

**STRATEGIES ADOPTED BY GRADE ELEVEN STUDENTS
IN LEARNING ENGLISH VOCABULARY**

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

**Submitted by
Dor Prasad Bhandari**

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

2010

**STRATEGIES ADOPTED BY GRADE ELEVEN STUDENTS
IN LEARNING ENGLISH VOCABULARY**

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

**Submitted by
Dor Prasad Bhandari
Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2010**

**T.U. Regd. No.: 9-1-1-843-2001
Second Year Exam
Roll No.: 280294/065**

**Date of Approval of
Proposal : 2066/01/06
Date of submission: 2067/08/06**

DECLARATION

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

Date: 2067 /08/05

.....

Dor Prasad Bhandari

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dor Prasad Bhandari** has prepared this thesis entitled “**Strategies Adopted by Grade Eleven Students in Learning English Vocabulary**” under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2067 / 08 / 06

.....

Mr. Bhesh Raj Pokharel

Teaching Assistant

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for the evaluation by the following
Research Guidance Committee :

Signature

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Chairperson

Dr. Jai Raj Awasthi

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur, Kathmandu

.....

Member

Mr. Bhesh Raj Pokhrel (Guide)

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Member

Date: 2067 / 08 / 10

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis
Evaluation and Approval Committee.

Signature

Dr. Chandreshwar Mishra

.....

Professor and Head

Chairperson

Department of English Education

T.U., Kirtipur

Dr. Jai Raj Awasthi

.....

Professor

Member

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur

Mr. Bhesh Raj Pokhrel (Guide)

.....

Teaching Assistant

Member

Department of English Education

T.U., Kirtipur, Kathmandu

Date: 2067 / 08 / 14

DEDICATION

Dedicated

to

My parents and Teachers

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my honorable Guru and thesis supervisor **Mr. Bhesh Raj Pokhrel**, Teaching Assistant, Department of English Education, T.U., for his continuous guidance, enlightening ideas, invaluable suggestions and encouragement. Without his regular encouragement and constructive feedback, the work would never see the light of completion.

My profound gratitude goes to **Prof. Dr. Chandreshwar Mishra**, Head, Department of English Education, T.U. for his cooperation and valuable suggestions.

I am also equally grateful to honorable Guru **Prof. Dr. Jai Raj Awasthi**, Chairperson, English and Other Foreign Languages Education Subject Committee, T.U. Kirtipur for his encouragement and cooperation.

I am extremely indebted to **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Tirth Raj Khaniya, Prof. Dr. Anju Giri, Dr. Anjana Bhattarai, Dr. Bal Mukunda Bhandari** and other teachers of the Department of English Education, T.U., Kirtipur for providing me with guidelines and suggestions to complete the task.

I would like to express my thanks to **Mrs. Madhavi Khanal**, the librarian Department of English Education for her kind cooperation and for providing me with necessary materials and encouragement to complete the thesis. Thanks are also due to the teachers and students of the selected five higher secondary schools of the Kathmandu valley who cooperated and helped me a lot for this research.

My deepest appreciation also goes to my friends Matrika, Ambika, Shiva, Simana and Bhesh Raj for their kind help and others who directly and indirectly helped me during the study.

I would also like to extend my sincere gratitude to my parents for their help, instructions and encouragement to complete the task at the earliest possible.

At last, I would like to thank Durka Man Maharjan of Durka Computer System, Kirtipur for good computer typing and printing.

Date: 2067 / 08 / 04

Dor Prasad Bhandari

ABSTRACT

This thesis entitled "Strategies Adopted by grade Eleven Students in Learning English Vocabulary" is an attempt to identify the strategies adopted by grade eleven students in learning English vocabulary which are found in their text book of compulsory English. In order to do so the researcher collected data from the students of purposively selected five higher secondary schools of the Kathmandu Valley namely, Janamaitri College, Sahid Smarak College, Janasewa Higher Secondary School, Vishwo Niketan H.S.S. and Capital Hill College. The total sample population of the study consists of 100 students selected using simple random sampling procedure. The researcher selected 20 students (10 boys and 10 girls) of grade eleven from each higher secondary school. The questionnaire was the major tool for the data collection. The researcher spent five days in each higher secondary school for collecting the data. The researcher found that the most frequency used vocabulary learning strategies were 'have a writing practice in learning', 'ask your teacher to translate into Nepali', 'keep a dictionary with you', 'learn the word by definition' etc. Similarly, the least frequently used strategies were 'use internet related to English language', 'test with your parents, listen to the English language radio' etc.

This study consists of four chapters. Chapter one consists of the general background, review of related literature, objectives of study, definition of specific terms and significance of the study. Chapter two consists of the methodology of the study. It encompasses the source of data, population of study, sampling procedure, tools for data collection, process of data collection and limitations of the study. Chapter three consists of the analysis and interpretation of the data. The data were analyzed and tabulated on the basis of the students' responses and also classified in

terms of different taxonomies as classified by different scholars. Chapter four consists of the findings and recommendations of the study. The references and appendices are the concluding parts of the study.

TABLE OF CONTENTS

| | Page |
|--|-------------|
| <i>Declaration</i> | <i>i</i> |
| <i>Recommendation for Acceptance</i> | <i>ii</i> |
| <i>Recommendation for Evaluation</i> | <i>iii</i> |
| <i>Evaluation and Approval</i> | <i>iv</i> |
| <i>Dedication</i> | <i>v</i> |
| <i>Acknowledgements</i> | <i>vi</i> |
| <i>Abstract</i> | <i>vii</i> |
| <i>Table of Contents</i> | <i>ix</i> |
| <i>List of Tables</i> | <i>xiii</i> |
| <i>List Abbreviations</i> | <i>xiv</i> |
| | |
| CHAPTER ONE: INTRODUCTION | 1-19 |
| 1.1 General Background | 1 |
| 1.1.1 Importance of English | 2 |
| 1.1.2 English Language Teaching Situation in Nepal | 3 |
| 1.1.3 Vocabulary: An Introduction | 4 |
| 1.1.4 Types of Vocabulary | 6 |
| 1.1.4.1 Active Vs Passive | 6 |
| 1.1.4.2 Major Vs Minor | 6 |
| 1.1.5 Importance of Vocabulary | 6 |
| 1.1.6 Aspects of Learning a Word | 7 |
| 1.1.7 Learning Strategies | 9 |
| 1.1.7.1 Vocabulary Learning Strategies | 11 |
| 1.2 Review of the Related Literature | 14 |
| 1.3 Objectives of the Study | 18 |
| 1.4 Significance of the Study | 18 |
| 1.5 Definition of Specific Terms | 19 |

| | |
|--|--------------|
| CHAPTER TWO: METHODOLOGY | 20-22 |
| 2.1 Sources of Data | 20 |
| 2.1.1 Primary Sources | 20 |
| 2.1.2 Secondary Sources | 20 |
| 2.2 Population of Study | 20 |
| 2.2.1 Sample Population | 20 |
| 2.3 Sampling Procedure | 21 |
| 2.4 Tools for Data Collection | 21 |
| 2.5 Process of Data Collection | 21 |
| 2.6 Limitations of Study | 22 |
| | |
| CHAPTER THREE: ANALYSIS AND INTERPRETATION | 23-39 |
| 3.1 Analysis and Interpretation of Students' Response on Each Strategy | 23 |
| 3.1.1 Guessing Meaning from the Context | 23 |
| 3.1.2 Ask your English Teacher to Translate into Your Mother Tongue | 23 |
| 3.1.3 Ask Your Teacher to Translate into Nepali | 24 |
| 3.1.4 Using Key Word Method | 24 |
| 3.1.5 Learn by Group Work in Your Class | 24 |
| 3.1.6 Use Monolingual Dictionary | 25 |
| 3.1.7 Use Internet Related to the English Language | 25 |
| 3.1.8 Connect the Words to Its Synonyms and Antonyms | 25 |
| 3.1.9 Test with Your Parents | 26 |
| 3.1.10 Have Writing Practice for Learning | 26 |
| 3.1.11 Learn by Pair Work in Class | 26 |
| 3.1.12 Use New Word in Sentence | 26 |
| 3.1.13 Connect Word to Already Known Words | 27 |
| 3.1.14 Learn by Asking Your Private Tutor | 27 |
| 3.1.15 Learn the Words of an Idiom Together | 27 |

