and remaining 5.12 percent 'seldom' to learn the strategy 'prepare the words and meanings in advance reply teachers before friends'. It indicates that the majority of the respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

In the above table, the item no. 5 is related to the strategy of 'learn the words in self management by making routine'. 28.20 percent respondents used this strategy 'sometimes', 5.12 percent 'seldom', 17.94 percent 'never' and remaining 48.71 percent 'always'. This shows that the majority of the respondents used this strategy 'always'. So, it can be concluded that this is the most common strategy used by the learners in learning vocabulary items.

Similarly, in the item no. 6 as indicated in the above table, 82.05 percent respondents used the strategy 'sometimes', 0 percent 'never', 17.94 percent 'always' and remaining 0 percent 'seldom' to learn the strategy 'learn new words by planning through written or spoken discourse'. It is clear that the majority of the respondents used the strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners while learning vocabulary items.

Likewise, item no. 7 is related to the strategy of 'imitate the sound of teacher when she/he is as auditory representation'. Out of the total respondents, 43.58 percent used this strategy 'sometimes', 0 percent 'never', 48.71 percent 'always' and remaining 7.69 percent 'seldom'. This shows that the majority of the respondents used the strategy 'always'. Thus, It can be concluded that this is the most common strategy used by the learners while learning vocabulary items.

In the same vein, the item no. 8 is related to the strategy of 'learn the words through computer and television'. As indicated in the above table, 48.71 percent respondents used the strategy 'sometimes', 0 percent 'never', 51.28 percent 'always' and remaining 0 percent 'seldom'. It shows that the majority of the respondents used this strategy 'always'. Thus, it can be concluded that this is the most common strategy used by the learners while learning the vocabulary items.

4.1.2.3 Analysis and Interpretation of Informants on Socio-affective Strategies

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

Table 3
Socio-affective Strategies

S.N.	Rating scales Learning strategies	Sometimes		Never		Always		Seldom	
		F	%	F	%	F	%	F	%
1.	Ask to family members for clarification of meanings while doing homework	31	79.48	0	0	7	17.94	1	2.56
2.	Teacher makes students listen the tape of words list	14	35.89	12	30.76	12	30.76	1	2.56
3.	Learn new words through co-operation and collaboration with friends	30	76.92	0	0	9	23.07	0	0
4.	Learn the words by co-operating with friends	15	38.46	0	0	19	48.71	5	12.82
5.	Correct the words of synonyms and antonyms self as well as friends too	20	51.28	3	7.69	16	41.02	0	0
6.	Use word list prepared by your teachers	17	43.58	0	0	21	53.84	1	2.56
7.	Learn new words with sisters	24	61.53	1	2.56	14	35.89	0	0
8.	Learn new words through listening and speaking with teachers	12	30.76	0	0	25	64.10	2	5.12
9.	Learn the words by group works in class	17	43.58	0	0	20	51.28	2	5.12
10.	Note down the difficult words and ask teachers meanings of words	12	30.76	0	0	27	69.23	0	0
	Total	192	49.23	16	4.10	170	43.58	12	3.07

As shown in the above table 3, the first item is related to the strategy of ‘ask to family members for clarification of meanings while doing homework’. Out of the total respondents, 79.48 percent used this strategy ‘sometimes’, 17.94 percent ‘always’, 0 percent ‘never’ and remaining 2.56 percent ‘seldom’. It shows that the majority of the respondents used this strategy ‘sometimes’. So, it can be concluded

that this is the most common strategy used by the learners in learning vocabulary items.

In the same way, the second item is about 'teacher makes students listen the tape of words list'. The above table shows that 35.89 percent respondents used the strategy 'sometimes', 30.76 percent 'never', 30.76 percent 'always' and remaining 2.56 percent 'seldom'. It is clear that the majority of respondents used the strategy 'never' and 'always'. Thus, it can be concluded that this is the most common strategy used by the learners while learning vocabulary items.

In the third item, the above table indicates that 76.92 percent respondents used this strategy 'sometimes', 0 percent 'never', 23.07 percent 'always' and remaining 0 percent 'seldom' to learn the strategy 'learn new words through co-operation and collaboration with friends'. This shows that the majority of respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners in learning vocabulary.

