

CHAPTER ONE

INTRODUCTION

This chapter introduces the research in terms of its general background, review of related literature, objectives and significance of the study. In brief, general background consists of short introduction of language as well as its importance.

1.1 General Background

Generally, language is defined as a means of communication by which we can share our ideas, emotions thoughts, feelings etc. So, it is quite important for the people to learn their languages in order to survive in their society. Different scholars have defined language differently. Richards et al. (1999, p.196) define “The system of human communication which consists of the structural arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances”. Similarly, Crystal (2003, p.225) states that “A particular variety or level of speech/ writing may also be regarded to as language e.g. scientific language”. Likewise, Wardaugh (2002, p.1) says, “What the members of a particular society speak”. In the same way, Asher (1994, p.1984) defines “A particular type of or appropriate to, a given type of situation may also popularly be called language, as in the phrase scientific language”.

All the definitions show that language is the system which is used for communication by a particular group of people either in speech or writing. There are innumerable languages spoken in this universe. Out of them, the English language is the most indispensable for us because of the rapid technological advancement and it has become our part of life. In this regard, Bhattarai (1994, p.226) says, “English has become indispensable vehicle to the transmission of modern civilization into the nation. It is a passport through which one can visit the world and one who knows English can enjoy the advantage of modern citizens”.

English has got the international status because it is used in every status such as business, news, health, education, science, technology, media etc. Therefore it is very much important for us to learn English.

It is said that language is species specific to human beings. It means that human beings are only the creatures in this world who has ability to perceive their language. All the normal children acquire their mother tongue irrespective to their cast, cultures, sexes, society etc. However, learning second language is not an easy task. It needs a lot of time and effort to have the mastery over all the level of language. Out of them, vocabulary is very much important. It is said that structures provide the skeleton of language whereas words provide the flesh of language. So, a person can communicate effectively only if s/he has got adequate number of vocabularies of that language.

1.1.1 Vocabulary

In a general sense, vocabulary can be defined as the list of words without which we can not communicate in our day to day life communication. Different scholars have defined vocabulary differently. Crystal (2003, p.126) defines “A fixed set of words used as a part of definition of other words”. Likewise, Wallace (1989) says that to know a word in a target language involves the ability to recognize it in its spoken or written form as well as relate it to an appropriate object or concept.

Using words in the appropriate grammatical form and pronouncing it in a recognizable way are also related with this ability. The learners having the ability to know a word in a target language can spell the word correctly while writing. It also makes the learners be aware of its connotation and association. In the same way, Harmer (1991, p.153) states, “If language structures makes up skeleton of language, then it is vocabulary that provides the vital organs and the flesh”.

Similarly, Richards et al. (1999, p.400) define vocabulary as “A set of lexemes, including single words, compound words and idioms”.

All the definitions mentioned above show that vocabulary is an important aspect of language without which we cannot express our ideas, thoughts, emotions, feelings etc. One who has not good knowledge of language structures can express what s/he wants if s/he has adequate numbers of vocabularies. If we talk about two year's old baby s/he can express her/his ideas with the help of the words although she/he does not know the structure of the language. Therefore, we need to learn adequate number of vocabulary in order to speak any language fluently and appropriately. But in the process of learning the vocabulary learners should learn the vocabulary by the context/situation because the same word may convey different meaning in different situations.

1.1.2 Importance of Vocabulary

Learning vocabulary means learning meaning of different words according to context. Vocabulary is the most important unit of language. Vocabulary is such important aspect of language without which communication is rather difficult even if one who has good knowledge of a language. In this regard, Wilkins (1972, p.111) states that "Without grammar very little can be conveyed, but without vocabulary nothing can be conveyed". This definition states that the person, who has no adequate number of words item, cannot communicate appropriately although he/she has good knowledge of the structure of language. So, in order to communicate appropriately he/she should learn the adequate number of vocabulary of language.

In the beginning, learning vocabulary is neglected. Actually, people thought that learning vocabulary is not important for learning the language. In this regard, Taylor (1990, p.1) says, "In foreign language teaching, vocabulary has for long time been neglected area. Coursebooks have provided little guidance other than word lists. So, that part from turning to the specialized supplementary materials such as dictionary workbooks, teachers have been hard to put satisfy their

students' demand for word". In this way, people started thinking that it is very difficult to learn language or to take part in communication without the knowledge of vocabulary.

Learning English means learning a foreign language and learning foreign language is a matter of learning the vocabulary of that language. In this regard, Wallace (1982, p.9) says, "It has often been remarked how strange that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is sense in which learning a foreign language is basically matter of learning the vocabulary of that language." Thus, vocabulary plays an important role for expressing complex thoughts and ideas. The knowledge of vocabulary and structure is very much essential for all.

1.1.3 Types of Vocabulary

Vocabulary has been classified in different ways by different scholars. According to Harmer (1991, p.159), vocabulary has classified into two groups active and passive. The former refers to vocabulary that students have been taught and learnt and the latter refers to words which the students will recognize when they meet them but which they will probably not be able to produce. But the status of vocabulary in terms of active and passive is not permanent state of affairs. In this regard, Harmer (1991, p.159) again says that "a word that has been active through content use may slip back into the passive store if it is not used. A word that students have in their passive store may suddenly become active if the situation or the context provokes its use". So, what we can say is that the vocabulary which we can use in both productive and receptive skills of language are called active vocabulary and those which we can use only in receptive skills of language are passive vocabulary.

Arts and Arts (1981, p.22) have grouped words into two categories: major word class and minor word class. The former is also called open word class as its membership is unrestricted and indefinitely large and it allows the addition of new members. Content words belong to open class. Minor word is also called close word class; its membership is restricted since it does not allow the creation of new members. Function words belong to closed class.

But on the other hand, Fries (1945, p.44-50) has classified words into four groups.

- a) **Function words:** These words are also known as the empty words. They primarily perform grammatical functions. For example 'do' signaling question.
- b) **Substitute words:** These words are known as replace class of words. For example, he, she, it, they, etc.
- c) **Grammatically distributed words:** These words show the unusual grammatical restriction distribution. For example so, any etc.
- d) **Content words:** These words are also known as major words. They have their own meaning. For example noun, verb, adjective, adverbs.

Vocabulary again can be classified into two types on the basis of their meaning they convey: concrete and abstract. If a word refers to the object with concrete shape, it is called concrete vocabulary e.g. bag, pen, book etc. On the contrary, if it signifies something which has no definite shape, size and measurement and is entire dependent on our personal imagination, it is called abstract vocabulary e.g. love, kindness, bravery.

These types of vocabulary, mentioned above, suggest that vocabularies play vital role in learning language. One cannot take part in communication in the lack of vocabulary although s/he has a good knowledge of the system of language.

Therefore, it is only the vocabulary that helps a person to understand someone and also can make someone understand his/ her language.

1.1.4 Aspects of Learning Vocabulary

Learning a word means learning different aspects of that word like meaning, use, formation, grammar etc. According to Harmer (1991, p.156-157), there are four aspects of learning a word. Which are mentioned below.

a) 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 nouns, 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,

b) Word use

Mostly, the words are understood with their direct meaning but they are frequently stretched through the use of metaphor and simile, collocation, style and register. Metaphor and simile are the figures of speech which express the thing comparing with one another. In this regard, Abrams (1993, p.102) says, "In a metaphor a word or expression that in literal usage denotes one kind of thing or action is

applied to distinctly different kind of thing, without asserting a comparison” e.g. my wife is a tiger. Likewise, simile is another figures of speech which compares the things with use of ‘like’ and ‘as’ e.g. my beloved eyes are nothing like the sun. Similarly, idiom is a group of words which functions as a single unit whose meaning can not be inferred by separating the parts e.g. it’s raining ‘cats and dogs’. Collocation is the association of one lexical item with another lexical item, whereas style is the way of using language by an individual which differs from formal situation to informal situation according to person, location, place, etc. Register is one of the varieties of language which is used by a group of people who are sharing the same occupation or the same interest.

c) Word formatio

It means knowing how words are written and spoken and how they can change their form. So, Hammer (1991) says words are formed by the use of suffixes and prefixes which change the shape and meanings of word. For example if we add ‘im’ to the word possible and ‘ly’ to the word slow, both word form and meaning will be entirely changed.

d) Word grammar

As words change according to their grammatical meaning so the use of certain grammatical patterns change. For example, countable noun can be both singular and plural (one chair, two chairs) but an uncountable noun only be singular (furniture). This difference is reflected in grammatical rules; the word chair can collocate with plural verbs whereas the word furniture never can.

1.1.5 Principles of Teaching and Learning Vocabulary

It will be very difficult for the teachers as well as students for teaching and learning vocabulary without knowing the principles of teaching and learning vocabulary. Principles of teaching and learning vocabulary pave the path of

teachers and students in teaching and learning vocabulary. Learning vocabulary is not the same as memorizing the list of words. Wallace (1982, p.27) has discussed the following principles of teaching and learning vocabulary:

a) Aims: At first, the teacher has to be clear about his/her aims. How many of the things listed does the teacher expect the learner to be able to do? If the teacher is not clear on this topic, it will be difficult to assess how successful the vocabulary learning has been.

b) Quantity: After determining the aims the teacher should make decision on the quantity of vocabulary to be learnt. Clearly, the actual number will be varied from class to class and learner to learner.

c) Need: The vocabulary should be presented in response to the student's needs and interests and they are perhaps more likely to remember it. So, the teacher should try to bring such situations in the classroom by which the students should feel that they need target words.

d) Frequent exposure and repetitions: We cannot remember a new word simply by hearing it at once. It has to be repeated frequently. The students should be given the opportunity to response the new words frequently.

e) Meaningful presentation: The vocabulary must be used in an unambiguous way. A word may have different meanings in different situations. The words that are going to be learned should be presented in such a way that its reference is perfectly clear and unambiguous

f) Situation presentations: The words should be learnt in an appropriate situation. The choice of words can vary according to the situation in which we are speaking.

g) Presentation in context: The words are rarely occurred in isolation. The teacher should teach the vocabulary in meaningful context not in isolation.

1.1.6 Ethnicity

Perhaps the adequate definition of ethnicity may be impossible as it covers the vast area of study and analysis. If we explore the etymological meaning of the word 'ethnic' it was originated from the Greek word 'ethnos' and it means 'nation' or 'people'. It is open to much debate that often causes great confusion. Recently, ethnicity tends to be used to describe people who are often a minority in the country in which they live. Some scholars have defined the term ethnicity in their own way. Out of them, Puri, J. (2004) (as cited in Block, 2007, p.28) has defined it as,

“Ethnicity is ... a form of collective identity based on shared cultural beliefs and practices, such as language, history, descent, and religion. Even though ethnicities often allude to enduring kin based and blood ties, it is widely recognized that they are cultural not biological ties”.

Thus, the term 'ethnicity' refers to relationship between groups whose members consider themselves distinctive and these groups may be ranked hierarchically within a society. Words like 'ethnic groups, ethnicity, and ethnic conflict' have become quite common terms in English language and they keep appearing in the press, T.V, news, in political programs and in causal conversation.

1.1.7 Ethnicity in Nepal

Historically, Nepal is a multi-ethnic nation with diverse languages, religions and cultures. So, the interim constitution of our country (2001) has acknowledged the fact that Nepal is a multi-ethnic, multi-racial, multi-lingual, multi-cultural, and multi-religious country. Multi-ethnic nation comprises various ethnic and religious communities. Its ethnic and religious diversity is coupled with its

linguistic plurality. The linguistic plurality existing in the country has given rise to three situations viz. monolingualism, bilingualism, and multilingualism.

It is very difficult to find out the various ethnic groups, their distribution, and population size since no anthropological/ linguistic survey has been carried out in Nepal. The CBS (Central Bureau of Statistics) provided data on 59 ethnic groups in 1991 census whereas it provided 100 ethnic groups in the 2001 census. Despite this available information, many agencies have provided their own information on it and thus the number of ethnic groups and their population size may differ from one source to another. For example, The National Committee of Nationalists 2002 listed 59 distinct cultural groups within Janjati and The Dalit Commission 2002 listed 28 cultural groups within it.

Despite its clear diversity in ethnic composition of the population of Nepal, the 1991 and 2001 census data demonstrate that 70per cent of the total population belongs to ten major ethnic groups. The Chhetri group is the largest group in size while on the other hand the Kusunda group stands in the 100th position. According to the 2001 census the 32 smallest ethnic cast groups altogether account for just 0.71per cent of Nepal's total population. We find ten distinct cultural groups whose population size is less than 0.1per cent of the whole population. They are Kusunda, Patharkata/ Knshwadia, Munda, Raute and Yelmo.