| | | |
|--------|--|----|
| 3.1.16 | Take Note in Class | 27 |
| 3.1.17 | Memorize the Parts of Speech | 28 |
| 3.1.18 | Ask your brother or Sister for Nepali Translation | 28 |
| 3.1.19 | Keep a Dictionary with You | 28 |
| 3.1.20 | Listen to the English Language Radio Program | 29 |
| 3.1.21 | Ask to Members of Your Family | 29 |
| 3.1.22 | Use Scales for Graduate Adjectives | 29 |
| 3.1.23 | Use Loan Words in Study | 30 |
| 3.1.24 | Use Bilingual Dictionary | 30 |
| 3.1.25 | Read an English Language Newspaper | 30 |
| 3.1.26 | Use the Glossary Section of your Book | 30 |
| 3.1.27 | Note Down the Meaning during the Teacher's Explanation | 31 |
| 3.1.28 | Learn the Words by Definition | 31 |
| 3.1.29 | Learn the Words through Computer | 31 |
| 3.1.30 | Use the Encyclopedia | 32 |
| 3.1.31 | Learn the Words Using the Interactive CD Player | 32 |
| 3.1.32 | Learn the Words Interacting with Native English Speaker | 32 |
| 3.1.33 | Use an English Language Lab | 33 |
| 3.1.34 | Use Word List Prepared by Your Teacher | 33 |
| 3.1.35 | Learn the Words by Playing Games such as Crossword Puzzles | 33 |
| 3.1.36 | Consult the Guide Book to Identify Meaning or Nepali Equivalent | 34 |
| 3.1.37 | Listen to the Tape of words List | 34 |
| 3.1.38 | Memorize the Meaning of Prefix and Suffix | 34 |
| 3.1.39 | Connect the Words to the Personal Experience | 35 |
| 3.1.40 | Learn Words Written on Commercial Items | 35 |

| | | |
|---|--|--------------|
| 3.2 | Analysis and Interpretation of the Students Responses on the Basis of Taxonomy of Vocabulary Learning Strategies | 35 |
| 3.2.1 | Cognitive Strategies | 36 |
| 3.2.2 | Social Strategies | 37 |
| 3.2.3 | Metacognitive Learning Strategies | 38 |
| CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS | | 40-42 |
| 4.1 | Findings | 40 |
| 4.2 | Recommendations | 41 |
| REFERENCES | | 43-44 |

LIST OF TABLES

| | Page |
|---|-------------|
| Table 1 : Students' Responses Reflecting the Cognitive Strategy of Learning Vocabulary | 36 |
| Table 2 : Students' Responses Reflecting the Social Strategy of Learning Vocabulary | 37 |
| Table 3 : Students' Responses Reflecting the Metacognitive Learning Strategy of Learning Vocabulary | 38 |

List of Abbreviations

| | |
|-------|----------------------------------|
| B.S. | Bikram Sambat |
| EFL | English as a Foreign Language |
| ELT | English Language Teaching |
| etc. | (for Latin, et cetera) |
| HSEB | Higher Secondary Education Board |
| i.e. | That is (for Latin id est) |
| M.Ed. | Master's of Education |
| p. | Page |
| SLA | Second Language Acquisition |
| TU | Tribhuvan University |
| UN | United Nations |

CHAPTER ONE

INTRODUCTION

Needless to say, English is a foreign language for Nepalese learners. Therefore, learning English requires conscious and deliberate efforts from the part of the learners. To acquire vocabulary, without doubt, is a very important aspect of learning any language. This study entitled 'Strategies Adopted by Grade Eleven Students in Learning English Vocabulary' will be a step towards tracing the ways the Nepalese students internalize the English vocabulary.

1.1 General Background

Language is a means of communication through which we share our thoughts, feelings and emotions. Language is the possession of only human beings. It is a means of creation, cooperation and competition. The importance of language has been realized tremendously in the recent years.

Every normal (mentally and physically sound) human being acquires language as a natural process of development. Acquisition of the first language and learning of a second language involves different processes to get mastery over languages. Everybody needs to have the ability in each skill and aspect of language i.e. listening, speaking, reading and writing, vocabulary, grammar and communicative functions. "Language is the system of human communication by means of structured arrangement of sounds (on their written representation) to form a language unity i.e. morphemes, words, phrases, and sentences" (Richards, Platt and Webber, 1985, p. 153)

Language is a voluntary vocal system of human communication. It is the possession of only human beings and an abstraction based on the

linguistic behaviour of its users so that every kind of sharing between human beings is possible due to language. There exist around five thousand languages in the world. Among them English is one of the most dominant and prominent languages of the world. It is also an international language and means of international communication. So, it is taught and learnt almost all over the world for the purpose of general communication and other specific field like education, medicine, language and literature, science and technology, business, politics, history and others. Therefore, English has got a global significance.

1.1.1 Importance of English

The English language got special prominence as a world language. The English language is used as a means of international communication. It is also the most widely used language in the world, in different sectors, such as business, politics, science, and technology, language and literature.

English is serving as an important vehicle for the transmission of civilization and culture from western world to eastern world and vice versa. It is used a lingua franca, mother tongue and means of international communication. Most of the significant works in any country in any discipline is found in the English language. It has the largest body of vocabulary and the richest store of literature.

The establishment of UN (the chief international forum for political communication) is the key feature for massive increment of the demand of the English language. Now a days most of advanced reading materials are available in English. It has been estimated that sixty percent of today's world population are multilingual. As the large number of population is multilingual, they know the English language well. Those people who have known the English language well, they can handle any kind of

business throughout the world. The person who does not have the knowledge of the English language seems to be handicapped. Since he is not able to communicate in international worlds, he can't understand international trade and politics as well.

1.1.2 English Language Teaching Situation in Nepal

The development of English education in Nepal is closely associated with the rise of Prime Minister Janga Bahadur Rana. After his visit to England, he established Durbar High School in 1910 B.S. It was the first English school to teach the English language in Nepal. Then English has been mentioned in the curriculum right from grade four up to master's level. Now, it has been modernized to fulfill its aims of teaching and learning.

English teaching situation is built upon different historical facts and the way nation responds to them. Though Nepal had never been politically under the British Colony, it is psychologically shared with the Indian experience of being colonized for the English language. For years, English has occupied a prominent place in the Nepalese syllabus and is being taught from primary to graduate level as a compulsory subject.

People with English medium background feel more comfortable in the English medium classes. The English language has been perceived both as a dividing and promoting instrument in the case of Nepal. This situation is associated with the politics, too. Now a days, the expansion of the private schools have been even more rapid. Sending children to private schools has been the utmost desire of the parents of even low economical status, largely due to the better English environment in these schools. Even the remote/rural areas are experiencing the opening of private schools because people think that English stands synonymously with the quality of calculation and knowledge about the wider world. By

realizing this fact, the government of Nepal has inducted the English languages as a compulsory subject from grade one at public school as well. Although the school's teaching through English medium has been rectified, the development of the English language, lack of qualified teachers, appropriate textbooks, proper infrastructures and teaching materials in many such schools have hampered the qualitative output of the language teaching and learning.