In the same vein, the fourth item is about 'learn the words by co-operating with the friends'. The above table shows that 38.46 percent respondents used this strategy 'sometimes', 0 percent 'never', 48.71 percent 'always' and remaining 12.82 percent 'seldom'. It is clear that the majority of the respondents used this strategy 'always'. Thus, it can be concluded that this is the most common strategy used by the learners in learning vocabulary.

In response of the fifth item 'correct the words of synonyms and antonyms self as well as friends too'. 51.28 percent respondents used this strategy 'sometimes', 7.69 percent 'never', 41.02 percent 'always' and remaining 0 percent 'seldom'. It can be clear that majority of respondents used this strategy 'sometimes'. Thus, It can be concluded that this is the common strategy used by the learners in learning vocabulary items.

Similarly, the sixth item is related to 'use word list prepared by your teachers'. The table shows that 43.58 percent respondents used this strategy 'sometimes', 0 percent 'never', 53.84 percent 'always' and rest 2.56 percent 'seldom'. It is clear

that the majority of the respondents used this strategy 'always'. So, it can be concluded that this is the most common strategy used by the learners to learn vocabulary items.

The seventh item is related to 'learn new words with sisters'. The table shows that 61.53 percent respondents used this strategy 'sometimes', 2.56 percent 'never', 35.89 percent 'always' and remaining 0 percent 'seldom'. It is clear that the majority of the respondents used this strategy 'sometimes'. Thus, it can be concluded that this is the common strategy used by the learners in learning vocabulary items.

Regarding the eighth item, as shown in the above table, 30.76 percent respondents used this strategy 'sometimes', 0 percent 'never', 64.10 percent 'always' and remaining 5.12 percent 'seldom' to learn the strategy 'learn new words through listening and speaking with teachers'. The majority of the respondents used this strategy 'always'. Thus, it can be concluded that this is the most common strategy used by the learners while learning vocabulary items.

Similarly, the ninth item is related to 'learn the words by group works in class'. The table shows that 43.58 percent respondents used this strategy 'sometimes', 0 percent 'never', 51.28 percent 'always' and remaining 5.12 percent 'seldom'. It is clear that the majority of the respondents used this strategy 'always'. Thus, it can be concluded that this is the most common strategy of vocabulary learning used by the learners.

The tenth item deals with 'note down the difficult words and ask teachers the meaning of words'. As shown in the above table, 30.76 percent respondent used this strategy 'sometimes', 0 percent 'never', 69.23 percent 'always' and remaining 0 percent 'seldom'. This shows that the majority of the respondents used this strategy 'always'. Thus, It can be concluded that this is the most common strategy used by the learners in learning vocabulary items.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Findings

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

- a) After the analysis and interpretation of collected data, it was found that to a greater or lesser extent students used cognitive strategies, meta-cognitive strategies and social strategies. Among them, social strategies were used in a greater extent in comparison to cognitive strategies and meta-cognitive strategies.
- b) In order to learn English vocabulary, respondents got the meaning of words from their definition, practiced the glossary section of book, consulted dictionary to know the meaning of new words, learned the words by co-operating with their friends and noted down the meaning when the teacher was summarizing the lesson 'always'. So, these are the most common strategies used by the learners while learning vocabulary.
- c) While learning vocabulary, respondents learnt the words in self management by making routine, used word list prepared by teachers, learnt new words by creating visual image of some words in mind, learnt new words through listening and speaking with teachers, noted down the difficult words and asked teachers the meaning of words, learnt the words by group work in class and imitated the sound of teacher when she/he is as auditory representation 'always'. So, these are the most common strategies used by the learners while learning vocabulary.
- d) Similarly, respondents learnt the words by elaborating with the new information with sisters, learnt the parts of speech through organization, prepared the words and meanings in advance to reply teachers before friends, corrected the words of synonyms and antonyms self as well as friends too, used bilingual dictionary to transfer the meaning of L1 in to

L2, selected the words from guide book and memorized self, listened the tape of words list by teacher and noted down the key words of the passage and memorized those words 'sometimes'. Thus, these are the common strategies of vocabulary learning used by the learners.