1.1.8 Learning Strategies

The term strategies are defined differently by different scholars. Cook (1991, p.78) defines strategies as “A choice that the learner makes while learning or using second language that affects learning”. Similarly, Cohen (1998, p.4) opines learning strategies as “learning process which is consciously selected by learners”. Ellis (1986, p.167) contemplates learning strategies as “The process of hypothesis formulation and testing”. Likewise, Rubin (1975, p.43) provided a very board

definition of Learning strategies as “The techniques or devices which a learner may use to acquire knowledge” (as cited in Griffiths, 2004). Furthermore, Richards et al. (1999, p.209) defines “A way in which a learner attempt to work out the meaning and use of words grammatical rules and other aspects of a language”.

Thus, learning strategies are particular actions or activities employed by learners make their learning easier, faster, more enjoyable and more effective to new situations. So, strategies pave the path of learning process for learners. Learners use different strategies while learning language. It is always problem oriented because learners apply the learning strategies when they face with problems. Learning strategy is a series of actions that a learner apply to complete the task. Strategy may differ according to different aspects of language. They are moment to moment techniques to solve problems that differentiate one individual from another. Learning strategies applied by learners in learning may also differ from gender, individual context, class size and cultural context.

O' Malley et al. (1990) (as cited in Brown, 1996, p.116-117) have defined three main types of strategy used by second language learners as follows:

a) Metacognitive strategies

Metacognitive strategies deal with the pre-assessment and pre-planning, on line planning and evaluation, past evaluation of language events. Such strategies allow learners to control their own cognition by coordinating the planning, organizing and evaluating the learning process. It includes the strategies of advance attention, self-management, advance preparation, self-monitoring, delayed production, self-evaluation and self reinforcement.

b) Cognitive strategies

Cognitive strategies help the learner make and strengthen associations between new and already known information. These strategies usually involve repetition, resources, direct physical response, translation, grouping, note taking, deduction, recombination, auditory, representation key work, contextualization, elaboration, transfer, inferencing, etc.

c) Social affective strategies

Social affective strategies facilitate learning with others and help learners understand the culture of the language they are learning. This strategy includes the actions which learners choose to take in order to interact with other learners and native speakers (e.g. asking question, clarifying, social rules and relationships or co-operating with others in order to complete the task). Social affective strategies involve co-operation and question for clarification.

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

a) Memory strategies

Memory strategies aid 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 forming and reviewing and produce message in the target language. Such as reasoning, analyzing, summarizing and practicing.

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 and listening and using synonyms and gestures to convey meaning when the precise expression is not known.\

d) Metacognitive strategies

Metacognitive 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.

1.1.9 Good Language Learner Strategies

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

a) Find a learning style that suits you

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

b) Involve yourself in the language learning proces

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

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

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

d) Pay constant attention to expending your language knowledge

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

e) Develop the L2 as separate system

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

f) Take into account the demands that L2 learning imposes

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

1.2 Reviews of Related Literature

Some studies carried out in the past have been reviewed in the following paragraphs.

Devkota (2007) carried out a research entitled “Vocabulary Achievement of Students from Different Ethnic Groups”. His objective was to compare the vocabulary achievement of grade eight students in terms of ethnic groups. He used both randomly and purposively sampling procedures for selecting the study population and used different test items such as multiple choices, fill in the blanks, matching words, etc for data collection. His findings showed that Brahmin-Hill students had the highest vocabulary achievement and the Kami students had the lowest vocabulary achievement. Likewise, Paudel (2009) conducted a research on “An Analysis of Prepositions Errors Committed by Students from Different Ethnic Groups”. He wanted to find out the errors made by different ethnic groups on grammatical items i.e. prepositions and also to compare the errors made by different ethnic groups on grammatical items. He used random sampling

procedures as tools for data collection. His findings showed that Chhetries and Newars students committed the highest number of errors whereas Hill Brahmin students committed the lowest number of errors.

Acharya (2008) carried out research on “The Effectiveness of Teaching Vocabulary through Real Objects” to find out the effectiveness of teaching vocabulary through real objects. He used different test items such as multiple choice, fill in the blanks, matching item, etc. He used non random sampling procedure for data collection and his finding showed that teaching vocabulary through real objects had relatively better impact on the students. Similarly, Thakur (2008) conducted a research entitled “The Effectiveness of Teaching Vocabulary Through Jokes and Riddles”. His objective was to find out the effectiveness of teaching vocabulary through jokes and riddles. He used judgmental sampling procedure to select the private school of Kathmandu and random sampling to select the study population. He used different test items for data collection such as multiple choice, fill in the blanks, word categorization, word arrangement, etc. His findings showed that teaching vocabulary through jokes and riddles were relatively better and more effective than the conventional technique.

Dahal (2009) carried out a research on “Vocabulary Learning Strategies: A Case in Graduate Record Examination”. He wanted to find out the vocabulary learning strategies employed by the learners of GRE. He used questionnaires as tools for data collection and sampled the population randomly by fishbowl draw. His findings showed that the learners of GRE mostly used definition and note down the meaning during teacher’s explanation. Likewise, Chaudhary (2065) conducted a research entitled “Learning strategies used by class-Topper of Higher Education”. She wanted to find out the learning strategies used by class-topper of Higher Education. She used non random sampling procedure to select the study population and questionnaires for data collection. Her findings showed that the

class toppers used different strategies like consulting dictionary, listening English songs, interacting with teachers, preparing their own note, etc. to develop four language skills, comprehend the text, to get prepare for exam.

Karki (2007) conducted a research entitled “A Study of English Vocabulary Achievement by the Students of Grade Three”. She wanted to find out the students’ achievement of English vocabulary items in the English textbook of grade three. She used stratified random sampling procedure for population selection and different tools such as multiple choices, fill in the blanks, word matching, etc. for data collection. Her findings showed that the English vocabulary achievements of the students of grade three in content words were found satisfactory in total but school wise analysis were found not satisfactory in the use of verbs. Likewise, Rawat (2008) carried out a research on “Techniques of Teaching Vocabulary Used by Public and Private School Teachers: A Comparative Study”. He wanted to find out techniques used by public and private school teachers to teach vocabulary. He used purposive non random sampling procedure for population selection and used structured observation check lists as tools for data collection. His findings showed that public school teachers used mother tongue translation technique to teach word meaning, whereas private teachers used contextual presentation and definitions.

From the above review of the literature, it has been clear that no study has been carried out to explore the vocabulary learning strategies used by students from various ethnic groups. So, I have carried out this study to find out the vocabulary learning strategies of five ethnic groups students who are studying at grade 9.

1.3 Objectives of the Study

The objectives of the study are as follow:

- a) To find out and compare the vocabulary learning strategies used by students from various ethnic groups.
- b) To suggest some pedagogical implications.

1.4 Significance of the Study

English has been taught and learnt as a foreign language as well as a compulsory subject in Nepal which offers adequate opportunities to carry out research.

Learning foreign language means learning vocabulary of that language. Learners imply strategies for learning the vocabulary of language. So, the study will be significant in the following ways:

- a) This study will be helpful for the students to learn vocabulary by applying the different strategies.
- b) It will be helpful to investigate the students' proficiency in learning vocabulary in the English textbook of secondary level.
- c) It will be helpful to determine whether the learning of vocabulary at secondary level is appropriate or not.
- d) This study will be helpful for selecting the vocabulary according to the needs and interests of the students.
- e) It will be helpful for further study of learning vocabulary.
- f) It will be helpful to investigate the similarities and differences between various ethnic group students in learning vocabulary strategies.

So, in general term this study will be significant to all those who are interested in having the knowledge of different strategies of learning vocabulary.

CHAPTER TWO

METHODOLOGY

I adopted the following methodological framework to carry out this study.

2.1 Sources of Data

I used both primary and secondary sources of data to carry out this research.

2.1.1 Primary Sources of Data

The primary sources of data of this study were the learners of Grade nine students of public schools.

2.1.2 Secondary Sources of Data

I used some related books (Block, D. 2007), journals (Bhattarai, G. R. 1994), encyclopedia (Asher, R. E. 1994), dictionary (Crystal, D. VB2003), unpublished thesis (Devkota, B. R, 2007) and website (WWW. Googal.com/language learning strategies) to widen insight and knowledge in the related area.

2.2 Population of the Study

The populations of the study were Grade 9 students from Secondary Schools of Kathmandu district like Sitapila S. School Sitapila, Baishnu S. School Bhajangal, Adinath S. School Chovar, Sahid Sukra S. School Adyet Marg, Buspark and Manohar S. School, Samakhushi. The students were selected from Chhetri, Brahmin, Newar, Tharu and Limbu ethnic groups.

2.3 Sampling Procedure

The sample size of the study was fifty Grade 9 students. I used random sampling procedure to select Brahmin and Newar students because they cover majority of population and have easily accessible whereas rest of the population were selected

purposively. Ten ethnic group students were selected from each five public schools.

2.4 Tools of Data Collection

Among the various types of tools for data collection, I used a set of questionnaire for data collection. The questionnaire contained 40 closed ended questions.

2.5 Process of Data Collection

First of all, I visited the public schools and requested the authority for permission in order to carry out the research. Then, I contacted the sample students to establish the rapport. I administered the questionnaire and explain them what they were supposed to do. After that I collected their responses and thanked them for their kind help.

2.6 Limitations of the Study

The limitations of the study were as follows:

- i. The study was limited to the learning strategies of vocabulary by 50 students.
- ii. The area of the study was limited to five public schools of Kathmandu District.
- iii. I used only questionnaire as the tools for data collection.
- iv. The questionnaires were 40 in total number.
- v. The study was limited to five ethnic groups students (Chhetri, Brahmin-Hill, Newar, Tharu, and Limbu)

CHAPTER THREE

ANALYSIS AND INTERPRETATION

In order to analyze the collected data, I used the following formula.

$$\bar{X}_w = \frac{\sum wx}{\sum w}$$

Where \bar{X}_w means weighted arithmetic mean and 'W' means given weight. The numerical value of the items ranges from 0 to 4. I hypothesized that the weighted mean above 2.5 in the rating scale prove that the ethnic group students employ the particular strategies whereas the weighted mean below 1.5 proves that they do not employ it. Likewise, the weighted mean between 1.5 to 2.5 shows that they may or may not use it.

Moreover, I deduced five categories of options into three categories. Here the first categories comprises the option first and second '0;1' which indicate 0 per cent to 25 per cent of their i.e. the ethnic group student sometimes use the strategies, similarly the second category comprises only third option '2' which indicates 50 per cent of their agreement i.e. they often use this strategy. The third category includes the options '3; 4' which shows 75 per cent to 100 per cent of their agreement i.e. the learners use this strategy more frequently. Then, I summed the counted frequency of the first and third categories separately and calculated percentage of each category.

3.1. Metacognitive Strategy

There are 7 items in the questionnaire under this strategy that the ethnic group students used for learning vocabulary. They are as follows:

- a) I learn the word by realia.
- b) I use the internet to know the meaning of words.

- c) I learn the words by listening to the tape of words lists.
- d) I learn the words by watching English movie.
- e) I learn the words by listening English songs.
- f) I use the words in my mobile screen.
- g) I remember the words before I fall asleep.
- h) I listen to the radio programs e.g. BBC World Service regularly.

From the careful observation of responses given by respondents, the following analysis has been presented.

3.1.1. Brahmin Students' Metacognitive Strategy

The following table presents the strategies used by Brahmin students.