In Nepal, there are some non-governmental organizations helping to develop English. There is Literary Association of Nepal (LAN), Linguistic Society of Nepal (LSN), and Nepal English Language Teacher's Association (NELTA). Their main role is to make the English Language accessible to the people of disadvantaged communities provide facilities at reduced cost to the people living in the remote areas.

1.1.3 Vocabulary: An Introduction

Crystal (1995, p. 111) says 'Vocabulary is the Everest of a language.' So it is the most important thing needed to learn a language and to make the communication effective. Vocabulary refers to all the words that have meaning and that person knows or uses. Vocabulary is one of the aspect of language which has to have the command over language. Students have to learn varieties of words. Vocabulary ranges from day to day vocabulary to new difficult words. To know the vocabulary students have to know organization, pronunciation, meaning etc. of new words. While learning vocabulary students need to be careful on selecting them. The selection of vocabulary depends upon following factors.

Frequency: Students should learn the vocabulary on the basis of how frequently they are used.

Coverage: The vocabulary which is more useful and if the vocabulary has wider coverage, need to select while learning vocabulary.

Availability: selection of vocabulary also depends on whether the things (Vocabulary) being used are available in the locality.

Broadly speaking, vocabulary refers to the words that we use in our day to day life for expressing our thoughts and feelings. As defined by Richards et al. (1985, p. 307) "Vocabulary refers to a set of lexemes including single words, compound words and idioms." Similarly, Harmer (1991, p. 153) defining the term 'vocabulary' says "If language structures make up the skeleton of language then it is vocabulary that provides the vital organs and the flesh".

According to Oxford Advanced Learners' Dictionary of current English (2000, p. 1447), the term 'vocabulary' has been defined as body of words known to a person or used in a particular book, subject etc. The meaning of vocabulary is also given as "total number of words that make up a language."

It is obvious to say that a word is the most important unit of language. No one can express his thoughts and feelings if he does not know the words of the language. For effective communication in the target language, only the knowledge of the structure of the language is not sufficient. So, he needs good command over vocabulary.

1.1.4 Types of Vocabulary

As one of the aspect of language, vocabulary is most important for a learner to learn language. Vocabulary ranges from simple day-to-day vocabulary to new /different words. Vocabulary can be a different types. Mainly vocabulary can be classified on two different bases:

1.1.4.1 Active Vs Passive

On the basis of use, vocabulary can be active and passive.

Harmer (1991, p. 153) says

a distinction is frequently made between 'active' and 'passive' vocabulary. The former refers to vocabulary that students have been taught or learnt and which they are expected to be able to use. Whilst the latter refers to words which the students will recognize when they meet them but which they will probably not be able to produce.

1.1.4.2 Major Vs Minor

On the basis of nature of words, vocabulary can be content words and function words.

Aarts and Aarts (1986, p. 22) classified words into major and minor word classes. The former are also called open classes, their membership is not restricted since they allow the addition of a new member. Minor word classes are also called closed classes, their membership is restricted, since they do not allow the creation of new members.

1.1.5 Importance of Vocabulary

Language is composed of systematic sounds uttered out by speech organs. Although sounds are the building blocks of language, a word is probably the most important unit of language. The primary function of language is to communicate. If we do not know the words of language we cannot speak the language. A language can be viewed as an instrument of communication.

Language is a composite form, composing with grammar and vocabulary. Both these components of language are equally important for communication to be successful. We can produce infinite number of structures on the basis of the knowledge of finite number of grammatical rules. But it is not applicable in the case of vocabulary since a word may be used differently in different situation. As Wilkins (1977, p. 111) says "Without grammar very little can be conveyed without vocabulary nothing can be conveyed", thus he gives more importance to vocabulary. Learning the foreign language basically is a matter of learning the vocabulary of that language.

1.1.6 Aspects of Learning a Word

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

(i) Meaning

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

(ii) Word Use

What does a word mean can be changed stretched or limited by how it is used and this is something students need to know about. Word meaning is frequently stretched through the use of metaphor and idiom. Word meaning is also governed by collocation that is which words go with each other. We often use words only in certain social and topical contexts. What we say is governed by style and register.

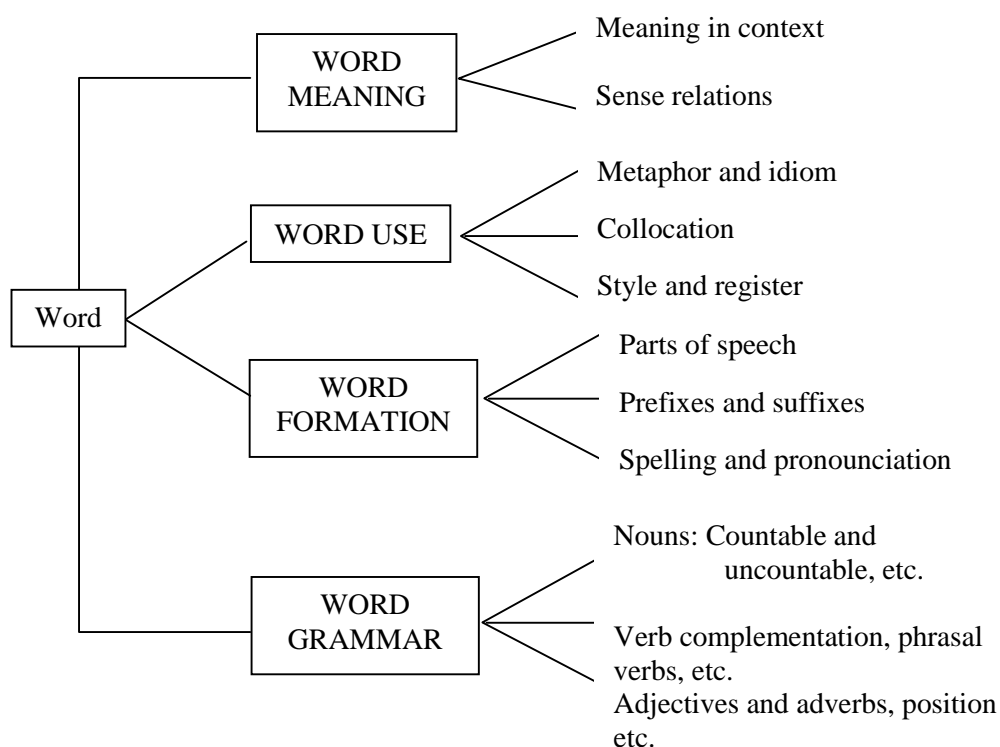
(iii) Word Formation

Another aspect of learning a word is to know fact about word formation. Word formation can be through prefixes and suffixes. Students need to know how words are spelt and how they sound. Parts of learning a word is learning its written and spoken form as well.

(iv) Word Grammar

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

It can be shown as:



(Source: Harmer, 1991)

1.1.7 Learning Strategies

Strategies are those specific tasks that we make on a given problem. They are moment by moment techniques that we employ to solve problems. Learning strategies are particular actions or activities employed by learner directed towards more effective and more transferable to a new situation. Learning strategies have best been defined as the special thoughts of behaviour that individuals use to help them comprehend, learn, or retain new information. For example, asking students to guess the meaning of a new word from context rather than just looking it up in the dictionary is a popular cognitive strategy employed by EFL teachers in classroom around the world. Learning strategies that learners use in SLA play a very vital role in learning vocabulary items.

A learning strategy is a series of actions, a learner takes to facilitate the completion of learning tasks. A strategy starts when the learner analyzes the tasks, the situation, and what is available in his/her own situation, and what is available is his/her own repertoire. The learner then goes on to select, deeply and evaluate effective of this action.