- e) In the same vein, respondents asked to family members for clarification of meanings while doing homework, learned new words through co-operation and collaboration with friends, learned new words through combination of already known words, learned words through guessing from context while reading, learned the words by planning like playing the games such as cross word puzzles and scrabbles, learnt the words through computer and television, learnt the words through differencing idioms and simily, learnt new words by self-talking and got the meaning of words from definition, 'sometimes'. So, these are the common strategies of vocabulary learning used by the learners.
- f) Similarly, respondents learnt the words by elaborating with the new information with sisters, learnt the parts of speech through organization, prepared the words and meanings in advance to reply teachers before friends and corrected the words of synonyms and antonyms self as well as friends too 'sometimes'. So, these are the common strategies exploited by the learners while learning vocabulary.
- g) Likewise, maximum students never kept a vocabulary notebook with them where ever they go. So, this strategy is less used by the learners while learning vocabulary.

5.2 Conclusion

Second language learning is a conscious process, needs deliberate efforts and occurs in artificial situation. Therefore, to be a successful learner, one has to adopt different strategies for second language learning. So, this study entitled "Strategies Adopted by Grade Nine Students for Learning Vocabulary" was conducted to find out the vocabulary learning strategies used by the students of Public schools

of English studying in grade nine with reference to cognitive strategies, meta-cognitive strategies and social strategies. To achieve this purpose, a sample of thirty nine students of three public schools of Kirtipur area was distributed closed-ended questionnaire. From the analysis and interpretation of collected data, it was found that to a greater or lesser extent students used cognitive strategies, meta-cognitive strategies and socio-strategies. Among them, social strategies were used in a greater extent in comparison to meta-cognitive and social strategies.

They got the meaning of words from their definition, practiced the glossary section of book, consulted dictionary to know the meaning of new words, learnt the words by co-operating with the friends, noted down the meanings when the teacher was summarizing the lesson, learnt the words in self management by making routine, used word list prepared by teachers, learnt new words through listening and speaking with teachers, learnt new words by creating visual image of some words in mind, imitated the sound of teacher when she/he is as auditory representation, learnt the words by group works in class and noted down the difficult words and asked teachers the meaning of words 'always'. So, it can be concluded that these are the most common strategies of vocabulary learning used by the learners.

Respondents used bilingual dictionary to transfer the meaning of L1 into L2, asked to family members for clarification of meanings while doing homework, selected the words from guide book and memorized self, listened the tape of words list by teacher, noted down the key words of the passage and memorized those words, learnt new words through co-operation and collaboration with friends, learnt new words through combination of already known words, learnt words through guessing from context while reading, learnt the words planning like playing the games such as cross word puzzles and scrabbles, learnt the words by elaborating with the new information with sisters, learnt the parts of speech through organization, corrected the words of synonyms and antonyms self as well as friends too, prepared the words and meanings in advance to reply teachers before friends, learnt new words by planning through written or spoken discourse, learnt

new words by self talking, learnt the words through differencing idioms and simily, learnt the words through computer and television and got the meaning of words from definition 'sometimes'. Thus, it can be concluded that these are the common strategies used by the learners while learning vocabulary items.

Maximum respondents never kept a vocabulary notebook with them where ever they go, learnt the words in self management by making routine, learnt the words through modern means of communication and learnt the words through differencing idioms and simily. Thus, this is the strategy that learners adopt while learning vocabulary.

5.3 Recommendations

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

5.3.1 Policy Related

Following are some of the recommendations at policy level:

- a) The ministry of education should make appropriate policy and programs related with vocabulary learning strategies and implement them to update all the English learners about those strategies.
- b) The syllabus designers and textbook writers need to develop syllabus and textbooks which emphasize all the language skills; listening, speaking, reading and writing equally.
- c) It is necessary to bridge the gap between policy and practice which lacks in the context.

5.3.2 Practice Related

Following are some of the recommendations at practice level:

- a) Students should use all types of dictionary to learn the new vocabulary as well as keep in pocket where ever they go. So, that they can memorize vocabulary when they feel they are in leisure time.
- b) Students should practice English vocabulary in pair and group work inside as well as outside the classroom with their teachers, family and friends.
- c) Students should learn new words by practicing the glossary section of the book by making routine and through co- operation and collaboration with their friends as well as teachers.
- d) Difficult vocabulary given in the book should be learnt in context within the text as well as the vocabulary list prepared by their teachers.
- e) Students should use the means of communication; computer, voice recorder cassette and television to increase their vocabulary power.
- f) Students should learn the vocabulary through different techniques like games, synonyms and antonyms.
- g) School should conduct various co-curricular activities to increase student's participation and also students should be inspired.