Table No. 1
Brahmin Students' Metacognitive Strategies

Rating scale Item No.	0+1		2		3+4		W.M
	Freq	Per	Freq	Per	Freq	Per	
1	1	10 %	4	40 %	5	50 %	2.6
2	6	60 %	1	10 %	3	30 %	1.7
3	6	60 %	0	0 %	4	40 %	1.4
4	3	30 %	2	20 %	5	50 %	2.6
5	4	40 %	3	30 %	3	30 %	2.1
6	1	10 %	3	30 %	6	60 %	2.8
7	5	50 %	1	10 %	4	40 %	1.8
8	7	70 %	1	10 %	2	20 %	1.2

The first item 1 included the strategy of learning the word by using realia. The corresponding weighted mean 2.6 shows that Brahmin students use this strategy. However, the individual rating scale shows that the majority of Brahmin students i.e. 10 per cent use this strategy sometimes, 40 per cent of Brahmin students use this strategy often and 50 per cent of them use this strategy more frequently. The weighted mean of 1.7 of item 2 included the strategies of using internet to know the meaning of words shows that the Brahmin students may or may not use this

strategy. However, the rating scale shows that 60 per cent of Brahmin students use this strategy sometimes, 10 per cent of them often use and 30 per cent of them use this strategy more frequently. Similarly, the calculated mean 1.4 of item 3 included the strategies of listening the tape of word lists reveals that the Brahmin students do not use this strategy. But it was noticed that 60 per cent of them used this strategy sometimes, 0 per cent of them often use and 40 per cent of them use more frequently. The item 4 included the strategies of learning the word by watching the English movies has 2.6 as weighted mean which shows that they use this strategy. The individual rating scale shows that 50 per cent of them use this strategy more frequently, 20 per cent of them often use, and 30 per cent of them use sometimes.

Similarly, the item 5 included the strategies of learning the words by listening English songs has 2.1 as weighted mean which shows that they may or may not use this strategy. The individual rating scale shows that 40 per cent of them use this strategy sometimes, 30 per cent of them often use, and 30 per cent of them use more frequently. The item 6 included the strategies of listening radio program BBC has the weighted mean 2.8 shows that Brahmin students use this strategy. However the rating scale of them shows that 10 per cent of them use sometimes, 30 per cent often use and 60 per cent use more frequently. The item 7 included the strategies of using words on mobile screen which has 1.8 as weighted mean reveals that the Brahmin students may or may not use this strategy. However the rating scale shows that 50 per cent of them use sometimes, 10 per cent often and 40 per cent more frequently. The item 8 comprised the strategy of remembering the words before falling asleep. The calculated weighted mean 1.2 reveals the fact that Brahmin students do not use this strategy. The majority of Brahmin students i.e. 70 per cent use this strategy sometimes, 10 per cent of them use often and 20 per cent of them use more frequently.

3.1.2 Chhetri Students' Metacognitive Strategies

The following table presents the strategies used by Chhetri students.

Table No. 2

Chhetri Students' Metacognitive Strategy

Rating Scale Item no.	0+1		2		3+4		W.M
	Freq	Per	Freq	Per	Freq	Per	
1	1	10 %	3	30 %	6	60 %	2.8
2	0	0 %	2	20 %	8	80 %	3.5
3	1	10 %	2	20 %	7	70 %	2.6
4	2	20 %	1	10 %	7	70 %	2.8
5	1	10 %	5	50 %	4	40 %	2.7
6	8	80 %	2	20 %	0	0 %	0.6
7	0	0 %	5	50 %	5	50 %	2.7
8	0	0 %	5	50 %	5	50 %	2.9

The item 1 included the strategies of learning the words by realia. The weighted mean 2.8 shows that Chhetri students use this strategy while learning vocabulary. However, the rating scale of the individual shows that 10 per cent of Chhetri students' use this strategy sometimes, 30 per cent of them use often and 60 per cent of them use more frequently. The item 2 included the strategies of using the internet to know the meaning of words. The weighted mean 3.5 reveals the fact that Chhetri students use this strategy for learning vocabulary. The majority of Chhetri students i.e. 0 per cent of them use this strategy sometimes, 20 per cent of them often use and 80 per cent of them use more frequently. The item 3 included the strategies of listening the tape of word list. The weighted mean 2.6 proves that Chhetri students use this strategy. Furthermore, 70 per cent of the students use this strategy more frequently, 20 per cent of them use often and 10 per cent of them use sometimes. The item 4 included the strategies of watching English movies. The weighted mean 2.8 shows that Chhetri students use this strategy. The individual rating scale of them 20 per cent proves that they use this strategy sometimes, 10 per cent use often use and 70 per cent use more frequently.

Likewise, the item 5 included the strategies of listening English songs. The weighted mean 2.7 proves that Chhetri students use this strategy in learning vocabulary. The majority of Chhetri students i.e. 40 per cent use this strategy more frequently, 50 per cent use often and 10 per cent use sometimes. The item 6 included the strategies of listening radio program BBC. The weighted mean 0.6 shows that Chhetri students do not use this strategy in learning vocabulary. Out of the total students 80 per cent use sometimes, 20 per cent use often and none of them use frequently. The item 7 included the strategies of using words in mobile screen. The weighted mean 2.7 reveals the fact that Chhetri students use this strategy in learning vocabulary. However, 50 per cent of them use more frequently, 50 per cent of them use often use and none of them use sometimes. The item 8 included the strategies of remembering the words before falling asleep. The weighted 2.9 shows that Chhetri students use this strategy while learning vocabulary. Furthermore, 50 per cent of them use more frequently, 50 per cent use often and none of them use sometimes.

3.1.3. Newar Students' Metacognitive Strategy

The following table presents the strategies used by Newar students.

Table No. 3

Newar Students' Metacognitive Strategy

Item No.	0+1		2		3+4		W.M
	Freq	Per	Freq	Per	Freq	Per	
1	1	10 %	2	20 %	7	70 %	2.8
2	5	50 %	1	10 %	4	40 %	1.8
3	4	40 %	2	20 %	4	40 %	1.9
4	2	20 %	2	20 %	6	60 %	2.6
5	2	20 %	3	30 %	5	50 %	2.5
6	5	50 %	4	40 %	1	10 %	1.2
7	3	30 %	6	60 %	1	10 %	1.7
8	1	10 %	3	30 %	6	60 %	2.7

The item 1 included the strategies of learning the words by realia. The weighted mean 2.8 shows that Newar students use this strategy while learning vocabulary. However, the rating scale of the individual shows that 10 per cent of Newar students' use this strategy sometimes, 20 per cent of them use often and 70 per cent of them use more frequently. The item 2 included the strategies of using the internet to know the meaning of words. The weighted mean 1.8 reveals the fact that Newar students may or may not use this strategy for learning vocabulary. The majority of Newar students i.e. 50 per cent of them use this strategy sometimes, 10 per cent of them often use and 40 per cent of them use more frequently. The item 3 included the strategies of listening the tape of word list. The weighted mean 1.9 proves that Newar students may or may not use this strategy. Furthermore, 40 per cent of the students use this strategy more frequently, 20 per cent of them use often and 40 per cent of them use sometimes. The item 4 included the strategies of watching English movies. The weighted mean 2.6 shows that Newar students use this strategy. The individual rating scale of them 20 per cent proves that they use this strategy sometimes, 20 per cent use often use and 60 per cent use more frequently.

Similarly, the item 5 included the strategies of listening English songs. The weighted mean 2.5 proves that Newar students use this strategy in learning vocabulary. The majority of Newar students i.e. 50 per cent use this strategy more frequently, 30 per cent use often and 20 per cent use sometimes. The item 6 included the strategies of listening radio program BBC. The weighted mean 1.2 shows that Newar students do not use this strategy in learning vocabulary. Out of the total students 50 per cent use sometimes, 40 per cent use often and 10 per cent of them use more frequently. The item 7 included the strategies of using words in mobile screen. The weighted mean 1.7 reveals the fact that Newar students may or may not use this strategy in learning vocabulary. However, 10 per cent of them use more frequently, 60 per cent of them use often use and 30 per cent of them use

sometimes. The item 8 included the strategies of remembering the words before falling asleep. The weighted 2.7 shows that the students use this strategy while learning vocabulary. Furthermore, 60 per cent of them use more frequently, 30 per cent use often and 10 per cent of them use sometimes.

3.1.4 Limbu Students' Metacognitive Strategies

The following table presents the strategies used by Limbu students.

Table 4
Limbu Students' Metacognitive Strategies

Rating Scale Item no.	0+1		2		3+4		W.M
	Freq	Per	Freq	Per	Freq	Per	
1	3	30 %	3	30 %	4	40 %	2.2
2	5	50 %	3	30 %	2	20 %	1.6
3	7	70 %	0	0 %	3	30 %	1.2
4	3	30 %	1	10 %	6	60 %	2.7
5	3	30 %	2	20 %	5	50 %	2.4
6	6	60 %	1	10 %	3	30 %	1.7
7	5	50 %	2	20 %	3	30 %	1.5
8	2	20 %	2	20 %	6	60 %	2.6

The item 1 included the strategies of learning the words by realia. The weighted mean 2.2 shows that Limbu students use this strategy while learning vocabulary. However, the rating scale of the individual shows that 30 per cent of Limbu students' use this strategy sometimes, 30 per cent of them use often and 40 per cent of them use more frequently. The item 2 included the strategies of using the internet to know the meaning of words. The weighted mean 1.6 reveals the fact that Limbu students may or may not use this strategy for learning vocabulary. The majority of Limbu students i.e. 50 per cent of them use this strategy sometimes, 30 per cent of them often use and 20 per cent of them use more frequently. The item 3 included the strategies of listening the tape of word list. The weighted mean 1.2 proves that Limbu students do not use this strategy. Furthermore, 30 per cent of the students use this strategy more frequently, none of them use often and 70 per

cent of them use sometimes. The item 4 included the strategies of watching English movies. The weighted mean 2.7 shows that Limbu students use this strategy. The individual rating scale of them 30 per cent proves that they use this strategy sometimes, 10 per cent use often use and 60 per cent use more frequently.

Likewise, the item 5 included the strategies of listening English songs. The weighted mean 2.4 proves that Limbu students may or may not use this strategy in learning vocabulary. The majority of Limbu students i.e. 50 per cent use this strategy more frequently, 20 per cent use often and 30 per cent use sometimes. The item 6 included the strategies of listening radio program BBC. The weighted mean 1.7 shows that Limbu students may or may not use this strategy in learning vocabulary. Out of the total students 60 per cent use sometimes, 10 per cent use often and 30 per cent of them use more frequently. The item 7 included the strategies of using a word in mobile screen. The weighted mean 1.5 reveals the fact that Limbu students may or may not use this strategy in learning vocabulary. However, 30 per cent of them use more frequently, 20 per cent of them use often use and 50 per cent of them use sometimes. The item 8 included the strategies of remembering the words before falling asleep. The weighted 2.6 shows that the students use this strategy while learning vocabulary. Furthermore, 60 per cent of them use more frequently, 20 per cent use often and 20 per cent of them use sometimes.

3.1.5 Tharu Students' Metacognitive Strategies

The following table presents the strategies used by Tharu students.

Table No. 5

Tharu Students' Metacognitive Strategies

Rating Scale Item No.	0+1		2		3+4		W.M
	freq	per	freq	per	freq	per	
1	4	40 %	4	40 %	2	20 %	1.5
2	7	70 %	2	20 %	1	10 %	0.9
3	7	70 %	0	0 %	3	30 %	1.4
4	3	30 %	0	0 %	7	70 %	2.6
5	5	50 %	2	20 %	3	30 %	1.7
6	5	50 %	3	30 %	2	20 %	1.5
7	4	40 %	4	40 %	2	20 %	1.6
8	5	50 %	4	40 %	1	10 %	1.5

The item 1 inquired the strategy whether they learn the words by realia. The weighted mean 1.5 shows that they may or may not use this strategy. The individual rating scale of their majority shows that 40 per cent of them use this strategy sometimes, 40 per cent of them often use and 20 per cent of them use more frequently. The item 2 included the strategy of using internet to know the meaning of words. The weighted mean 0.9 shows that they do not use this strategy. However, the rating scale shows that 70 per cent of them use this strategy sometimes, 20 per cent of them often use and 10 per cent if them use more frequently. The item 3 comprised the strategy of learning the words by listening the tape of the words lists. Their majority of rating scale shows that 70 per cent of them use this strategy sometimes, none of them often use and 30 per cent of them use more frequently. The weighted mean 1.4 shows that they do not use this strategy. The item 4 was to learn the words by watching English movie. The weighted mean 2.6 shows that they use this strategy. The majority of them i.e. 70 per cent use this strategy more frequently, none of them often use and 30 per cent of them use sometimes.

