

# **CHAPTER - ONE**

## **INTRODUCTION**

This chapter introduces the research in terms of its general background, review of related literature, objectives and significance of the study along with the definition of some specific terms. General background consists of the short introduction of language along with its importance. The term vocabulary is defined with the definitions of some scholars. Different types of vocabulary, e.g. active and passive, major word class and minor word class etc. are presented under types of vocabulary. Similarly, various definitions of learning strategies are submitted under learning strategies followed by its types. The detail description of graduate record examinations (GRE) is presented with suitable examples. The format of the GRE test presents numbers of questions type wise. Some previously done researches on vocabulary as well as on learning strategies are presented under review of related literature. The reasons behind conducting this research and its usefulness are presented under objectives and significance of the study respectively followed by the definition of specific terms.

### **1.1 General Background**

Most conventionally language is defined as a means of communication which is highly developed and frequently used. In our day to day life language bridges the gap by conveying the common facts, as well as complex ideas, feelings (artistic/ non-artistic) and thoughts. The area of academic and social activities also does not remain away from it. Different scholars have defined language differently. Richards et al. (1999) define, "The system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances" (p.196). Likewise, Sapir (1921,p.8) asserts, "Language is

purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (as cited in Lyons, 1981, p.3). Language which is the combination of phonological, grammatical and semantic levels is acquired or learnt with the integration of four language skills: listening, speaking, reading and writing respectively.

The great debt of human civilization goes towards language that distinguishes human beings from other animals. Various experiments on different animals have proved that the other animals can not acquire language due to its complex structures and their physical inadequacies. It is an essential as well as inevitable phenomenon for human being to exist in the society. By its nature it is not a fixed entity; it is dynamic and changeable. Language, the social phenomenon goes on changing because of social needs, pace of development, acculturation, deculturation and feelings of neighborhood. Moreover, language is a matter of personal creation since it betrays the personality of the speaker. By means of language, we can evaluate a person from his geographical, social and intellectual perspectives.

These days the universe has been changed into a small place because of rapid technological advancement. In this rapid changing world English has become a part of human life. It fuels the vehicle of our life to get out destination in this competitive era. It has reserved the first and most important position in each and every sector such as business, education, health, science, technology, media etc. Therefore, for the smooth running of our daily activities we have to depend upon English. It is English that provides information about worldly current affairs. No doubt English is the native language of the people from some parts of the universe but it is the most widely used lingua franca for the people of the universe. So, English has become an essential part of our life.

Language is species specific to mankind i.e. only human beings have the capability to speak language and their mind is genetically equipped with it. All normal human beings acquire their first language irrespective of their culture, caste, sex, geographical boundary, etc. However, learning a second language is not an easy task. It requires a lot of time and efforts to have mastery over all levels of language. Among them vocabulary (lexicon) is very important because a language learner has to learn adequate numbers of vocabulary to communicate in a target language effectively. A good store of vocabulary helps to communicate either in spoken or in written form in the target language fruitful. So, learning a foreign language is a matter of learning the vocabulary of the language.

### **1.1.1 Vocabulary**

The term vocabulary is defined by the different scholars. Richards et al. (1999) define vocabulary as, "A set of lexemes, including single words, compound words and idioms" (p. 400). Likewise Cook (2001) says that, "Vocabulary is every where. It connects the system of phonology and orthography through the actual forms of words, to the system of morphology and grammar through the ways that the word enters into grammatical structures and through grammatical changes to the word's form and to the system of meaning through its range of general and specific meanings and uses" (p. 62). Similarly, Carter (2001, p.43) says, "Knowing a word involves knowing its spoken and written contexts of use, its patterns with words of related meaning as well as with its collocation partners, its syntactic, pragmatic and discourse patterns. It means knowing it actively and productively as well as respectively "(p. 43). Likewise, Strickland (1957) opines, "A word is not a crystal, transparent and unchanged; it is the skin of a living thought and may vary greatly in colour according to the circumstances and the time in which it is used" (p.194).

Furthermore, Harmer (1997) defines vocabulary in a different perspective when he says, "If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (p.153)". Wilkins (1977), writes "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed" (p. 111).