As defined by Brown (1994, p. 109) "Process is the most general term of the true concepts. It is characteristics of every human beings." Moreover Brown (ibid.) says:

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular and, planned designs for controlling and municpalting certain information. They are contextualized battle plans that might vary individually; each of us

has whole host of possible ways to solve a particular problem and we choose one or several of those in sequence for a given problem.

O' Mally and Chamot (1983, cited in Ellis, 1985) had studied the use of strategies by learners of English as a second language. Broadly, there are three types of strategies: Meta-cognitive strategies, cognitive strategies, and socio affective strategies. These strategies can be described as:

1. Metacognitive Strategies

Those strategies that involve planning for learning are known as metacognitive strategies. The strategies are about learning rather than learning strategies themselves. They are advanced organizers, directed attention, selective attention, self management, advance preparation, self monitor, delayed production, self evaluation, self reinforcement etc.

2. Cognitive Strategies

Cognitive strategies are limited to specific learning tasks and involved direct manipulation of the learning materials itself. Cognitive strategies are repetition, resourcing, direct physical response, translation grouping, note taking, deduction, recommendation, image, auditory representation, key word memory techniques, contextualization, elaboration, transfer, inferencing, question for clarification etc.

3. Socioaffective Strategies

These strategies have to do with social mediating activity and transacting with others. Socioaffective strategies are those activities learners engage in which afford them opportunities to exposed and posed their knowledge. Socio affective strategies are cooperation, summarizing, rehearsal, self talk, problem identification etc.

1.1.7.1 Vocabulary Learning Strategies

Vocabulary learning can be done in different ways. Mainly different exposures are needed to learn vocabulary. Incomprehensive study was found that vocabulary learning or 'acquisition' achieves better results than international vocabulary. A major flaw in this review lies in the assumption that spelling and vocabulary are developed in second languages as they are in the first language. A prerequisite for effective incidental vocabulary learning through reading, reading ability, an ability to begin of foreign language. Learners possess only very limited extent in learning vocabulary. Learners can learn vocabulary incidentals and intentionally during reading.

As mentioned above incidental learning is open to different interpretations in the literature. Incidental vocabulary learning involves learners being told just to read for comprehension recent twists to incidental vocabulary. Thus, for research seems to indicate that incidental vocabulary learning through listening and reading is not only possible but also plausible strategies for vocabulary development. After all, we can say that different aspects of vocabulary demand different acquisition mechanisms.

Second language learners can adopt the following strategies to learn new vocabularies found in their reading text.

1. Resourcing

Making use of language materials such as dictionaries

2. Translation

Using the first language as a basis for understanding and / or producing the second language vocabulary .

3. Note Taking

Writing down the gist of texts.

4. Recombination

Putting together smaller meaningful elements into new wholes.

5. Imaginary

Visualizing information for memory storage

6. Auditory Representation

Keeping a sound of sound sequence in mind

7. Key Word

Using key word memory techniques and such as identifying a second language word with an word that it sounds like.

8. Elaboration

Relating new information to other concept in memory.

9. Transfer

Using previous knowledge to help language learning.

10. Inferencing

Guessing meaning using available information.

11. Question for Clarification

Asking a teacher or native for explanations etc.

12. Deduction

Conscious Application of Rules to Processing the second language. There is tremendous variety in the techniques employed by different learners.

They will be dealt with two groups involved in studying the second language and those involved in obtaining first language input.

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

1. Preparing and Memorizing Vocabulary List

Individual learners appear to have highly idiosyncratic ways of coping with this.

2. Learning Words in Context

Some learners made no attempt to keep lists of words. They relied on picking out key vocabulary items from the contexts in which they are used.

3. Practising Vocabulary

Various techniques fall under this heading deliberately putting words into different structures in order to drill oneself, reading to reinforce vocabulary playing games such as trying to think of words with the same ending and repeating words to oneself.

Vocabulary is the area that learners seem most conscious of except the above mentioned learning strategies. Research on learning strategies has been inspired by two interwoven disciplines: cognitive psychology and second language acquisition. Mainly we can list four questions that have guided research on learning strategies to date.

- ◆ What do L₂ learners do to learn a second languages ?
- ◆ How do they manage or self direct these efforts ?
- ◆ What do they know about which aspects of their L₂ learning process?
- ◆ How can their learning skills be refined and developed?

Firstly, cognitive psychology has inspired learning strategy research. In cognitive psychology, the research was experimental and oriented towards training learners to acquired strategies. As the cognitive stage, the very beginning stage, learners may try to gain typical declarative knowledge such as phonological and morphosyntactic rules of language. Thus, learners may gain knowledge about language itself rather than try to use the knowledge actively for purposes such as communicating meaning. The next stage is transitional stage called the associative stage where learners start to reduce errors in declarative knowledge.

1.2 Review of the Related Literature

Within the field of education over the last few decades a gradual but significant shift has taken place, resulting in less emphasis on teachers and teaching and greater stress on learners and learning. Several researches were carried out on different topics. Many researches have been carried out on learning strategies and vocabulary development and

achievement. Some of researches carried the research on related areas are as follows:

Chudal (1997) conducted a research on 'A Study on English Vocabulary Achievement of the Students of Grade Six.' The objectives of this study were to investigate students achievement of English vocabulary used in English text book of class six and to analyze the difficulty level of the vocabulary achievement of the students of class six. He selected eight public schools of rural and urban areas of Jhapa district and twenty students consisting equal number of girls and boys were selected using stratified random sampling to collect the data. His findings was that English vocabulary achievement was poor in aggregate and boys performance was found better than girls one. Tiwari (2001) conducted a research entitled 'A study of English vocabulary Achievement by the Students of Grade Ten'. The objective of his study was to find out the vocabulary achievement by the students grade ten. Five high schools of Kaski were selected using random sampling. Forty students from each school were selected on lottery basis. Two hundred tenth graders students were his population of study. His finding was noted that the English vocabulary achievement of the students of grade ten was not found satisfactory. Similarly, Devkota (2003) carried out a study entitled 'A Study of Learning Strategies Used in Studying Literature' to find out the learning strategies employed in studying literacy text by the students of B.Ed. specializing English. He has collected the data from 3 to 34 students of B.Ed. third year with majority in English. The data were collected using questionnaire. The study shows that while studying texts the students immediately note down the difficult words and consult dictionary and translate only some difficult word into their mother tongue. Similarly, Poudyal (2005) conducted a research entitled 'A Study

on English Vocabulary Achievement by the Students of Grade Nine.' The objective of her study was to investigate the students achievement of English vocabulary items used in English text book of grade nine. She made the field study at two sub-urban and two urban schools of Kathmandu valley. She has used stratified random sampling. Ten students from each group were selected on lottery basis to collected the data. Her finding was that English vocabulary achievement of students of grade nine in context words was satisfactory in total. Yadav (2005) conducted a research entitled 'Active and Passive Vocabulary of Nepalese Learners of English'. The objectives of his study were to determine that active and passive vocabulary of Nepalese learner of English and to compare them and to determine their ratio in terms of different variables such as school level campus level. The data were collected from 480 Nepali learners of English studying in Birgunj at different levels of school and college. He has selected two private schools and two public schools and TRM campus of Birgunj. The data were collected from the students of lower secondary level, secondary level, PCL and DL. The finding was that there was gradual growth both in active and passive vocabulary and the active vocabulary of students of private school was better than public school. In the same way, Buddha (2007) carried a research on 'A Study on Vocabulary Developed of the Tenth Graders'. The objectives of his study were to find the vocabulary development of tenth graders in terms of different domains such as plants, animals, furniture, clothes, sports, foods etc. and to make comparison of vocabulary development on the basis of different variables such as active, passive. He used stratified random sampling to select his population. He has collected the data from 80 students of grade 10 from four schools of Kathmandu and Lalitpur district. He has found that the performance of vocabulary development was found above 50 percentage in total so that it