5.3.3 Further Research Related

The recommendations for further research related are as follows:

- a) This research study is important secondary source for other researchers.
- b) This study is limited to find out the strategies used in learning English vocabulary.
- c) The researchers can study the learning strategies adopted by indigenous learners at any level.
- d) The researchers can study and compare the learning strategies used by the students of private and public schools.

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APPENDIX-I

Questionnaire for Respondents

Dear Respondents,

This questionnaire has been prepared to complete work entitled Strategies Adopted by Grade Nine Students for Learning Vocabulary. This research is being carried out under the supervisor **Prof. Dr. AnjuGiri**, Department of English Education. The researcher aims to find out the strategies adopted by grade nine students for learning vocabulary. The honest information you provide will be kept highly confidential and will be used only for this research purpose.

Researcher

BinitaChaudhary

Department of English Education,

T.U., Kirtipur, Kathmandu.

APPENDIX-II

Participant Consent Form

Supervisor	Faculty of Education
Dr. AnjuGiri	Department of English Education
Professor	Kirtipur, Kathmandu, Nepal

Strategies Adopted by Grade Nine Students for Learning Vocabulary

I[PRINT NAME], agree to take in this research study. In giving my consent I state that: I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.

1. I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part.
4. I understand that I can withdraw from the study at any time before I submit my responses.
5. I understand that my responses cannot be withdrawn once they are submitted.
6. I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
7. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to completing the questionnaire YESNO

Signature

Name Date

APPENDIX-III

Participant Information Statement

Strategies Adopted by Grade Nine Students for Learning Vocabulary

1. What is this study about?

You are requested to take part in a research entitled “ Strategies Adopted by Grade Nine Students for Learning Vocabulary” which aims to find out Strategies Adopted by Grade Nine Students for Learning Vocabulary.

You have been requested to participate in this study because I am interested in finding out what the strategies adopted by grade nine students in learning vocabulary.

This participant information statement tells you about the research study.

Knowing what is involved will help you decide if you want to take part in the research. Please read the sheet carefully and ask questions about anything that you do not understand or want to know more about the study. Participant in this research is voluntary. So, it is up to you whether you wish to take part or not. By giving your consent to take part in the study you are telling me that you:

- a. Understand what you have read.
- b. Agree to take part in the research study as outlined below.
- c. Agree to the use of your personal information as described.

You will be given a copy of this Participant Information Statement to keep.

2. Who is carrying out the study?

This study is being carried out by **Ms. Binita Chaudhary** as the basis for the degree of Master of English Education at the University Campus of Kirtipur, Kathmandu. This study will take part under the supervision of Dr. Anju Giri, Professor.

3. What will the study involve for me?

This study involves completing a set of questionnaire. This set of questionnaire contains 30 questions as close ended. So, this questionnaire is based on my research study.

4. How much of my time will the study take?

It will take about 30 minutes to complete the questionnaire for this research study.

5. Who can take part in the study?

39 students of grade nine of three schools of Kirtipur area can participate in this study.

6. Do I have to be in the study? Can I withdraw from the study once I've started?

Participation in this study is completely voluntary. Your participation in the study will not harm in your career and future. It will help to understand about the strategies for learning vocabulary. You are free to withdraw from the study. Submitting your completed questionnaire is an indication of your consent to participate in the study.

7. Are there any risks or costs associated with being in the study?

Besides from your time investing to response questionnaire, there will not be any risks or costs as about the associated with taking part in this study.

8. Are there any benefits associated with being in the study?

This study will help you understand about the attitudes of learners in learning English. You can be more familiar with the strategies of learning vocabulary.

9. What will happen to information about me that is collected during the study?

Your information will only be used for the purposes outlined in this participation information statement. Your information will be stored securely and your

identity/information will be kept strictly confidential, except as required by law. The findings of the study may be published, but you will not be individually identifiable in these publications.

10. Can I tell other people about the study?

Yes, you are welcome to tell other people about the study.