According to Wallace (1989), 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 connotations and association.

Aims, quantity, need, frequent exposure and repetition, meaningful and situational presentation; presentation in context, learning vocabulary in the mother tongue and in the target language, inferencing (guessing) procedures are the principles of vocabulary learning. The teacher has to be clear about his or her aims. How many of the things listed does the teacher expect the learner to be able to do? With which words? The teacher should also be clear about the number of new words in a lesson that the learners learn. The learners should feel that they need the target word, just as they would in a situation outside the classroom. If a word has to be part of the learner's productive vocabulary, he must be given the opportunity to use it, as often as necessary. The learners must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning. Learners also should learn words in the situation in which they are appropriate etc.

### 1.1.2 Types of Vocabulary

Different scholars have divided vocabulary into different types.

According to Harmer (1991), vocabulary can be divided into two types: active and passive vocabulary. The former refers to the vocabulary that learners have been taught and learnt which they are expected to be able to use while the latter refers to the words, which the learners will recognize, when they meet them but which they will not be able to produce (p. 153).

Words can also be divided into two types: major words and minor words. The former is also called open word class; its membership is unrestricted and indefinitely large since 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. Functions words belong to closed class (Arts and Arts, 1981). Likewise words can also be classified into four different groups, viz function or structural words, substitute words, grammatically distributed words, and content words. Function words refer to the grammatical words which have no meaning in isolation. Substitute words replace a class and several classes of words. Grammatically-distributed words show unusual grammatical restrictions in distribution. These words serve as links in a syntactic string (Fries, 1945).

Above all prove that learning vocabulary plays a vital role in language learning. One should understand the meaning of words that s/he is going to utter or perceive in the course of communication. In the lack of vocabulary, it is rather difficult to communicate even if someone has a good knowledge of the system of language. That is why it is what the vocabulary that provides totality of the language by playing a vital role in understanding and

communicating ones own ideas. For the comprehensible communicative input one should know about organization pronunciation, meaning etc. of new words.

### **1.1.3 Learning Strategies**

The term 'learning strategies' is defined by the different scholars. Richards et al. (1999) say, "A way in which a learner attempts to work out the meanings and uses of words, grammatical rules, and other aspects of a language"(p.209).

Likewise, Cook (2001) defines strategies as, "A choice that the learner makes while learning or using the second language that affects learning" (p. 126).

Similarly,

Brown (1996) says that, "Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end planned designs for controlling and manipulating certain information. They are contextualized "battle – plans" that might vary from moment to moment or day to day or year to year" (p. 104).

Ellis (2002) states "Learning strategies are the particular approaches or techniques that learners employ to try to learn an L<sub>2</sub>. They can be behavioral (for example, repeating new words aloud to help you remember them) or they can be mental (for example, using the linguistic or situation context to infer the meaning of a new word)" (p. 76-77). Oxford (1990, p.166) asserts "Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more directed, more effective and more transferable to new situations" (p. 166).

In a nutshell, strategies are the styles, techniques or approaches that the learners employ to reach the determined learning goal. So, strategies pave the ways to the learner in the learning process. Strategies are the efforts made by the

learners to learn something about language. So, it is a type of plan applied to achieve the intended purpose. Learners use different strategies for learning language in various contexts consciously or unconsciously. It works as a servant to master new information about the target language. It makes the learners self – dependent and autonomous in the learning process. It is always problem oriented. It is because learners employ learning strategies when they are faced with some problems, such as how to remember a new word. Learners are always aware of strategies they use and they can also explain what they did to learn something. So, learning strategy is a series of actions that a learner takes to facilitate to complete the learning task. It starts when the learner analyzes the problem, the situation and what is available in his/her repertoire. Then, s/he goes on selecting, monitoring and evaluating the effectiveness of this action and decides if s/he needs to revise the plan and action. Strategy also differs 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 also differ from gender, individual context, class size context and cultural context. Females use greater language learning strategies than males. Language learning strategies also take place in various ways in individual context. The learners may use their previous language experience, their needs and motivation. Likewise, the learners in large classes use a greater number of strategies than those in smaller classes. Language learning strategies are context specific to a greater or lesser extent. So, it will be applicable in syllabus designing material production and adoption, evaluation, teaching methodologies, teacher training etc. Successful learners use more strategies than unsuccessful. They also call on different strategies at different stages of their development.