was satisfactory. Similarly, Devkota (2007) carried a research on 'Vocabulary Achievement of Students from Different Ethnic Groups.' The objective of his study was to compare the vocabulary achievement of grade VIII students in terms of ethnic group. His primary sources of data were the responses provided by ten ethnic groups of students of grade eight studying at different schools of Kathmandu district. Ten students from each ethnic groups were selected. He has found out that the achievement of verbs was found better than that of adverbs adjectives and nouns. He also found that Chhetri students are found best performance in vocabulary achievements and Kami students are poorest. Similarly, Ghimire (2007) carried out a research on 'Vocabulary Development of the Students of Grade VI..' The objectives of his study were to study the vocabulary development of grade VI and to make the comparative study of the selected vocabulary in terms of informant, vocabulary variables. Eighty students, studying two private schools and two public schols in urban and rural areas of Bagmati zone were selected using random sampling procedure. He has found out that the vocabulary development on the active and passive, i.e. active vocabulary developed much than passive vocabulary. In the same way, Raut (2007) carried a research entitled 'A Study on Strategies Used in Teaching Vocabulary: A Case of Lower Secondary Level English Teachers. The objective of his study was to find out the teaching strategies that lower secondary school teachers used in teaching English vocabulary in terms of word meaning, use, formation, and grammar. He has selected teachers of Bhojpur district. The teachers were selected using random sampling procedure. He has prepared the observation the observation form and filled after observing the classes of these teachers. He found out that most of English teachers read the passage loudly and explained the meanings of words in Nepali. The teacher gives more emphasize on word meaning and use. In the same

way, Paudel (2008) carried out a research on 'A Study on Vocabulary Achievement by the Students of Grade Eight.' The objective of his study was to investigate the students' achievement of English vocabulary used in the English textbook of grade eight. He found that English vocabulary achievement of eight graders in content words was found satisfactory. In the same way, Chaudhary (2009) carried out a research on 'Strategies Adopted by Class Toppers of Higher Education.' The objective of her study was to find out the learning strategies used by class toppers of Higher Education. She has selected 82 respondents, who have secured highest marks in their previous exams of English. Among 82 respondents 40 were from Chitawan district and 42 were from Kathmandu district. She prepared the questionnaire to collect the data from each respondent. She found that the class topper of higher education used strategies such as 'be familiar with new words', 'develop language skills', comprehend the text and be prepared for exam.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a) To find out the strategies adopted by grade eleven students to learn English vocabulary.
- b) To list some pedagogical implications.

1.4 Significance of the Study

Learning vocabulary is an important aspect of learning a language. This study will be specially significant for the language learners, teachers, subject experts, testing experts and language institutions etc. Specially who are interested in language is to know about the present condition of Nepalese English learner's learning of vocabulary. It is also helpful to

know about the vocabulary learning strategies adopted by eleventh graders.

1.5 Definition of Specific Terms

The following terms have been used in specific ways in this dissertation.

Informants: Informants refer to the students of grade eleven involved to respond the questionnaire while collecting the data.

Strategy: Strategy refers to the style that students adopt to make their learning easier, faster, more enjoyable, more directed, more effective more transferable to new situations.

Students: This term refers to the students of grade eleven studying in different higher schools of Kathmandu valley.

Target Language: This term refers to the English language.

Text: It refers to the textbook of compulsory English for grade eleven.

CHAPTER TWO

METHODOLOGY

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

2.1 Sources of Data

In order to carry out this research the researcher used both primary and secondary sources of data.

2.1.1 Primary Sources

The primary sources of data for this study were the responses made by the grade eleven students in five different higher secondary schools of Kathmandu valley through a set of questionnaire.

2.1.2 Secondary sources

The secondary sources of data were different books, journals, researches, reports, articles, websites. Some of them were Brown (1994), Ellis (1985), Kumar (1996), and Harmer (1991).

2.2 Population of Study

The population of study was the students of grade eleven studying in different schools of Kathmandu valley.

2.2.1 Sample Population

The sample population of this study consisted of hundred students studying in grade eleven in five different higher secondary schools of the Kathmandu valley. They were sampled randomly from different five

higher secondary schools of the Kathmandu valley. Twenty informants were taken from each school. The higher secondary schools were selected using purposive sampling.

2.3 Sampling Procedure

The sample population were 100 students of grade eleven of five higher secondary schools of Kathmandu Valley, viz. Bishwo Niketan Higher Secondary School Tripureshwor, Janamaitri College, Kuleshwor, Sahid Smarak College Kirtipur, Capital Hill College Teku and Janasewa Higher Secondary School, Panga. Twenty students from each school were selected by using simple random procedure.

2.4 Tools for Data Collection

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

2.5 Process of Data Collection

The researcher visited the purposively selected schools with an official letter from the department after preparing the required copies of the questionnaire. Then he established the rapport with the concerned body and described the purpose of his visit. After getting the permission from

the authority, he introduced himself with the subject teacher and managed the time to collect the responses from the informants.

After explaining the purpose of the study to the participants set of questionnaire was distributed to them. They were asked to tick them out. Then, the researcher explained how to respond to the items by giving an example and told the students that they could ask any questions if they was difficult. Students were told that they should respond to the items without discussing the answer with their classmates because strategies differed from person to person.

2.6 Limitations of the Study

The study had the following limitations:

- a. This study was limited to the grade eleven students' vocabulary learning strategies.
- b. The population of the study was selected from five higher secondary schools (App. IV) of Kathmandu Valley only.
- c. The population was only the grade eleven students.
- d. The study was based on textual vocabulary of grade eleven.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

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

3.1 Analysis and Interpretation of Students' Responses on Each Strategy

There were forty items in the questionnaire to find out the strategies that the students employed to learn new words which they found in their textbook. As the sample students have responded to the questionnaire, their responses are described separately on the basis of the data presented on table 1.1 (App. I).

3.1.1 Guessing Meaning from the Context

As the researcher has given four options. The total data shows that among 100 students fifty percent ticked on the option seldom; thirty percent on always; fifteen percent on occasionally and five percent on never. This shows that this strategy is not used by many students.

3.1.2 Ask your English Teacher to Translate into Your Mother Tongue

The probable learning strategy included in the second item in the questionnaire was 'Ask your English teacher to translate into your mother tongue'. The individual response shows that high number of students use this method to learn new vocabulary i.e. forty percent students, always

used this strategy. Whereas, thirty percent informants responded that they seldom used that strategy; twenty-five percent occasionally and only five said that they seldom used this strategy. On the basis of data high number of students used this strategy to learn new English vocabulary they found in their text book.

3.1.3 Ask Your Teacher to Translate into Nepali

Item number three in the questionnaire included the strategy of 'translating all the vocabulary into Nepali', asking their teacher to translate. The forty-five informants responded that they always use this strategy; twenty-five percent informants responded that they occasionally used strategy and twenty-five percent informants seldom used this strategy and ten percent never used. On the basis of these responses we can say that most of the students used this strategy to learn English vocabulary, as they reach higher level.

3.1.4 Using Key Word Method

The fourth item in questionnaire included the strategy of 'using key word method'. On the basis of informants' responds, this strategy is not used to learn the new vocabulary because the data showed that the high number of students seldom used this strategy i.e. thirty-five percent informants; thirty percent informants occasionally used; twenty percent informants never used this strategy. Whereas, only fifty percent informants always used this strategy.