In the same way, the item 5 included the strategy whether they learn the words by listening English songs. The weighted mean 1.7 shows that they may or may not

use this strategy. However, the rating scale shows that 30 per cent of them use this strategy more frequently, 20 per cent of them often use and 50 per cent of them use sometimes. The item 6 comprised the strategy whether they listen radio program BBC World Service regularly. The weighted mean 1.5 shows that they may or may not use this strategy. The rating scale shows that 50 per cent of them use this strategy sometimes, 30 per cent of them often use and 20 per cent of them use more frequently. The item 7 inquired the strategy of using words on their mobile screen. The weighted mean 1.6 shows that they may or may not use this strategy. However, the individual rating scale of their majority shows that 20 per cent of them use this strategy more frequently, 40 per cent of them often use and 40 per cent of them use sometimes. The item 8 was to remember the words before they fall asleep. The weighted mean 1.5 shows that they may or may not use this strategy. The individual rating scale of their majority shows that 10 per cent of them use their strategy more frequently, 40 per cent of them often use and 50 per cent of them use sometimes.

3.2 Cognitive Strategy

There are twenty four items in the questionnaire under this strategy which the ethnic group students used for learning vocabulary. They are:

1. I guess the meaning from the context.
2. I consult the dictionary.
3. I use new words in sentence.
4. I learn the words by definition.
5. I memorize the meaning of affix and roots.
6. I close my eyes and remember them.
7. I learn the words by reading English newspaper.
8. I make note while learning course book.
9. I write words several times.
10. I make note while traveling.

11. I write them on white/black board.
12. I make note if I hear the words out of my class
13. I remember ten words before I open my book.
14. I note down the words while teaching our teacher.
15. I try to translate them in my own language.
16. I guess the meaning by my personal experience.
17. I use guide book.
18. I ask my teacher to translate them in my mother tongue.
19. I write the difficult words on my hands and read.
20. I make a words list and put them on the wall of my bedroom.
21. I make a words list and read while traveling.
22. I write difficult words in an artistic way.
23. I match new words with similar words in my mother tongue.
24. I write difficult words in capital letters.

From the careful observation of responses given by respondents, the following analysis has been presented.

3.2.1 Brahmin Students' Cognitive Strategies

The following table shows the strategies used by Brahmin students.

Table No. 6

Brahmin Students' Cognitive Strategies

Rating Scale	0+1		2		3+4		W.M.
	Freq	Per	Freq	Per	Freq	Per	
9	3	30 %	5	50 %	2	20 %	1.9
10	2	20 %	0	0 %	8	80 %	3.2
11	4	40 %	4	40 %	2	20 %	1.7
12	2	20 %	3	30 %	5	50 %	2.6
13	6	60 %	2	20 %	2	20 %	1.8
14	6	60 %	1	10 %	3	30 %	1.6
15	7	70 %	2	20 %	1	10 %	1
16	2	20 %	2	20 %	6	60 %	2.5

17	2	20 %	3	30 %	5	50 %	2.5
18	4	40 %	2	20 %	4	40 %	1.8
19	9	90 %	0	0 %	1	10 %	1.1
20	5	50 %	1	10 %	4	40 %	2.2
21	3	30 %	1	10 %	6	60 %	2.2
22	3	20 %	3	30 %	5	50 %	2.7
23	3	30 %	2	20 %	5	50 %	2.5
24	4	40 %	2	20 %	4	40 %	2.2
25	6	60 %	2	20 %	2	20 %	1.1
26	5	50 %	1	10 %	4	40 %	1.9
27	5	50 %	1	10 %	4	40 %	2.1
28	2	20 %	4	40 %	4	40 %	2.5
29	5	50 %	2	20 %	3	30 %	1.5
30	7	70 %	1	10 %	2	20 %	1.2
31	5	50 %	3	30 %	2	20 %	1.6
32	2	20 %	3	30 %	5	50 %	2.5

The item 9 was guessing the meaning from the context. The calculated weighted mean 1.9 proves that hill Brahmin students may or may not use this strategy in learning vocabulary. However, the individual rating scale shows that the majority of the Brahmin students i.e. 30 per cent use this strategy sometimes, 50 per cent of them use this strategy often and 20 per cent of them use this strategy more frequently. The item 10 included was to consult the dictionary. Hill Brahmin students agreed that they used this strategy to great extent with the weighted mean 3.2. The majority of the Brahmin students i.e. 80 per cent use the strategy more frequently, none of them often use and 20 per cent of them use sometimes. The item 11 included included the strategy whether they use new words in sentence. The table above reveals that 40 per cent of them use this strategy sometimes, 40 per cent of them often use and 20 per cent of them use more frequently. The weighted mean 1.7 shows that they may or may not use this strategy. The item 12 inquired the strategy whether they learn the words by definition. The weighted mean 2.6 shows that they use this strategy. The individual rating scale shows that 20 per cent of them use the strategy sometimes and 30 per cent of them often use more 50 per cent of them use more frequently. The item 13 included the strategy

of memorizing the meaning of affix and roots. Majority of them i.e. 60 per cent mentioned that they sometimes used this strategy, 20 per cent of them replied that they often use this strategy and 20 per cent used this strategy more frequently. The weighted mean 1.8 shows that they may or may not use the strategy. The item 14 comprised the strategy of remembering the words by closing eyes. The calculated mean 1.6 shows that they may or may not use the strategy. The individual rating scale shows that 60 per cent of them use this strategy sometimes, 10 per cent of them use this strategy often and 30 per cent of them use more frequently.

Similarly, the item 15 included the strategy was whether they learn the words by reading English newspaper. Majority of them i.e. 70 per cent use this strategy sometimes, 20 per cent of them often use and 10 per cent of them use more frequently. The calculated weighted mean 1 shows that they do not use this strategy in learning vocabulary. The item 16 included the strategies whether they make note while learning course book. The weighted mean 2.5 shows that they use this strategy in learning vocabulary. Furthermore, the individual rating scale shows that 60 per cent of them use this strategy more frequently, 20 per cent of them often use and 20 per cent of them sometimes use this strategy. Similarly, the item 17 comprised the strategy of writing words several times. Majority of them i.e.50 per cent shows that they use this strategy more frequently, 30 per cent of them often use and 20 per cent of them use sometimes. The weighted mean 2.5 reveals the fact that they use this strategy. The item 18 included the strategy to make note while traveling. The weighted mean 1.8 shows that they may or may not use this strategy. The majority of them i.e. 40 per cent use this strategy sometimes, 20 per cent of them often and 40 per cent use more frequently. The item 19 included the strategy of writing words on white/black band. The weighted mean 1.1 shows that they do not use this strategy in learning vocabulary. The individual rating scale shows that 10 per cent of them use more frequently, non of them often use and 90 per cent of them use this strategy sometimes. The item 20 included the strategy to

make note if they hear the words of the class. The majority of the respondents show that 50 per cent of them use this strategy sometimes, 10 per cent of them often use and 40 per cent of them use more frequently. The weighted mean 2.2 reveals the fact that they may or may not use this strategy in learning vocabulary.

Likewise, the item 21 comprised the strategy inquired whether they remember ten words before they open book. The weighted mean 2.2 shows they may or may not use this strategy in learning vocabulary. The individual rating scale reveals that the majority of them i.e. 60 per cent use this strategy more frequently, 10 per cent of them often use and 30 per cent of them use sometimes. The item 22 included the strategy to note down the words while teaching the teacher. The majority of learners prove that 40 per cent of them use the strategy more frequently, 30 per cent of them often use and 30 per cent of them use sometimes. The weighted mean 2.4 shows that they may or may not use this strategy in learning vocabulary. The item 23 included the strategy of translating the words in their mother own language. The weighted mean 2.5 shows that they use this strategy in learning vocabulary. Out of them, 30 per cent use the strategy sometimes, 20 per cent of them often use and 50 per cent of them use more frequently. The item 24 included the strategy of guessing the meaning by personal experience. The weighted mean 2.2 shows that they may or may not use this strategy. However, the majority of the students show that 40 per cent of them agree to use this strategy sometimes, 20 per cent of them often use and 40 per cent of them use more frequently. Likewise, the item 25 comprised the strategy whether they use guide book for learning vocabulary. The individual rating scale shows that the majority of them i.e. 60 per cent use this strategy sometimes. 20 per cent of them often use and 20 per cent of them use more frequently. The calculated weighted mean 1.1 proves that they do not use this strategy. The item 26 included the strategy to ask their teacher to translate in their mother tongue. The weighted mean 1.9 shows that they may or

may not use this strategy. The majority of them i.e. 50 per cent use this strategy sometimes, 10 per cent of them use and 40 per cent of them use more frequently.

In the same way, the item 27 included the strategy of making a word list and put on the wall of their bedroom. The weighted mean 2.1 shows that they may or may not use this strategy. However, the majority of the students i.e. 50 per cent use this strategy sometimes, 10 per cent of them use and 40 per cent of them use more frequently. The item 28 included the strategy whether they make a word list and read while traveling. The individual rating scale shows that 20 per cent of them agree to use this strategy sometimes, 40 per cent of them often use and 40 per cent of them use more frequently. The calculated weighted mean 2.5 shows that they may or may not use this strategy. The item 29 included the strategy to make a word list while traveling. The calculated weighted 1.5 mean shows that they may or may not use this strategy. The majority of them i.e. 50 per cent of them use this strategy sometimes, 20 per cent of them often use and 30 per cent of them use more frequently. The item 30 included the strategy whether they write difficult word in an artistic way. The majority of them i.e. 70 per cent use this strategy sometimes, 10 per cent of them often use and 20 per cent of the use more frequently. The weighted mean 1.2 shows that they do not use this strategy. The item 31 included the strategy whether they match new words with similar words in their mother tongue. The weighted mean 1.6 shows that they may or may not use this strategy. However, the majority or them i.e. 50 per cent use this strategy sometimes, 30 per cent of them often use and 20 per cent of them more frequently. The item 32 included the strategy of writing difficult words in the capital letters. The individual rating scale reveals that the majority of them i.e. 50 per cent use this more frequently, 30 per cent of them often use and 20 per cent of them use sometimes. The weighted mean 2.5 shows that they use this strategy.

3.2.2. Chhetri Students' Cognitive Strategies

The following table presents the strategies used by Chhetri students.

Table No. 7

Chhetri Students' Cognitive Strategies

Rating Scale Item No.	0+1		2		3+4		W.M
	Freq	Per	Freq	Per	Freq	Per	
9	8	80 %	1	10 %	1	10 %	1.3
10	1	10 %	2	20 %	7	70 %	3.2
11	0	0 %	4	40 %	6	60 %	2.8
12	0	0 %	2	20 %	8	80 %	2.8
13	1	10 %	4	40 %	5	50 %	2.4
14	1	10 %	1	10 %	8	80 %	3.2
15	1	10 %	3	30 %	6	60 %	2.5
16	0	0 %	2	20 %	8	80 %	3.4
17	0	0 %	4	40 %	6	60 %	2.6
18	1	10 %	2	20 %	7	70 %	2.7
19	3	30 %	4	40 %	3	30 %	2.3
20	2	20 %	0	0 %	8	80 %	2.9
21	1	10 %	1	10 %	8	80 %	2.8
22	0	0 %	1	10 %	9	90 %	3.5
23	0	0 %	1	10 %	9	90 %	3.2
24	2	20 %	0	0 %	8	80 %	2.6
25	6	60 %	2	20 %	2	20 %	1.5
26	0	0 %	3	30 %	7	70 %	3.3
27	1	10 %	6	60 %	3	30 %	2.3
28	4	40 %	2	20 %	4	40 %	1.9
29	4	40 %	2	20 %	4	40 %	1.7
30	2	20 %	2	20 %	6	60 %	2.5
31	0	0 %	2	20 %	8	80 %	2.8
32	2	20 %	4	40 %	4	40 %	2.4

The item 9 included the strategy of guessing the meaning from the context. The weighted mean 1.3 reveals the fact that Chhetri students do not use the strategy in learning vocabulary. However, the majority of them i.e. 80 per cent use this strategy sometimes to the great extent, 10 per cent of them often use and 10 per cent of them use more frequently. The item 10 included the strategy of consulting

the dictionary. The weighted mean 3.2 shows that they use this strategy. The individual rating scale shows that the majority of them i.e. 70 per cent use this strategy more frequently, 20 per cent of them often use and 10 per cent of them use sometimes. The item 11 included the strategy of using new words in sentences. The weighted mean 2.8 proves that they use this strategy. The majority of them i.e. 80 per cent use this strategy more frequently, 20 per cent of them often use and none of them use sometimes. The item 12 included the strategy of learning words by definition. The weighted mean 2.8 proves that they use this strategy in learning vocabulary. The individual rating scale shows that the majority of them i.e. 60 per cent use this strategy more frequently, 40 per cent of them often use and none of them use sometimes. The item 13 included the strategy of memorizing the meaning of affix and roots proves that the student may or may not use this strategy. As it has 2.4 calculated weighted mean. The majority of them i.e. 50 per cent of them use this strategy more frequently, 40 per cent of them often use and only 10 per cent of them sometime use. The item 14 included the strategy of closing their eyes and remembers the words. The weighted mean 3.2 shows that they use this strategy to the great extent. The individual rating scale shows that the 80 per cent of their majority use this strategy more frequently, 10 per cent of them often use and 10 per cent of them use sometime.