#### **1.1.4 Types of learning strategies**

Oxford (2001, pp.167-68) classifies learning strategies into six different types

#### **1.1.4.1 Cognitive strategies**

Cognitive strategies usually involve hypothesis testing, such as searching for clues in surrounding material and one's own background knowledge, hypothesizing the meaning of the unknown item, determining if this meaning makes sense and, if not, repeating a least part of the process.

#### **1.1.4.2 Mnemonic strategies**

Mnemonic strategies help learners link a new item with something known. Mnemonic strategies do not typically foster deep associations but instead relate one thing to another in a simplistic, stimulus- response manner. Even with their limitations, mnemonic strategies are often the first step in learning vocabulary items or grammar rules.

#### **1.1.4.3 Meta-cognitive strategies**

Meta-cognitive Strategies help learners to manage:

- a. themselves as learners
- b. the general learning process and
- c. Specific learning tasks.

These help individuals to know themselves, as better as language learners and to manage the learning process in general. These also include identifying available resources, deciding which resources are valuable for a given task, setting a study schedule, finding or creating a good place to study, etc.

#### **1.1.4.4 Compensatory strategies**

Compensatory strategies for speaking and writing help learner's makeup for missing knowledge. When using English in oral or

written communication. Compensatory strategies for speaking include using synonyms, circumlocution and gesturing to suggest the meaning compensatory strategies for writing encompass some of the same actions, such as synonym use or circumlocution.

#### **1.1.4.5 Affective strategies**

Affective strategies include identifying one's feelings (e. g. anxiety, anger and contentment) and becoming aware of the learning circumstances or tasks that evoke them. Negative attitudes and beliefs can reduce learner's motivation and harm language learning while positive attitudes and beliefs can do the reverse using affective strategy to examine beliefs and attitudes is, therefore, for example learning any language, the native speaker , the teacher and the language classroom.

#### **1.1.4.6 Social strategies**

Social strategies facilitate learning with others and help learners understand the culture of the language they are learning. Example of social strategies are asking questions for clarification or confirmation, asking for help, learning about social or cultural norms and values and studying together outside of classes.

O' Malley et al. (1985) classified learning strategies into three types (as cited in Brown, 1996, P. 116-117).

##### **a. Meta cognitive strategies**

Meta-cognitive 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 on cognition by co-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, imagery, auditory, representation key work, contextualization, elaboration, transfer, inferencing.

#### **c. Social affective**

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 questions, clarifying, social rules and relationships or co-operating with others in order to complete the tasks). Social affective strategies involve co–operation and question for clarification.

### **1.1.5 Graduate Record Examinations (GRE)**

GRE stands for Graduate Record Examinations which is a type of standardized aptitude test. It is basically used for those learners who wish to pursue their graduate study in American Universities. However, colleges and universities across the USA use the GRE to evaluate learners to get admission in master's degree also. The GRE tests assess academic knowledge and skills relevant to graduate study and give the information that is required to evaluate the applicants carefully. It also assesses the ability and predicts the performance. In some cases the GRE may be a general requirement for graduate admissions

imposed by the universities and sometimes it can be used in the selection of scholarship and fellowship candidates.

For nearly six decades, the GRE tests have played an important role in the graduate admissions. So, many graduate schools require GRE test results as a part of admission procedure. It intends to measure the abilities of all graduates in tasks of general academic nature regardless of their field of specialization. It is computer-based examination which is developed and administered by Educational Testing Services-ETS (The world's largest private Educational Testing and Measurement Organization) worldwide.

The GRE testing programme is governed by the GRE Board. The board was formed in 1966 as an independent board and is affiliated with the Association of Graduate Schools (AGS) and the Council of Graduate Schools (CGS). It plays a vital role to monitor organize and develop projects and services intended to enhance the GRE programme usefulness to learners, institutions and higher education in general. The board strives to provide equal opportunities in higher education improve the practices procedure, quality of graduate education and promote the full use of human talents and resources.