3.1.5 Learn by Group Work in Your Class

The fifth item in questionnaire included the 'the new vocabulary by group work in class'. As the informants responded, high number of the students, had group discussion in their class to learn new vocabulary i.e. thirty

seven percent informants always used this strategy; thirty-five percent informants occasionally used; among the total informants twenty-three percent seldom used this strategy and only five percent never use this strategy which showed that this strategy is mostly used.

3.1.6 Use Monolingual Dictionary

The sixth item in the questionnaire included the strategy 'using monolingual dictionary' to learn English vocabulary. This strategy is not mostly used because forty-five percent of the total informants responded that they seldom use this strategy; among the total informants; thirty percent occasionally used; twenty percent informants always used this strategy and five percent informants never used. On the basis of the total I found that high number of students seldom used this strategy.

3.1.7 Use Internet Related to English Language

Item number seven included in the questionnaire was using 'internet related to English language'. On the basis data, this strategy is not used much, as the thirty-six in percent formants seldom used; thirty-four percent informants never used; twenty percent occasionally used and only ten percent informants always used so this strategy is not used much.

3.1.8 Connect the Words to Its Synonyms and Antonyms

Another probable vocabulary learning strategy included in the questionnaire was 'connect the words to its synonyms and antonyms'. This strategy, as the informant's responded that they mostly used strategy because thirty-six percent informants always used this strategy, twenty-nine percent informants occasionally used; twenty-seven percent informants seldom used and eight percent informants never used. The data showed that most of the students used this strategy.

3.1.9 Test with Your Parents

Item number nine incorporated the strategy of 'learning vocabulary with testing with their parents'. This strategy is not used mostly because forty-nine percent informants responded that they never used; thirty-six percent informants seldom use; nine percent informants use occasionally and only six percent always used this strategy, so this strategy is not used.

3.1.10 Have Writing Practice for Learning

Similarly, strategy of have writing practice for learning was incorporated in the item number ten of the questionnaire. As the data showed this strategy is mostly used, as the forty-five percent informants always used this strategy; thirty-five percent informants occasionally used; fifteen percent informants seldom use and five percent informants never used this strategy. So this strategy is mostly used.

3.1.11 Learn by Pair Work in Class

The eleventh item incorporated in the questionnaire inquired the strategy of 'learning the vocabulary by pair work in class'. This strategy was seldom used by thirty-eight percent informants; thirty percent informants occasionally used; twenty-seven percent informants always used; and only five percent informants never used. As the large number of informants seldom used, this is not widely used strategy to learn English vocabulary.

3.1.12 Use New Word in Sentence

Similarly, 'Using new word in sentence' was incorporated in the item number twelve of the questionnaire. This strategy is occasionally used by thirty-eight percent informants; thirty-nine percent informants always

used; eighteen percent informants seldom use and five percent informants never used. As the large number of informants use this strategy, it is the mostly used.

3.1.13 Connect Word to Already Known Words

The next item included in the questionnaire was 'the strategy of connecting the new word to already known words'. This strategy is mostly used by thirty percent students always used this strategy. Where twenty-nine percent informants seldom used; twenty-six percent informants occasionally used and only fifteen percent informants never used.

3.1.14 Learn by Asking Your Private Tutor

Item number fourteen percent in the questionnaire was using the strategy 'learn by asking your private tutor'. This strategy is occasionally used by forty percent informants. Whereas, twenty-three percent informants seldom used; twenty-two percent informants always used and fifteen percent informants never used.

3.1.15 Learn the Words of an Idiom Together

Another strategy asked in the item number fifteen was 'learn the words of an idiom together'. This strategy was seldom used by forty-four percent informants; twenty-seven percent informants occasionally used; fifteen percent informants never use and only thirteen percent informants always used.

3.1.16 Take Note in Class

Similarly, the next item in the questionnaire inquired about the strategy of 'taking note in class'. As the informants responded this strategy is mostly

used because thirty-six percent informants always used. Similarly, thirty-four percent informants occasionally used; twenty percent informants seldom used and ten percent informants never used. Which showed that large number of students mostly used this strategy to learn new English vocabulary.

3.1.17 Memorize the Parts of Speech

To elicit the response whether the students 'memorize the parts of speech of the new word', the item number seventeen incorporated in the questionnaire. Forty-four percent informants responded that they seldom used his strategy. In the same way, thirty-four percent informants responded that they always used. Whereas, sixteen percent informants occasionally used and six percent never used this strategy.

3.1.18 Ask your brother or Sister for Nepali Translation

Similarly, the next item in the questionnaire was whether the students 'ask their brother or sister to for Nepali translation', the high number of informants responded that they seldom used i.e. thirty-four percent occasionally used thirty-two percent seldom used twenty-four percent informants responded that they always used and only ten percent informants responded that they never used this strategy. So, the data showed that large number of students occasionally used.

3.1.19 Keep a Dictionary with You

Another strategy incorporated in the nineteenth item in the questionnaire was whether the students keep, a dictionary with them or not. The data showed that, the high number of students i.e. forty-four percent always kept the dictionary with them; thirty percent informants occasionally used; twenty-one percent students seldom used and only the six percent

informants never used this method. From the data, it is showed that most of the students keep a dictionary with them to find the meaning of new words.

3.1.20 Listen to the English Language Radio Program

In the same way the twentieth item given in questionnaire encompassed the strategy listen to the English language radio program. Out of the total informants large number of them i.e. thirty-eight percent responded they never used this strategy. Where as, twenty-five percent informants responded that they seldom used and twenty-five percent informants occasionally used and twelve percent informants always used this strategy.

3.1.21 Ask to Members of Your Family

Item number twenty one included in the questionnaire was to elicit information about the strategy 'asking to members of their family'. Large number of students i.e. thirty-eight percent seldom used this strategy; twenty-five percent informants responded that they never used. In the same way, twenty-four percent informants responded they occasionally used this strategy and only twelve percent informants always used this strategy.

3.1.22 Use Scales for Graduate Adjectives

Similarly, the next item incorporated in the questionnaire was to find out whether the students use scales for gradable adjectives. Among the total students thirty-four percent occasionally used this strategy. Likewise thirty percent informants responded they seldom used and twenty-one percent informants always used this strategy.

3.1.23 Use Loan Words in Study

Another strategy asked in item number twenty three was 'use loan words in study'. Among the total informants, thirty-nine percent responded that they seldom used of this strategy. Likewise thirty percent informants never used this strategy; twenty-five percent informants occasionally used and only six percent informants responded they always used this strategy.

3.1.24 Use Bilingual Dictionary

'Use bilingual dictionary' was the twenty-fourth percent item in the questionnaire. The majority of informants i.e. fifty-four percent responded that they occasionally used this strategy; eighteen percent informants seldom used this strategy and thirteen percent informants always used this strategy and fifteen percent informants responded that they never used this strategy.

3.1.25 Read an English Language Newspaper

The next item in the questionnaire inquired how often the students read an English newspaper. Out of the total respondents thirty percent opined that they seldom used the English language dictionary; twenty-eight percent opined that they occasionally used this strategy. Likewise, twenty-two opined that they never used this strategy and twenty percent opined that they always use this strategy.

3.1.26 Use the Glossary Section of your Book

The strategy included in the twenty-sixth item was 'use glossary section of your book'. Out of the total informants large number of informants i.e. thirty-five percent opined that they always used this strategy. Similarly,

twenty-five percent opined that they occasionally used this strategy; twenty-two percent never used and eighteen seldom used this strategy.

3.1.27 Note Down the Meaning during the Teacher's Explanation

Item number twenty-seven inquired whether the students note down the meaning during the teacher's explanation. Out of the total population, high number of students i.e. thirty-two percent always note down the meaning during the teacher's explanation. Likewise twenty-eight percent informants occasionally use; twenty-two percent informants seldom used and eighteen percent never used this strategy.