Similarly, the item 15 included the strategy of learning the words by reading English newspaper. The weighted mean 2.5 reveals that they use this strategy. The majority of them i.e. 60 per cent use this strategy more frequently, 30 per cent of them often use and 10 per cent of them use sometime. The item 16 included the strategy of making note while learning course book. The individual rating score shows that the majority of them i.e. 80 per cent use this strategy more frequently, 20 per cent of them often use and none of them use sometime. The weighted mean 3.4 shows that they use this strategy in learning vocabulary. Likewise, the item 17 included the strategy of writing words several times. The weighted mean 2.6

shows that they use this strategy in learning vocabulary. However, 60 per cent of them use this strategy more frequently, 40 per cent of them often use and none of them use sometime. The item 18 comprised the strategy of making note while traveling. The weighted mean 2.7 reveals that they use this strategy. The majority of them i.e. 70 per cent use this strategy more frequently, 20 per cent of them often use and 10 per cent of them use sometimes. The item 19 included the strategy to write the word on white or black board. The individual rating scale of their majority shows that 30 per cent of them use the strategy sometimes, 40 per cent of them often use and 30 per cent of them use more frequently. The weighted mean 2.3 shows that they may or may not use this strategy. The item 20 included the strategy inquired whether they make note hearing the words out of the class. The weighted mean 2.9 shows that they use this strategy. However, their majority shows that 80 per cent of them use this strategy more frequently, none of them often use and 20 per cent of them use sometimes.

Likewise, the item 21 included the strategy of remembering ten words before opening the book. The weighted mean 2.8 proves that they use this strategy. The individual rating scale of their majority shows that 80 per cent of them use this strategy more frequently, 10 per cent of them often use and 10 per cent of them use sometimes. The item 22 included the strategy of noting down the words while teaching teachers. The individual rating of their majority shows that 90 per cent of them use this strategy more frequently, 10 per cent of them often use and none of them use sometimes. The weighted mean 3.5 shows that they use this strategy. The item 23 comprised the strategy of trying to translate in their mother tongue. Their majority shows that 90 per cent of them use this strategy more frequently, 10 per cent of them often use and none of them use sometimes. The weighted mean 3.2 shows that they use this strategy. The item 24 included the strategy to guess the meaning by personal experience. The weighted mean 2.6 shows that they use this strategy. The individual rating scale of their majority shows that 80 per cent of

them use this strategy more frequently, none of them often use and 20 per cent of them use sometimes. Similarly, the item 25 comprised the strategy of using guide book. However, their majority shows that 60 per cent of them use this strategy sometimes, 20 per cent of them often use and 20 per cent of them use more frequently. The weighted mean 1.5 shows that they may or may not use this strategy. The item 26 included the strategy whether they ask the teacher to translate in their mother tongue. The weighted mean 3.3 shows that they use this strategy. The individual rating scale of their majority shows that 70 per cent of them use this strategy more frequently, 30 per cent of them often use and none of them use sometimes.

Similarly, the item 27 comprised the strategy of writing words on hands and read. The weighted mean 2.3 reveals that they may or may not use this strategy. However, the majority of them i.e. 10 per cent use this strategy sometimes, 60 per cent of them often use and 30 per cent of them use more frequently. The item 28 inquired the strategy of making a word list and put on the wall of the bedroom. The individual rating scale of their majority shows that 40 per cent of them use this strategy more frequently, 20 per cent of them often use and 40 per cent of them use sometimes. The weighted mean 1.9 shows that they may or may not use this strategy. The item 29 included the strategy to make a word list and read while traveling. The weighted mean 1.7 shows that they may or may not use this strategy. However, out of them 40 per cent use this strategy sometimes, 20 per cent often use and 40 per cent use more frequently. The item 30 inquired the strategy whether they write difficult words in an artistic way. The weighted mean 2.5 shows that they use this strategy. The majority of them i.e. 60 per cent of them use this strategy more frequently, 20 per cent of them often use and 20 per cent of them use sometimes. The item 31 included the strategy of matching new words with similar words in their mother tongue. The individual rating scale of their majority shows that 80 per cent of them use more frequently, 20 per cent of them

often use and none of them use sometimes. The weighted mean 2.8 shows that they use this strategy. The item 32 included the strategy to write difficult words in the capital letters. The weighted mean 2.4 shows that they may or may not use this strategy. Furthermore, their majority shows that 40 per cent of them use this strategy more frequently, 40 per cent of them often use and 20 per cent of them use some times.

3.2.3 Newar Students' Cognitive Strategies

The following table presents the strategies used by Newar students

Table No. 8
Newar Students' Cognitive Strategies

Rating scale Item No.	0+1		2		3+4		W.M
	freq	per	freq	per	freq	per	
9	2	20 %	7	70 %	1	10 %	1.9
10	0	0 %	4	40 %	6	60 %	3.2
11	2	20 %	4	40 %	4	40 %	2.2
12	1	10%	2	20%	7	70%	2.9
13	2	20 %	6	60 %	2	20 %	2
14	0	0 %	1	10 %	9	90 %	3.2
15	5	50 %	2	20 %	3	30 %	1.6
16	1	10 %	2	20 %	7	70 %	3.1
17	1	10 %	5	50 %	4	40 %	2.4
18	3	30 %	5	50 %	2	20 %	1.7
19	4	40 %	1	10 %	5	50 %	2.2
20	2	20 %	6	60 %	2	20 %	2.1
21	1	10 %	4	40 %	5	50 %	2.6
22	0	0 %	2	20 %	8	80 %	3
23	0	0 %	2	20 %	8	80 %	3.3
24	1	10 %	2	20 %	7	70 %	2.7
25	6	60 %	0	0 %	4	40 %	1.8
26	3	30 %	5	50 %	2	20 %	1.9
27	2	20 %	4	40 %	4	40 %	2.5
28	2	20 %	3	30 %	5	50 %	2.3
29	5	50%	1	10 %	4	40 %	1.6
30	3	30 %	3	30 %	4	40 %	1.9
31	6	60 %	1	10 %	3	30 %	1.7
32	2	20%	4	40 %	4	40 %	2.3

The item 9 comprised the strategy of guessing the meaning from the context. The weighted mean 1.9 shows that Newar students may or may not use this strategy. The individual rating scale of their majority shows that 20 per cent of them use this strategy sometimes, 70 per cent of them often use and 10 per cent of them use more frequently. The item 10 inquired the strategy of consulting the dictionary. The weighted mean 3.2 shows that they use this strategy. The majority of them i.e. 60 per cent use this strategy more frequently, 40 per cent of them often use and none of them use sometimes. The item 11 included the strategy to use the new words in sentence. The individual rating of their majority shows that 20 per cent of them use this strategy sometime, 40 per cent of them often use and 40 per cent of them use more frequently. The weighted mean 2.2 shows that they may or may not use the strategy. The item 12 included the strategy to learn the words by definition. The calculated mean 2.9 shows that they use this strategy. The rating scale shows that 70 per cent of them use this strategy more frequently, 20 per cent of them often use and 10 per cent of them use sometimes. The item 13 inquired the strategy of memorizing the meaning of affix and roots. The weighted mean 2 shows that they may or may not use this strategy. However, the majority of them i.e. 20 per cent use this strategy sometimes, 60 per cent of them often use and 20 per cent of them use more frequently. The item 14 comprised the strategy of remembering the words by closing eyes. The weighted mean 3.2 shows that they use this strategy. However the individual rating scale of their majority reveals that 90 per cent of them use more frequently, 10 per cent of them often use and none of them use sometimes.

Likewise, the item 15 included the strategy to learn by reading English newspaper. The weighted mean 1.6 proves that they may or may not use this strategy. The majority of them i.e. 50 per cent use this strategy sometimes, 20 per cent of them often use and 30 per cent of them use more frequently. The item 16 comprised the strategies of making note while learning course book. The individual rating scale

of their majority shows that 70 per cent of them use this strategy more frequently, 20 per cent of them often use and 10 per cent of them use sometimes. The weighted mean 3.1 shows that they use this strategy in learning vocabulary. In the same way, the item 17 included the strategy of writing the words several times. The weighted mean 2.4 shows that they may or may not use this strategy. The majority of them i.e. 40 per cent use this strategy more frequently, 50 per cent of them often use and 10 per cent of them use some times. The item 18 inquired the strategy whether they make note while traveling. The weighted mean 1.7 shows that they may or may not use this strategy. However, the majority of them i.e. 30 per cent use this strategy sometimes, 50 per cent of them use often and 20 per cent of them use more frequently. The item 19 included the strategy to write the words on the black/white board. The individual rating scale shows that 50 per cent of them use this strategy more frequently, 10 per cent of them often use and 40 per cent of them use sometimes. The weighted mean 2.2 shows that they may or may not use this strategy. The item 20 comprised the strategy of making note if they hear the words out of the class. The weighted mean 2.1 shows that they may or may not use this strategy. The majority of them i.e. 20 per cent use this strategy sometimes, 60 per cent of them often use and 20 per cent of them use more frequently.

Similarly, the item 21 inquired the strategy of remembering ten words before opening the book. The weighted mean 2.6 shows that they use this strategy. The individual rating scale shows that 50 per cent of them use more frequently, 40 per cent of them often use and 10 per cent of them use sometimes. The item 22 inquired the strategy of noting down the words while teaching the teacher. The weighted mean 3 shows that they use this strategy. Furthermore, the individual rating scale of their majority reveals that 80 per cent of them use this strategy more frequently, 20 per cent of them often use and none of them use sometimes. The item 23 included the strategy whether they try to translate the word in their

own language. The majority of them i.e. 80 per cent of them use this strategy more frequently, 20 per cent of them often use and none of them use sometimes. The weighted mean 3.3 proves that they use this strategy in learning vocabulary. The item 24 included the strategy to guess the meaning by personal experience. The weighted mean 2.7 shows that they use this strategy. However, the rating scale of their majority reveals that 10 per cent of them use this strategy sometimes, 20 per cent of them often use this strategy and 70 per cent of them use this strategy more frequently. The item 25 included strategy of using guide book. The weighted mean 1.8 proves that they may or may not use this strategy. However, their majority shows that 60 per cent of them use this strategy sometimes, none of them often use and 40 per cent of them use this strategy more frequently. The item 26 comprised the strategy to ask the teacher to translate in their own language. The individual rating scale of their majority shows that 30 per cent of them use this strategy sometimes, 50 per cent of them often use and 20 per cent of them use more frequently. The weighted mean 1.9 shows that they may or may not use this strategy.

The item 27 comprised the strategy of writing difficult words on their hands and read. The weighted mean 2.5 shows that they use this strategy. The majority of them i.e. 20 per cent use this strategy sometimes, 40 per cent of them often use and 40 per cent of them use more frequently. The item 28 inquired the strategy whether they make a word list and put on the walls of their bedroom. The weighted mean 2.3 proves that they may or may not use this strategy. The individual rating scale of their majority shows that 20 per cent of them use this strategy sometimes, 30 per cent of them often use and 50 per cent of them use more frequently. The item 29 included the strategy to make a word list and read while traveling. The weighted mean 1.6 proves that they may or may not use this strategy. The majority of them i.e. 50 per cent use this strategy sometimes, 10 per cent of them often use and 40 per cent of them use more frequently. The item 30

comprised the strategy of writing difficult words in on artistic way. The individual writing scale of their majority shows that 30 per cent of them use this strategy sometimes, 30 per cent of them often use and 40 per cent of them use more frequently. The weighted mean 1.9 shows that they may or may not use this strategy. The item 31 into match new words with similar words in their mother tongue. The weighted mean 1.7 shows that they may or may not use this strategy. The majority of them i.e. 60 per cent use this strategy sometimes, 10 per cent of them often use and 30 per cent of them use more frequently. The item 32 comprised the strategy of the writing difficult words in the capital letters. The weighted mean 2.3 shows that they may or may not use this strategy. The individual rating scale of their majority shows that 20 per cent of them use this strategy sometimes, 40 per cent of them often use and 40 per cent of them use more frequently.