11. What if I would like further information about the study?

If you would like to know more at any stage during the study, please feel free to contact Ms. BinitaChaudhary(binitachaudhary321@gmail.com)

12. Will I be told the results of the study?

You will get the summary of the overall findings of the study and whole thesis paper through the Department of English Education T.U., Kirtipur, Kathmandu.

13. What if I have a complaint or any concerns about the study?

The ethical aspects of this study have been approved by the Tribhuvan University, Department of English Education T.U., Kirtipur, Kathmandu. As part of this process, I have agreed to carry out the study according to the Ethical consideration.

Tools for Data Collection

A Set of Questionnaire

Name:

Address:

Mother Tongue:

Age:

School:

Roll no.:

Class:

Boys/Girls:

The following list of questionnaires are related to vocabulary learning strategies. I would like to know which strategies you follow while learning vocabulary. Please tick one.

1. I get the meaning of words from their definition.
a) Sometimes b) Never c) Always d) Seldom
2. I use bilingual dictionary to transfer the meaning of L1 into L2.
a) Sometimes b) Never c) Always d) Seldom
3. I practice the glossary section of my book.
a) Sometimes b) Never c) Always d) Seldom
4. I ask to my family members for clarification of meanings while doing my homework.
a) Sometimes b) Never c) Always d) Seldom
5. I select the words from guide book and memorize self.
a) Sometimes b) Never c) Always d) Seldom
6. Our teacher makes us listen the tape of words list.
a) Sometimes b) Never c) Always d) Seldom
7. I consult dictionary to know the meaning of new words.
a) Sometimes b) Never c) Always d) Seldom
8. I keep a vocabulary notebook with me where ever I go.
a) Sometimes b) Never c) Always d) Seldom
9. I note down the key words of the passage and memorize those words.
a) Sometimes b) Never c) Always d) Seldom

10. I learn new words through co- operation and collaboration with my friends.
- a) Sometimes b) Never c) Always d) Seldom
11. I learn new words through combination of already known words.
- a) Sometimes b) Never c) Always d) Seldom
12. Learn the words by co-operating with the friends.
- a) Sometimes b) Never c) Always d) Seldom
13. I learn words through guessing from context while reading.
- a) Sometimes b) Never c) Always d) Seldom
14. I note down the meanings when the teacher is summarizing the lesson.
- a) Sometimes b) Never c) Always d) Seldom
15. I learn the words by planning like playing the games such as cross word puzzles and scrabbles.
- a) Sometimes b) Never c) Always d) Seldom
16. I learn the words by elaborating with the new information with my sisters.
- a) Sometimes b) Never c) Always d) Seldom
17. I learn the parts of speech through organization.
- a) Sometimes b) Never c) Always d) Seldom
18. I correct the words of synonyms and antonyms self as well as my friends too.
- a) Sometimes b) Never c) Always d) Seldom
19. I prepare the words and meanings in advance to reply my teachers before my friends.
- a) Sometimes b) Never c) Always d) Seldom
20. I learn the words in self management by making routine.
- a) Sometimes b) Never c) Always d) Seldom
21. I use word list prepared by my teachers.
- a) Sometimes b) Never c) Always d) Seldom
22. I learn new words by planning through written or spoken discourse.
- a) Sometimes b) Never c) Always d) Seldom

23. I learn new words by self- talking.
a) Sometimes b) Never c) Always d) Seldom
24. I learn new words by creating visual image of somewords in my mind.
a) Sometimes b) Never c) Always d) Seldom
- 25) I learn new words through listening and speaking with my teachers.
a) Sometimes b) Never c) Always d) Seldom
- 26) I imitate the sound of my teacher when she/he is as auditory
representator.
a) Sometimes b) Never c) Always d) Seldom
- 27) I learn the words through differencing idioms and simily.
a) Sometimes b) Never c) Always d) Seldom
- 28) I learn the words by group works in class.
a) Sometimes b) Never c) Always d) Seldom
- 29) I learn the words through computer and television.
a) Sometimes b) Never c) Always d) Seldom
30. I note down the difficult words and ask my teachers the meaning of
words.
a) Sometimes b) Never c) Always d) Seldom

Thank you for your kind cooperation. I will use your answers as effectively
as I can.