3.1.28 Learn the Words by Definition

The twenty-eight item included in the questionnaire was 'learn the words by definition'. While responding to this item, large number of the students i.e. forty percent always used this strategy to learn the meaning of new words; twenty-eight percent informants occasionally uses; twenty percent informants seldom used and only the twelve percent informants responded that they never used this strategy.

3.1.29 Learn the Words Through Computer

The next item comprised of the strategy of 'learning the words through computer'. Out of the total population forty percent never used this strategy; twenty-five percent informants occasionally used; twenty-three percent informants seldom used and only the twelve percent of responded opined that they never use. It shows that the majority of the students do not have the access of computer to learn the meaning of new words.

3.1.30 Use the Encyclopedia

Item number thirty included the strategy of 'learning the vocabulary after using the encyclopedia'. Out of the total population the large number, i.e. forty-five percent opined that they never used this strategy; twenty-five percent occasionally used; eighteen percent seldom used and only the twelve percent responded opined that they always used this strategy.

3.1.31 Learn the Words Using the Interactive CD Player

The next item in the questionnaire consisted of the strategy of 'learning the words using the interactive CD player'. Out of the total informants the high number i.e. forty-five percent opined that they never use this strategy; twenty-five percent opined that they seldom used and fifteen percent occasionally used and fifteen percent always used this strategy. From the data, it is clear that most of the students never used interactive CD player to learn English vocabulary.

3.1.32 Learn the Words Interacting with Native English Speaker

Item number thirty-two percent included in the questionnaire inquired whether they learn to words, interactively with native English speaker. Out of the total population thirty-five percent informants opined that they seldom use this strategy; thirty percent informants occasionally used; twenty-five percent never used and ten percent informants always used this strategy to learn the new vocabulary. The large number of students never used because it is difficult for all students to interact with native speaker.

3.1.33 Use an English Language Lab

Another strategy incorporated in the item number thirty percent was use an English language lab to learn English vocabulary. Out of the total informants, high number of the students i.e. forty-nine percent never used this strategy; twenty-five percent opined that they occasionally use; twenty percent seldom used and only the five percent of informants always used this strategy.

3.1.34 Use Word List Prepared by Your Teacher

Another probable learning strategy included in the questionnaire was 'whether the students used word list prepared by your teacher'. Out of the total population thirty-five percent opined that they occasionally used this strategy; thirty percent seldom use; twenty-five percent never used and only the ten percent informants responded that they always used this strategy to learn vocabulary.

3.1.35 Learn the Words by Playing Games Such as Crossword Puzzles

Out of the total informants, the high number i.e. thirty-five percent opined that they occasionally used this strategy; twenty-nine percent informants seldom used; twenty-five percent informants never used and only eleven percent informants opined that they always used this strategy to learn vocabulary.

3.1.36 Consult the Guide Book to Identify Meaning or Nepali Equivalent

The next item given in the questionnaire was 'Consult the Guide Book to Identify Meaning or Nepali Equivalent'. Among the total informants forty-three percent occasionally use this strategy; twenty-two percent informants always used; twenty informants seldom used. Whereas, fifteen used this strategy to learn vocabulary. From the data it is clear that most of the students consult guide book to identify the meaning or Nepali equivalent.

3.2.37 Listen to the Tape of words List

To elicit the response whether the students listen to the tape of word list for learning vocabulary, the thirty seventh item was incorporated in the questionnaire. High number of the students i.e. forty-five percent opined that they seldom used this strategy; thirty percent opined that they never used; fifteen percent occasionally use and ten percent informants always used this strategy to learn English vocabulary.

3.2.38 Memorize the Meaning of Prefix and Suffix

Similarly, the next item given in the questionnaire was whether the students memorize the meaning of prefix and suffix. Out of the total informants thirty-eight percent opined that they seldom used this strategy; thirty percent informants occasionally used; twenty percent informants always used and twelve percent informants never use this strategy to learn vocabulary.

3.1.39 Connect the Words to the Personal Experience

The second last item in the questionnaire was whether the students connect the words to personal experience. According to the data, the high number of the students i.e. forty-five percent seldom used this strategy. Likewise thirty-five percent informants occasionally used fifteen percent informants always used. Whereas five percent informants responded that they never used this strategy to learn vocabulary.

3.1.40 Learn Words Written on Commercial Items

The last item in questionnaire inquired about the strategy of learning the words written on commercial item i.e. how often the students learn the vocabulary from the commercial item. The high number of informants i.e. forty percent responded that they seldom used. Likewise, twenty-six percent informants occasionally used, twenty-two percent never used whereas only twelve percent always used this strategy to learn English vocabulary.

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

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

3.2.1 Cognitive Strategy

Cognitive strategies are limited to specific learning tasks and involved direct manipulation of the learning materials itself. They refers to the steps or operations used in learning or problem solving that requires direct analysis, transformation or synthesis of learning materials.

Table 1
The Students' Responses Reflecting the Cognitive Strategy of Learning Vocabulary

| S.N. | Rating Scale Strategies | Never | Seldom | Occasionally | Always |
|------|---|-------|--------|--------------|--------|
| | | | | | |
| 1 | Guessing from textual context in reading. | 5 | 50 | 15 | 30 |
| 2 | Use key word method. | 20 | 35 | 30 | 15 |
| 3 | Use monolingual dictionary. | 5 | 45 | 30 | 20 |
| 4 | Use internet related to the English language. | 34 | 36 | 20 | 10 |
| 5 | Connect the word to its synonyms and antonyms. | 8 | 27 | 29 | 36 |
| 6 | Learn the word of an idiom together. | 15 | 45 | 27 | 13 |
| 7 | Keep a dictionary with you | 6 | 21 | 30 | 43 |
| 8 | Use bilingual dictionary. | 15 | 18 | 54 | 13 |
| 9 | Read an English language newspaper. | 22 | 30 | 28 | 20 |
| 10 | Use glossary section of your book. | 22 | 18 | 25 | 35 |
| 11 | Learn the words by definition. | 12 | 20 | 28 | 40 |
| 12 | Consult the guide book to identify meaning or Nepali equivalent | 15 | 20 | 43 | 22 |
| 13 | Use the Encyclopedia | 43 | 20 | 25 | 12 |

There are 13 strategies grouped under the cognitive strategy. There is a great difference in the responses made by the students to these 13

strategies. The strategies like connect the words to its synonyms and antonyms, keep a dictionary with you use glossary section of your book, learn the words by definition are mostly employed by the students.

3.2.2 Social Strategies

Social strategies are those activities, learners engage in which afford is giving to them opportunities to be exposed to and practices their knowledge. These strategies have to do with mediating activity and transacting with others.

Table 2
Students' Responses Reflecting the Social Strategy
of Learning Vocabulary

| S.N. | Rating Scale | Never | Seldom | Occasionally | Always |
|------|--|-------|--------|--------------|--------|
| 1 | Ask your English teacher to translate into your mother tongue. | 30 | 5 | 25 | 40 |
| 2 | Ask your teacher to translate in to Nepali. | 10 | 25 | 25 | 45 |
| 3 | Learn by group work in your class. | 5 | 22 | 35 | 37 |
| 4 | Test with your parents | 49 | 36 | 9 | 6 |
| 5 | Learn by pair work in class. | 5 | 38 | 30 | 27 |
| 6 | Learn by asking your private tutor. | 15 | 23 | 40 | 22 |
| 7 | Ask your brother or sister for Nepali translation | 10 | 34 | 33 | 24 |
| 8 | Ask to the members of your family. | 25 | 38 | 24 | 13 |
| 9 | Note down the meaning during the teacher's explanation | 18 | 22 | 28 | 32 |
| 10 | Learn the words interacting with native English speaker. | 25 | 34 | 31 | 10 |
| 11 | Use word list prepared by your teacher | 25 | 29 | 35 | 6 |

Eleven strategies are included under this strategy. Among them 'ask your English teacher to translate into your mother tongue', 'ask your teacher to translate into Nepali', 'learn by your group work in class' are mostly followed by students.