3.2.4. Limbu Students' Cognitive Strategies

The following table presents the strategy used by Limbu students.

Table No-9
Limbu Students' Cognitive Strategies

Rating Scale	0+1		2		3+4		W.M
	freq	per	freq	per	freq	per	
Item No.							
9	5	50 %	2	20 %	3	30 %	1.8
10	3	30 %	1	10 %	6	60 %	2.7
11	2	20 %	4	40 %	4	40 %	2.5
12	0	0 %	7	70 %	3	30 %	2.4
13	5	50 %	3	30 %	2	20 %	1.8
14	2	20 %	0	0 %	8	80 %	3.1
15	3	30 %	6	60 %	1	10 %	1.5
16	0	0 %	3	30 %	7	70 %	3
17	5	50 %	3	30 %	2	20 %	1.5
18	4	40 %	1	10 %	5	50 %	2
19	8	80 %	0	0 %	2	20 %	1
20	4	40 %	5	50 %	1	10 %	1.5
21	3	30 %	3	30 %	4	40 %	2

22	2	20 %	2	20 %	6	60 %	2.8
23	2	20 %	2	20 %	6	60 %	2.8
24	2	20 %	1	10 %	7	70 %	2.6
25	7	70 %	1	10 %	2	20 %	1.2
26	3	30 %	3	30 %	4	40 %	2.1
27	5	50 %	2	20 %	3	30 %	1.8
28	6	60 %	1	10 %	3	30 %	1.5
29	5	50 %	1	10 %	4	40 %	1.7
30	5	50 %	1	10 %	4	40 %	2.1
31	3	30 %	5	50 %	2	20 %	1.8
32	6	60 %	2	20 %	2	20 %	1.7

The item 9 comprised the strategy of guessing the meaning from the context. The weighted mean 1.8 shows that they may or may not use this strategy. However the individual rating scale of their majority proves that 50 per cent of them use this strategy sometimes, 20 per cent of them often use and 30 per cent of them use this strategy more frequently. The item 10 inquired the strategy whether they consult the dictionary. The weighted mean 2.7 reveals the fact that they use this strategy. Furthermore, their majority shows that 60 per cent of them use this strategy more frequently, 10 per cent of them often use and 30 per cent of them use sometimes. The weighted mean 1 shows that they do not use this strategy. The item 11 included the strategy to use new words in sentences. The majority of them i.e. 40 per cent use this strategy more frequently, 40 per cent of them often use and 20 per cent of them use sometimes. The weighted mean 2.5 shows that they use this strategy. The weighted mean 2.4 of item 12 included the strategy of learning words by definition reveals the fact that they may or may not use this strategy. The individual rating scale of their majority shows that 30 per cent of them use this strategy more frequently. 70 per cent of them often use and non of them use sometimes. The item 13 included the strategy whether they memorize the meaning of affix and roots. The weighted mean is 1.8 shows that they may or may not use this strategy. The majority of them, i.e. 50 per cent use this strategy sometimes 30 per cent of them often use and 20 per cent of them use more frequently. The item

14 inquired the strategy of remembering the words by closing eyes. The weighted mean 3.1 reveals that they use this strategy. The individual rating scale of their majority shows that 80 per cent of them use this strategy more frequently, non of them often use and 20 per cent of them use sometimes.

Similarly, the item 15 comprised the strategy of learning the words by reading English Language newspaper. The weighted mean 1.5 shows that they may or may not use this strategy. This individual rating scale of their majority shows that 10 per cent of them use this strategy more frequently, 60 per cent of them often use and 30 per cent of them use sometimes. The item 16 included the strategy of making note while learning course book. The weighted mean 3 shows that they use this strategy. The majority of them i.e. 70 per cent use this strategy more frequently. 30 per cent of them often use and non of them use sometimes.

Likewise, the item 17 inquired the strategy of writing words several times. The weighted mean 1.5 shows that they may or may not use this strategy. The individual rating scale of their majority proves that 50 per cent of them use this strategy sometimes, 30 per cent of them often use and 20 per cent of them use more frequently. The item 18 included the strategy to make note while traveling. The weighted mean 2 shows that they may or may not use this strategy. The majority of them i.e. 50 per cent use this strategy more frequently, 10 per cent of them often use and 40 per cent of them use sometimes. The item 19 comprised the strategy of writing the words on the blank board. The weighted mean 1 shows that they may or may not use this strategy. The individual rating scale of their majority reveals that 80 per cent of them use this strategy sometimes, non of them often use and 20 per cent of them use more frequently. The item 20 included the strategy of making notes if they hear out the class. The individual rating scale of their majority shows that 40 per cent of them use this strategy sometimes, 50 per cent of them of use and 10 per cent of them use more frequently. The weighted mean 1.5 shows that they may or may not use this strategy.

Likewise, the item 21 included the strategy whether they remember ten words before open the book. The weighted mean 2 shows that may or may not use this strategy. The majority of them i.e. 30 per cent use this strategy sometimes, 30 per cent of them often use and 40 per cent of them use more frequently. The item 22 included the strategy of noting down the words while teaching the teacher. The weighted mean 2.8 shows that they use this strategy. The individual rating scale of their majority shows that 20 per cent if them use this strategy sometimes, 20 per cent of them often use and 60 per cent of them use more frequently. The item 23 comprises the strategy of translating the words in their mother tongue. The weighted mean 2.8 shows that they use this strategy. The individual rating scale of their majority reveals that 60 per cent of them use this strategy more frequently, 20 per cent of them often use and 20 per cent of them use more frequently. The item 24 inquired the strategy whether they gives the meaning of personal experience. The weighted mean 2.6 shows that they use this strategy. The individual rating scale of their majority proves that 70 per cent of them use this strategy more frequently, 10 per cent of them often use and 20 per cent of them use sometimes. Similarly, the item 25 included the strategy to use guide book. The majority of them i.e. 70 per cent use this strategy sometimes, 10 per cent of them often use and 20 per cent of them use more frequently. The weighted mean 1.2 shows that they do not use this strategy. The item 26 included the strategy of asking the teacher to translate in their mother tongue. The weighted mean 2.1 shows that they may or may not use this strategy. The individual rating scale of their majority shows that 30 per cent of them use this strategy sometimes, 30 per cent of them often use and 40 per cent of them use them frequently.

In the same way, the item 27 included the strategy whether they write the difficult words on their hands and read. The weighted mean 1.8 shows that they may or may not use this strategy. The individual rating scale of the majority shows that 50

per cent of them use this strategy sometimes, 20 per cent of them use and 30 per cent of them use more frequently. The item 28 inquired whether they make a word list and put on the wall of their bedroom. The weighted mean 1.5 shows that they may or may not use this strategy. The individual rating scale shows that 60 per cent of them use this strategy sometimes, 10 per cent of them often use and 30 per cent of them use more frequently. The item 29 included the strategy of making a word list and read while traveling. The weighted mean 1.7 shows that they may or may not use this strategy. The majority of them i.e. 50 per cent use this strategy sometimes, 10 per cent of them often use and 40 per cent of them use them frequently. The item 30 comprised the strategy of writing difficult words in an artistic way. The weighted mean 2.1 shows that they may or may not use this strategy. The individual rating scale of their majority shows that 50 per cent of them use this strategy sometimes 10 per cent of them often use and 40 per cent of them use more frequently. The item 31 included the strategy whether they match new words with similar words in their mother tongue. The weighted mean 1.8 shows that they may or may not use this strategy. The majority of them i.e. 20 per cent use this strategy more frequently. 50 per cent of them often use and 30 per cent of them use sometimes. The item 32 comprised the strategy of writing difficult words in the capital letters. The weighted mean 1.7 shows that they may or may not use this strategy. The individual rating scale of their majority shows that 60 per cent of them use this strategy sometimes, 20 per cent of them often use and 20 per cent of them use more frequently.

3.2.5. Tharu Students' Cognitive Strategies

The following table presents the strategy used by Tharu students.

Table No. 10
Tharu Students' Cognitive Strategies

Item No.	0+1		2		3+4		W.M
	freq	per	freq	per	freq	per	
9	5	50 %	5	50 %	0	0 %	1.5
10	1	10 %	4	40 %	5	50 %	2.6
11	7	70 %	1	10 %	2	20 %	1.5
12	5	50 %	3	30 %	2	20 %	1.7
13	7	70 %	2	20 %	1	10 %	1.3
14	2	20 %	3	30 %	5	50 %	2.8
15	7	70 %	1	10 %	2	20 %	1.2
16	1	10 %	1	10 %	8	80 %	3
17	4	40 %	2	20 %	4	40 %	2
18	9	90 %	0	0 %	1	10 %	0.7
19	8	80 %	1	10 %	1	10 %	1.1
20	7	70 %	2	20 %	1	10 %	1.3
21	6	60 %	2	20 %	2	20 %	1.2
22	2	20 %	3	30 %	5	50 %	2.7
23	3	30 %	5	50 %	2	20 %	1.9
24	6	60 %	1	10 %	3	30 %	1.5
25	2	20 %	3	30 %	5	50 %	2.5
26	6	60 %	1	10 %	3	30 %	1.3
27	4	40 %	5	50 %	1	10 %	1.5
28	7	70 %	2	20 %	1	10 %	1.2
29	6	60 %	3	30 %	1	10 %	1.1
30	7	70 %	3	30 %	0	0 %	0.9
31	7	70 %	1	10 %	2	20 %	1.4
32	4	40 %	2	20 %	4	40 %	1.8

The item 9 included the strategy of the guessing the meaning from the context. The weighted mean 1.5 shows that they may or may not use this strategy. The individual rating scale shows that 50 per cent of them use this strategy sometimes, 50 per cent of them often use and none of them use more frequently. The item 10 comprised the strategy consulting the dictionary. The weighted mean 2.6 shows that they use this strategy. The individual rating scale shows that 50 per cent of

them use this strategy more frequently, 40 per cent of them often use and 10 per cent of them use sometimes. The item 11 inquired the strategy whether they use new words in the sentence. The weighted mean 1.5 shows that they may or may not use this strategy. However, their majority shows that 70 per cent of them use this strategy sometimes, 10 per cent of them often use and 20 per cent of them use more frequently. The item 12 included the strategy whether they learn the words by definition. The weighted mean 1.7 shows that they may or may not use this strategy. The rating scale shows that 20 per cent of them use this strategy more frequently, 30 per cent of them often use and 50 per cent of them use sometimes. The item 13 included the strategy to memorize the meaning of affix and roots. The weighted mean 1.3 shows that they do not use this strategy. However, 70 per cent of their majority use this strategy sometimes, 20 per cent of their majority often use this strategy and 10 per cent of their majority use more frequently. The item 14 inquired the strategy whether they remember the words by closing their eyes. The individual rating scale shows that 50 per cent of them use this strategy more frequently, 30 per cent of them often use and 20 per cent of them use sometimes. The weighted mean 2.8 shows that they use this strategy.

In the same way, the item 15 included the strategy to learn the words by reading English language newspaper. The weighted mean 1.2 shows that they do not use this strategy. The individual rating scale of their majority shows that 70 per cent of them use this strategy sometimes, 10 per cent of them often use and 20 per cent of them use more frequently. The item 16 comprised the strategy whether they make note while learning course book. The weighted mean 3 shows that they use this strategy. Their majority shows that 80 per cent of them use this strategy more frequently, 10 per cent of them often use and 10 per cent of them use sometimes. Similarly, the item 17 inquired the strategy of writing the words several times. The individual rating scale shows that 40 per cent of them use this strategy sometimes, 20 per cent of them often use and 40 per cent of them use more frequently. The

weighted mean 2 shows that they may or may not use this strategy. The item 18 included the strategy to make note while traveling. The weighted mean 0.7 shows that they do not use this strategy. The majority of them i.e. 90 per cent use this strategy sometimes, none of them often use and 10 per cent of them use more frequently. The item 19 included the strategy of writing the words on white/black board. The weighted mean 1.1 shows that they do not use this strategy. The individual rating scale shows that 80 per cent of them use this strategy sometimes, 10 per cent of them often use and 10 per cent of them use more frequently. The item 20 comprised the strategy whether they make note if they hear words out of their class. The weighted mean 1.3 shows that they do not use this strategy. However, the rating scale of their majority shows that 70 per cent of them use this strategy sometimes, 20 per cent of them often use and 10 per cent of them use more frequently.