3.2.3 Metacognitive Learning Strategies

Those strategies that involve planning for learning are known as metacognitive strategies. It can be stated that metacognitive is term to express executive function strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's. Production or comprehension, and evaluation learning after an activity is completed. Metacognitive strategies are defined as a conscious overview of the learning process and making decisions about planning, monitoring or evaluating the best ways to study.

Table 3

The Students Responses Reflecting the Metacognitive Learning Strategy of Learning Vocabulary

| S.N. | Rating Scale Strategies | Never | Seldom | Occasionally | Always |
|------|---|-------|--------|--------------|--------|
| 1 | Have writing practice for learning. | 5 | 15 | 35 | 45 |
| 2 | Use new word in sentence. | 5 | 18 | 38 | 39 |
| 3 | Connect the words to already known words. | 15 | 29 | 26 | 30 |
| 4 | Take note in class | 10 | 20 | 34 | 36 |
| 5 | Memorize the parts of speech. | 6 | 44 | 16 | 34 |
| 6 | Listen to English language radio | 38 | 25 | 25 | 12 |
| 7 | Use scale for graduate adjectives. | 15 | 30 | 34 | 21 |
| 8 | Use loan words in study. | 30 | 39 | 25 | 6 |
| 9 | Learn the words through computer | 40 | 23 | 25 | 12 |
| 10 | Learn the words using interactive CD Player | 45 | 25 | 15 | 15 |
| 11 | Use an English language lab | 49 | 20 | 25 | 6 |
| 12 | Learn the words by playing games such as crossword puzzles. | 25 | 29 | 35 | 11 |
| 13 | Listen to the tape of word lists | 30 | 44 | 15 | 11 |
| 14 | Learn words written on commercial items. | 22 | 40 | 26 | 12 |
| 15 | Memorize the meaning of prefix and suffix | 12 | 38 | 30. | 20 |
| 16 | Connect words to personal experience. | 5 | 45 | 35 | 15 |

There are sixteen strategies categories under the metacognitive strategy. Among these strategies, have writing practice for learning, use new words in sentences, take a note in class are mostly used by students to learn English vocabulary.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

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

1. A. Most frequently used strategies in learning vocabulary items.

- (i) Have writing practice for learning (i.e. forty-five percent informants always used).
- (ii) Ask your teacher to translate into Nepali (i.e. forty-five percent informants always used).
- (iii) Keep a dictionary with you. (i.e. forty-three percent informants always used).
- (iv) Learn the words by definition (i.e. forty percent informants always used).
- (v) Learn by group work in your class. (i.e. thirty-seven percent informants always used).
- (vi) Connect the words to its synonyms and antonyms (i.e. thirty-six percent informants always used).
- (vii) Connect the words to already known words (i.e. thirty percent informants always used).
- (viii) Use new words in sentence (i.e. thirty-nine percent informants always used).
- (ix) Use glossary section of your book (i.e. thirty-five percent informants always used).

- B. The least frequently used strategies in learning vocabulary item
- (i) Use internet related to the English language (i.e. thirty-four percent informants never used this strategy).
 - (ii) Test with your parents (i.e. forty-nine percent informants never used).
 - (iii) Listen to the English language radio (i.e. thirty-eight percent informants never used).
 - (iv) Learn the words through computer (i.e. forty percent informants never used).
 - (v) Use Encyclopedia (i.e. forty-five percent informants never used).
 - (vi) Learn the words using interactive CD player (i.e. forty-five percent informants never use).
 - (vii) Use an English language lab (i.e. forty-nine percent informants never use).

As the researcher grouped the vocabulary learning strategies into three categories, i.e. cognitive, meta-cognitive and social strategy. Among the thirteen strategies in cognitive strategies, keep a dictionary with you, learn words by definition, use glossary section of your book connect the words to its synonyms and antonyms etc. are used by large number of students.

4.2 Recommendations

The following are the recommendations made by the researcher after analyzing the findings of the study.

1. Different strategies should be exposed to the students.
2. Teacher training in learning strategy should be conducted to make aware of different strategies.
3. Different educational materials such as audio cassette, CD etc. should be managed in each educational institution to enable the students to use different equipments to make their learning more effective.
4. Similar studies need to be conducted in other levels so that the students could have access to different strategies to enhance the languages learning process.
5. All the concerned personnel and authorities should take immediate action to implement the findings in order to rate the problem in teaching English vocabulary and strengths the slow programs of the students in learning English vocabulary.
6. Due consideration needs to be given on strategies which can help the trained as well as untrained teachers to abridge the variation and bring uniformity in teaching.

References

- Aarts, F. and Aarts J. 1986. *English syntactic structure*. Oxford: Pergamon Press.
- Brown, H.D. 1994. *Principles of language learning and teaching*. London: Prentice Hall Regents.
- Buddha, D.B. 2007. *A Study on vocabulary developed of the tenth graders*. An unpublished M.Ed. thesis, Kathmandu, T.U.
- Chaudhary, G. 2009. *Strategies adopted by class topper of higher education*. An unpublished M.Ed. thesis, Kathmandu, T.U.
- Chudal, N.C. 1997. *A study on English vocabulary achievement of the students of grade six*. An unpublished M.Ed. thesis, Kathmandu, T.U.
- Cross, D. 1992. *A practical handbook of language teaching*. London: Prentice Hall.
- Crystal, D. 1995. *A dictionary of linguistics and phonetics*. Cambridge: CUP.
- Devkota, H. 2003. *A study of learning strategies used in studying literature*. An unpublished M.Ed. thesis, Kathmandu, T.U.
- Devkota, M. 2007. *A study on English vocabulary achievement by the student of grade nine*. An unpublished M.Ed. thesis, Kathmandu, T.U.
- Ellis, R.1985. *Understanding second language acquisition*. Oxford: OUP.
- Ghimire, 2007. *A study on vocabulary development of the students of grade VI*. An unpublished M.Ed. thesis, Kathmandu, T.U.
- Harmer, J. 1991. *The practice of English language teaching*. London: Longman.

- Hornby, A.S. 2000. *Oxford advanced learners' dictionary of current English*. Oxford: OUP.
- Kumar, R. 1996. *Research methodology*. London: Sage publication.
- Larsen–Freeman, D. 2000. *Techniques and principles in language teaching*. Oxford: OUP.
- Paudel, C. 2008. *A study on vocabulary achievement by the students of grade eight*. An unpublished M.Ed. thesis, Kathmandu, T.U.
- Paudyal, M. 2005. *A study on English vocabulary achievement by the students of grade nine*. An unpublished M.Ed. thesis, Kathmandu, T.U.
- Raut, I. 2007. *A study on strategies used in teaching vocabulary: A case of lower secondary school*. An unpublished M.Ed. thesis, Kathmandu, T.U.
- Richards, J.C. and Rodgers 1986. *Approaches and methods in language teaching*. Cambridge: CUP.
- Richards, J. et al. 1985. *Longman dictionary of applied linguistics*. Essex: Longman.
- Tiwari, B. 2001. *A study on English vocabulary : Achievement by the students of grade ten*. An unpublished M.Ed. thesis, Kathmandu, T.U.
- Yadav, C. 2005. *Active and passive vocabulary of Nepalese learners of English*. An Unpublished M. Ed Thesis, Kathmandu.
- Wilkins, D.A. 1977. *Linguistics in language teaching*. London: Edward Arnold.