Similarly, the item 21 included the strategy whether they remember ten words before they open book. The weighted mean 1.2 shows that they do not use this strategy. The rating scale shows that 60 per cent of them use this strategy sometimes, 20 per cent of them often use and 20 per cent of them use more frequently. The item 22 inquired the strategy whether they note down the words while teaching their teacher. The weighted mean 2.7 shows that they use this strategy. The rating scale of their majority shows that 50 per cent of them use this strategy more frequently, 30 per cent of them often use and 20 per cent of them use sometimes. The item 23 comprised the strategy whether they try to translate the words in their own language. The weighted mean 1.9 shows that they may or may not use this strategy. However, the rating scale shows that 30 per cent of them use this strategy sometimes, 50 per cent of them often use and 20 per cent of them use more frequently. The item 24 included the strategy to guess the meaning by personal experience. The weighted mean 1.5 shows that they may or may not use this strategy. However, the majority of them i.e. 60 per cent use this strategy

sometimes, 10 per cent of them often use and 30 per cent of them use more frequently. In the same way, the item 25 included the strategy whether they use guide book. The individual rating scale shows that 50 per cent of them use this strategy more frequently, 30 per cent of them often use and 20 per cent of them use sometimes. The weighted mean 2.5 shows that they use this strategy. The item 26 included inquired the strategy whether they ask their teacher to translate in their mother tongue. The weighted mean 1.3 shows that they do not use this strategy. The majority of them i.e. 30 per cent of them use this strategy more frequently, 10 per cent of them often use and 60 per cent of them use sometimes.

Likewise, the item 27 included the strategy to write the difficult words on their hands and read. The weighted mean 1.5 shows that they may or may not use this strategy. The rating scale shows that 40 per cent of them use this strategy sometimes, 50 per cent of them often use and 10 per cent of them use more frequently. The item 28 included the strategy whether they make a word list and put on the wall of their bed room. The weighted mean 1.2 shows that they do not use this strategy. The rating scale shows that 10 per cent of them use this strategy more frequently, 20 per cent of them often use and 70 per cent of them use sometimes. The item 29 comprised the strategy whether they make a word list and read while traveling. The weighted mean 1.1 shows that they do not use this strategy. However, the rating scale shows that 60 per cent of them use this strategy sometimes, 30 per cent of them often use and 10 per cent of them use more frequently. The item 30 included the strategy to write the difficult words in an artistic way. The weighted mean 0.9 shows that they do not use this strategy. The individual rating scale shows that 70 per cent of them use this strategy sometimes, 30 per cent of them often use and none of them use more frequently. The item 31 included the strategy of matching new words with similar words in their mother tongue. The weighted mean 1.4 shows that they do not use this strategy. The rating scale shows that 20 per cent of them use this strategy more frequently, 10 per cent

of them often use and 70 per cent of them use sometimes. The item 32 included the strategy to write difficult words in the capital letters. The weighted mean 1.8 shows that they may or may not use this strategy. The individual rating scale shows that 40 per cent of them use this strategy sometimes, 20 per cent of them often use and 40 per cent of them use more frequently.

3.3 Socio-affective Strategy

There are all together seven items under this strategies. They are:

- 1) I learn the words by its synonyms and antonyms.
- 2) I learn the words by group works in class.
- 3) I ask my senior brother.
- 4) I interact with my class mate.
- 5) I take part in word meaning competition.
- 6) I interact with native speaker.
- 7) I get asked by my friends.
- 8) I relate the new words with my friends' name.

3.3.1 Brahmin Students' Socio-affective Strategies

The following table presents the strategies used by Brahmin students.

Table No-11

Brahmin Students' Socio-affective Strategies

Item No.	0+1		2		3+4		W.M
	freq	per	freq	per	freq	per	
33	5	50 %	3	30 %	2	20 %	1.7
34	3	30 %	3	30 %	4	40 %	2.3
35	2	20 %	3	30 %	5	50 %	2.5
36	1	10 %	0	0 %	9	90 %	3.2
37	2	20 %	4	40 %	4	40 %	2.3
38	7	70 %	2	20 %	1	10 %	1.1
39	1	10 %	4	40 %	5	50 %	2.8
40	4	40 %	3	30 %	3	30 %	2

The item 33 included the strategies of learning the words by its synonyms and antonyms. The weighted mean 1.7 shows that they may or may not use this strategy. However, their rating scale of the majority reveals that 50 per cent of them use this strategy sometimes 30 per cent of them often use and 20 per cent of them use more frequently. The item 34 inquired whether they learn the words by groups work in class. The weighted mean 2.3 shows that they may or may not use this strategy. The majority of them prove that 40 per cent of them use this strategy more frequently, 30 per cent of them often use and 30 per cent of them use sometimes. The item 35 comprised the strategy of asking the meaning of words with senior brother. The weighted mean 2.5 shows that they use this strategy. Furthermore, the individual rating scale of their majority proves that 50 per cent of them use this strategy more frequently 30 per cent of them often use and 20 per cent of them use sometimes. The item of 36 included the strategies whether they interact with their class mates. The weighted mean 3.2 shows that they use this strategy. The majority of the rating scale shows that 90 per cent of them use this strategy more frequently, non of them often use and only 10 per cent of them use sometimes.

Similarly, the item 37 inquired the strategy of taking part in word meaning competition. The weighted mean 2.3 shows that they may or may not use this strategy. The individual rating scale of their majority shows that 40 per cent of them use this strategy more frequently, 40 per cent of them often use and 20 per cent of them use sometimes. The item 38 included the strategies to entrant with native speaker. The weighted mean 1.1 shows that they do not use this strategy. However, their majority, i.e. 70 per cent use this strategy sometimes 20 per cent of them often use and 10 per cent of them use more frequently. The item 39 included the strategy of getting asked by their friends. The weighted mean 2.8 shows that they use this strategy. The individual rating scale shows that 50 per cent of them use this strategy more frequently 40 per cent of them often use and 10 per cent of

them use sometimes. The item 40 comprises the strategy whether they release the new words with their friend's name. The individual rating scale of their majority shows that 40 per cent of them use this strategy sometimes, 30 per cent of themselves often use and 30 per cent of them use more frequently. The weighted mean 2 shows that they may or may not use this strategy.

3.3.2 Chhetri Students' Socio-affective Strategy

The following table presents the strategies used by Chhetri students.

Table No-12
Chhetri Students' Socio-affective Strategy

Rating Scale Item No.	0+1		2		3+4		W.M
	freq	per	freq	per	freq	per	
33	1	10 %	2	20 %	6	60 %	3.2
34	1	10 %	1	10 %	8	80 %	3
35	1	10 %	1	10 %	8	80 %	3.4
36	1	10 %	1	10 %	8	80 %	3.3
37	0	0 %	5	50 %	5	50 %	2.5
38	2	20 %	1	10 %	7	70 %	3.2
39	0	0 %	2	20 %	8	80 %	3.2
40	0	0 %	8	80 %	2	20 %	2.4

The item 33 included the strategy of learning the words by its synonyms and antonyms. The weighted mean 3.2 shows that they use this strategy. The majority of them i.e. 60 per cent use this strategy more frequency, 20 per cent of them often use and 10 per cent of them use sometimes. The item 34 included the strategy whether they learn the words by group work in class. The weighted mean 3 shows that they use this strategy. The rating scale shows that 80 per cent of them use this strategy more frequently, 10 per cent of them often use and 10 per cent of them use sometimes. The item 35 inquired the strategy of asking their senior brother. The weighted mean 3.4 shows that they use this strategy. The individual rating scale of their majority shows that 80 per cent of them use more frequently, 10 per cent of them often use and 10 per cent of them use sometimes. The item 36

comprised the strategy of interacting with their classmates. The weighted mean 3.3 shows that they use this strategy. The majority of them i.e. 10 per cent of them use this strategy sometimes, 10 per cent of them often use and 80 per cent of them use more frequently.

The item 37 included the strategy of taking part in word meaning competition. The weighted mean 2.5 shows that they use this strategy. The rating scale of their majority shows that 50 per cent of them use this strategy more frequently, 50 per cent of them often use and non of them use sometimes. The item 38 inquired the strategy of interacting with native speaker. The weighted mean 3.2 shows that they use this strategy. The majority of them i.e. 70 per cent of use this strategy more frequently, 10 per cent of them often use and 20 per cent of them use sometimes. Likewise, the item 39 inquired the strategy to get asked by their friends. The weighted mean 3.2 shows that they use this strategy. The rating scale shows that 80 per cent of them use this strategy more frequently, 20 per cent of them often use and non of them use sometimes. The item 40 inquired the strategy whether they relate the new words with their friends' name. The weighted mean 2.4 shows that they may or may not use this strategy. The individual rating scale of their majority shows that 20 per cent of them use this strategy more frequently, 80 per cent of them of ten use and non of them use sometimes.

3.3.3. Newar students' Socio-affective Strategies

The following table presents the strategies used by Newar students.

Table No. 13

Newar Students' Socio-affective Strategies

Rating Scale	0+1		2		3+4		W.M
	freq	per	freq	per	freq	per	
Item No.							
33	4	40 %	0	0 %	6	60 %	2.1
34	1	10 %	5	50 %	4	40 %	2.7
35	2	20 %	1	10 %	7	70 %	2.9

36	1	10 %	3	30 %	6	60 %	2.8
37	3	30 %	1	10 %	6	60 %	2.4
38	4	40 %	4	40 %	2	20 %	1.8
39	2	20 %	2	20 %	6	60 %	2.7
40	3	30 %	5	50 %	2	20 %	1.8

The item 33 inquired the strategy of learning the words by its synonyms and antonyms. The weighted mean 2.1 shows that they may or may not use this strategy. The individual rating scale shows that 60 per cent of them use this strategy more frequently, none of them often use and 40 per cent of them use this strategy sometimes. The item 34 inquired the strategy of learning the words by group work in class. The weighted mean 2.7 shows that they use this strategy. The individual rating scale of their majority proves that 10 per cent of them use this strategy sometimes, 50 per cent of them often use and 40 per cent of them use more frequently. The item 35 comprised the strategy whether they ask the meaning of words with their senior brother. The weighted mean 2.9 shows that they use this strategy. The majority of them i.e. 70 per cent use this strategy more frequently, 10 per cent of them often use and 20 per cent of them use sometimes. The item 36 included the strategy to interact with their class mates. The individual rating scale of their majority shows that 60 per cent of them use this strategy more frequently, 30 per cent of them often use and 10 per cent of them use sometimes. The weighted mean 2.8 shows that they use this strategy.

In the same way, the item 37 inquired the strategy whether they take part in word meaning competition. The weighted mean 2.4 shows that they may or may not use this strategy. The rating scale shows that 30 per cent of them use this strategy sometimes, 10 per cent of them often use and 60 per cent of them use more frequently. The item 38 included the strategy whether they interact with native speaker. The weighted mean 1.8 shows that they may or may not use this strategy. The individual rating scale of their majority shows that 40 per cent of them use this strategy sometimes, 40 per cent of them often use and 20 per cent of them use

more frequently. The item 39 comprised the strategy of getting asked by their friends. The weighted mean 2.7 shows that they use this strategy. The majority of them i.e. 60 per cent use this strategy more frequently, 20 per cent of them often use and 20 per cent of them use sometimes. The item 40 included the strategy to relate the new words with their friend's name. The weighted mean 1.8 shows that they may or may not use this strategy. The individual rating scale shows that 30 per cent of them use this strategy sometimes, 50 per cent of them often use and 20 per cent of them use more frequently.

3.3.4. Limbu Students' Socio-affective Strategy

The following table presents the strategies used by Limbu students

Table No. 14

Limbu Students' Socio-affective Strategy

Rating Scale Item No.	0+1		2		3+4		W.M
	freq	per	freq	per	freq	per	
33	4	40 %	3	30 %	3	30 %	2
34	2	20 %	2	20 %	6	60 %	2.8
35	0	0 %	2	20 %	8	80 %	3.2
36	2	20 %	0	0 %	8	80 %	2.8
37	3	30 %	4	40 %	3	30 %	2.6
38	6	60 %	1	10 %	3	30 %	1.7
39	3	30 %	2	20 %	5	50 %	2.3
40	2	20 %	2	20 %	6	60 %	2.8

The item 33 inquired the strategy whether they learn the words by its synonymies and antonyms. The weighted mean 2 shows that they may or may not use this strategy. The individual rating scale of their majority shows that 40 per cent of them use this strategy sometimes, 30 per cent of them often use and 30 per cent of them use more frequently. The item 34 comprised the strategy of learning the words by group work in class. The weighted mean 2.8 shows that they use this strategy. However, the rating scale shows that 60 per cent of them use this strategy more frequently, 20 per cent of them often use and 20 per cent of them use

sometimes. The item 35 included the strategy of asking the meaning of word with their senior brother. The weighted mean 3.2 shows that they use this strategy. The majority of them i.e. 80 per cent use this strategy more frequently, 20 per cent of them often use and none of them use sometimes. The item 36 included the strategy to interact with their class mates. The individual rating scale shows that 80 per cent of them use this strategy more frequently, none of them often use and 20 per cent of them use sometimes. The weighted mean 2.8 shows that they use this strategy.

Likewise, the item 37 comprised the strategy whether they take part in word meaning competition. The weighted mean 2.6 shows that they use this strategy. The majority of them i.e. 30 per cent of them use this strategy more frequently, 40 per cent of them often use and 30 per cent of them use sometimes. The item 38 included the strategy of interacting with native speaker. The weighted mean 1.7 shows that they may or may not use this strategy. The rating scale shows that 60 per cent of them use this strategy sometimes, 10 per cent of them often use and 30 per cent of them use more frequently. The item 39 inquired the strategy whether they get asked by their friends. The weighted mean 2.3 shows that they may or may not use this strategy. The individual rating scale of their majority proves that 50 per cent of them use this strategy more frequently, 20 per cent of them often use and 30 per cent of them use sometimes. The item 40 included the strategy to relate the new words with their friend's name. The weighted mean 2.8 shows that they use this strategy. The rating scale shows that 60 per cent of them use this strategy more frequently, 20 per cent of them often use and 20 per cent of them use sometimes.

3.3.5 Tharu Students' Socio-affective Strategies

The following table presents the strategies used by Tharu students.

Table No. 15**Tharu Students' Socio-affective Strategies**

Item No.	0+1		2		3+4		W.M
	freq	pre	freq	pre	freq	pre	
33	3	30 %	4	40 %	3	30 %	2.1
34	0	0 %	3	30 %	7	70 %	2.9
35	1	10 %	3	30 %	6	60 %	2.8
36	1	10 %	5	50 %	4	40 %	2.5
37	5	50 %	2	20 %	3	30 %	1.9
38	7	70 %	2	20 %	1	10 %	1.1
39	2	20 %	6	60 %	2	20 %	2.1
40	5	50 %	4	40 %	1	10 %	1.4

The item 33 inquired the strategy of learning the words by its synonyms and antonyms. The weighted mean 2.1 shows that they may or may not use this strategy. The rating scale shows that 30 per cent of them use this strategy sometimes, 40 per cent of them use and 30 per cent of them use more frequently. The item 34 included the strategy of learning the words by group work in class. The weighted mean 2.9 shows that they use this strategy. The individual rating scale of their majority shows that 70 per cent of them use this strategy more frequently, 30 per cent of them often use and none of them use sometimes. The item 35 comprised the strategy whether they ask their senior brother. The weighted mean 2.8 shows that they use this strategy. The majority of them show that 60 per cent of them use this strategy more frequently, 30 per cent of them often use and 10 per cent of them use sometimes. The item 36 included the strategy to interact with their class mates. The weighted mean 2.5 shows that they may or may not use this strategy. The rating scale shows that 40 per cent of them use this strategy more frequently, 50 per cent of them often use and 10 per cent of them use sometimes.

Similarly, the item 37 included the strategy of taking part in word meaning competition. The weighted mean 1.9 shows that they may or may not use this

strategy. However, the rating scale shows that 50 per cent of them use this strategy sometimes, 20 per cent of them often use and 30 per cent of them use more frequently. The item 38 included the strategy to interact with native speaker. The weighted mean 1.1 shows that they do not use this strategy. The individual rating scale shows that 70 per cent of them use sometimes 20 per cent of them often use and 10 per cent of them use more frequently. The item 39 inquired the strategy whether they get asked by their friends. The weighted mean 2.1 shows that they may or may not use this strategy. The majority of them show that 20 per cent of them use this strategy more frequently, 60 per cent of them often use and 20 per cent of them use sometimes. The item 40 comprised the strategy of relating the new2 words with their friend's name. The weighted mean 1.4 shows that they do not use this strategy. The individual rating scale of their majority shows that 50 per cent of them use this strategy sometimes, 40 per cent of them often use and 10 per cent of them use more frequently.

CHAPTER –FOUR

FINDINGS AND RECOMMENDATIONS

The principle aim of the present study was to find out the vocabulary learning strategies used by various ethnic group students and to suggest some pedagogical implication. The data were collected from 50 per cent students who were selected from different government schools (Appendix-B). The data were carefully presented in tables and analyzed and interpreted to achieve the objective using simple statistical tools like percentage and weighted arithmetic mean.

4.1 Findings

On the basis of the analysis and interpretation of the collected data, the findings of the present study are summarized in the following points.

- i. The most frequently used strategies by ethnic group students are learning words by watching English movies, making note while traveling, guessing meaning by personal experience, asking with senior brother and interacting with classmates.
- ii. Under Metacognitive strategy 80 per cent of Chhetri student used the internet to know the meaning of words which has 3.5 as weighted mean. Similarly, out of cognitive strategy, 90 per cent of Chhetri students used noting down the words while teaching the teacher which has 3.5 as weighted mean. But, 90 per cent of Brahmin students used interacting with classmate of Socio-affective strategies.
- iii. Chhetri students used the strategies like learning the words by reading English news paper, making note while traveling, making note hearing out of the class, asking to the teacher to translate the words in mother tongue, writing difficult words in an artistic way and writing words in capital letters.

- iv. Brahmin and Chhetri students used the strategies using the words on mobile screen and remembering the words before falling asleep having the weighted mean 2.8 and 2.7 respectively.
- v. Similarly, Tharu students used the strategies like using guide book, Newar students used writing difficult words on hands and read and Brahmin students used making words list and put on the wall of the bed room.
- vi. Only Chhetri students used the strategies as learning the words by its synonyms and antonyms and getting asked by their friends whereas other group students did not use.
- vii. Tharu and Brahmin students did not use the strategy listening the radio program e.g. BBC World Service regularly whereas Limbu, Newar and Chhetri students used these strategies.
- viii. Chhetri, Tharu, Newar and Limbu students used the strategy of learning the words by group work in the class room but Brahmin students did not use this strategy.
- ix. The strategies like guessing the meaning from the context and relating the new words with the friends' name were not used by any group students.
- x. Out of 40 strategies Chhetri students used 30 strategies whereas Tharu students used 9 strategies. Similarly, Newar and Limbu used equal number of strategies i.e. 15 strategies.
- xi. Chhetri students used 7 strategies of Metacognitive Strategies and Socio-affective strategies out of 8 strategies. So, they used Metacognitive strategies and Socio-Affective strategies more than cognitive strategies.

4.2 Recommendations

On the basis of the findings obtained from the analysis of the collected data, pedagogical implications with some recommendations have been suggested as follows:

- i. The present study shows that watching English movie, making note while traveling, guessing meaning by personal experience, asking with senior brother and interacting with classmates strategies were used by all ethnic group students. So, such strategies should be used by all secondary level students and the teacher should also encourage them to use.
- ii. Except Chhrtri students, other students did not use the strategies like reading English news paper, making note while traveling, asking teacher to translate the words in mother tongue, writing difficult words in an artistic way and writing words in capital letters. So, they should be encouraged to use such strategies.
- iii. Tharu students used the strategy of using guide book but other students did not use. So, they should be encouraged to use such strategy.
- iv. Brahmin students used the strategy of making words list and put on the wall of bedroom but other students did not use. So, they should be encouraged to use this strategy.
- v. Only Chhetri students used the strategies learning the words by its synonyms and antonyms and getting asked by their friends whereas other group students did not use. So, they should be encouraged to use such strategies.
- vi. Tharu and Brahmin students did not use the strategy of listening to the radio program BBC World Service regularly. So, they should be encouraged to use such strategy.
- vii. Except Brahmin and Chhetri students, other group students did not use the strategies like using the words on the mobile screen and remembering the

words before falling asleep. Therefore, such group students should be encouraged to use those strategies.

- viii. Brahmin students did not use the strategy of learning the words by group work. So, the teacher should encourage them to use those strategies.
- ix. All group students did not use the strategies like guessing the meaning from the context and relating the new words with the friends' name. So, the teacher should encourage them to use such strategies.
- x. Tharu students used less strategies in comparison to other group students. So, they should be encouraged to use such strategies.
- xi. Out of 8 strategies of Metacognitive and Socio-affective strategies, Chhetri students used 7 strategies. So, other group students should be encouraged to use those strategies.
- xii. The study shows that the students do not use Metacognitive strategies except Chhetri students in learning vocabulary. So, the teacher should encourage the student to use such strategy.

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Appendix- A

Questionnaires

Dear respondent,

This questionnaire is a part of my research entitled “Vocabulary Learning Strategies Used by Students Various Ethnic Groups”. Under the super vision of **Mr. Prem Bahadur Phyak**, the Lecturer of the Department of English Education, T.U, Kirtipur. Your co-operation in completion of the questionnaire will be more valuable fore me. I assure you the responses made by you will be exclusively used confidently only for present study. Thank you.

Researcher
Shiva Shankar Prasad

Name:

Class:

School:

Section:

Note: Number 1, 2, 3 and 4 indicate 25, 50, 75 and 100 percent of your agreement respectively where ‘0’ indicate not at al.

Please circle the appropriate option for you from the given options.

While researcher reading the text (course offered in compulsory/ major English) to be familiar with new words.

1. I guess the meaning from the context

0 1 2 3 4

2. I consult the dictionary.

0 1 2 3 4

3. I use new words in sentence.

0 1 2 3 4

4. I learn the word by definition

0 1 2 3 4

5. I learn the word by realia.

0 1 2 3 4

6. I memorize the meaning of affix and roots.

0 1 2 3 4

7. I use the English laboratory.

0 1 2 3 4

8. I learn the words by its synonyms and antonyms.

0 1 2 3 4

9. I learn the words by reading English language newspaper.
- 0 1 2 3 4
10. I use the internet to know the meaning of words.
- 0 1 2 3 4
11. I learn the words by listening the tape of word lists.
- 0 1 2 3 4
12. I use English language laboratory.
- 0 1 2 3 4
13. I make note while learning course book.
- 0 1 2 3 4
14. I ask to my senior brother.
- 0 1 2 3 4
15. I write words several times.
- 0 1 2 3 4
16. I make note while traveling.
- 0 1 2 3 4

17. I write them on white/ black board.
- 0 1 2 3 4
18. I make note if I hear the words out of my class
- 0 1 2 3 4
19. I remember at least ten words before I open my book.
- 0 1 2 3 4
20. I interact with my class mates.
- 0 1 2 3 4
21. I take part in word meaning competition.
- 0 1 2 3 4
22. I note down the words while teaching our teacher.
- 0 1 2 3 4
23. I try to translate them in my own language.
- 0 1 2 3 4
24. I learn the words by watching English movie.
- 0 1 2 3 4
25. I learn the words by listening the English songs.
- 0 1 2 3 4

26. I listen to the BBC World Service regularly.
- 0 1 2 3 4
27. I guess the meaning by my personal experience.
- 0 1 2 3 4
28. I use guide book.
- 0 1 2 3 4
29. I interact with native speaker.
- 0 1 2 3 4
30. I get asked by my friends.
- 0 1 2 3 4
31. I ask my teacher to translate in my mother tongue.
- 0 1 2 3 4
32. I write the difficult words on my hands and read.
- 0 1 2 3 4
33. I make a words list and put on the wall of my bedroom.
- 0 1 2 3 4
34. I make a words list and read while traveling.
- 0 1 2 3 4

35. I write difficult words in an artistic ways.
0 1 2 3 4
36. I match new words with similar words in my mother tongue.
0 1 2 3 4
37. I relate the new words with my friends' name.
0 1 2 3 4
38. I use the words in my mobile screen.
0 1 2 3 4
39. I remember the words before I fall a sleep.
0 1 2 3 4
40. I write the difficult words in the capital letters.
0 1 2 3 4