The GRE exams help in scanning learners for their language proficiency. The test contains a wide variety of questions which tests the language skills in a comprehensive manner. The GRE scores provide common measures for comparing the qualification of applicants and aid in evaluating grades and recommendations. It can indicate the strength and weakness of individual student's preparation and may be useful for guidance and placement purposes.

### **1.1.6 Types of GRE Tests**

There are mainly two types of GRE tests

- A. GRE Subject Test
- B. GRE General Test

#### **A. GRE Subject Test**

The GRE subject test measures undergraduate achievement in the eight specific fields of study as Bio – Chemistry, Cell and Molecular Biology, Biology, Chemistry, Computer Science, Literature in English, Mathematics, Physics and Psychology. It is intended for learners who have majored in or have extensive backgrounds in that specific area. Each subject test deals with content emphasized in undergraduate programs as preparation for graduate study. It can also more accurately forecast a candidate's potential for success in graduate school. The test assesses knowledge of subject matter emphasized in many undergraduate programs. As a whole it measures achievement in a particular field of study and provides an additional measure of applicant's preparation for graduate school

([www.ets.org/portal/site/ets/menuitem](http://www.ets.org/portal/site/ets/menuitem)), Weiner-Green, S. and Wolf, I. K. (2007).

#### **B. GRE General Test**

GRE General Test is the most widely accepted graduate college admissions test. It is an examination designed to measure the verbal, quantitative and analytical writing skills the candidates have developed in the course of academic career. The computer based GRE general test has three sections;

- i. Critical Thinking and Analytical Writing
- ii. Quantitative Section and
- iii. Verbal Section

**i. Critical Thinking and Analytical Writing**

This section has two essays. One section asks learners to present their perspective on an issue and the other asks them to analyze an agreement. It includes analysis of the quotations implications, organization and articulation of ideas and use the relevant examples and arguments to support the case and handling of the mechanics of standard written English. So this test tests critical thinking and analytical writing skills as well as rational assessments about unfamiliar fictitious relationships to present perspective on an issue logically. Briefly this section consists of two tasks: writing an essay presenting learners point of view on an issue of general intellectual concern and writing an essay analyzing the line of reasoning in an argument.

**ii. Quantitative Section**

Quantitative section tests high school level math. The learners will be required to be familiar with arithmetic, algebra, and geometry and data analysis. It also measures the ability to use and reason with number of mathematical concepts. Learners are not tested on advanced mathematical theory but general concepts expected to be part of every one's academic background. So, it tests basic mathematical skills and understanding of elementary mathematical concepts as well as the ability to reason quantitatively and solve problem in a quantitative setting.

**iii. Verbal Section**

The verbal section measures the ability to analyze information and interpret it to which this study is mainly related with. It tests whether the learners can analyze relationships between different words and concepts or not. So, it assesses the ability to analyze and evaluate written materials and synthesize information from it. Here the content is balanced among the Humanities,

Social Sciences and Natural Sciences. It contains direct questions on vocabulary. This section contains four types of direct questions;

- a. Antonyms
- b. Analogies
- c. Sentence completion
- d. Reading comprehension

**a. Antonyms**

The questions on antonyms are the most straight forward vocabulary questions on the test. The purpose of the antonym questions is to measure not nearly the strength of one's vocabulary but also the ability to reason from a given concept to its opposite. It measures the vocabulary for words opposite in meaning of the given word. Each word is followed by five opposite words, mostly similar in meaning. For example,

Direction: Each question below consists of a word printed in capital letters followed by five lettered words or phrases. Choose the letter word or phrase that is most nearly opposite in meaning to the word in capital letters.

DIFFUSE: (A) concentrate (B) contend (C) imply (D)  
pretend (E) revel

**b. Analogies**

Analogies represent parallel relationship between words. The words which are connected in some way or the other are given. This is followed by the five pairs of words which are also connected. So, it tests the learners understanding of the relationship among words and ideas .Some examples of relationships that might be found in analogy questions are the relationships of kind, size, spatial contiguity or degree. For example,

Direction: In each of the following questions, a related pair of words or phrases is followed by five lettered pairs of words or phrases .Select the lettered pair that best expresses a relationship similar to that expressed in the original pair.

COLOR: SPECTURM: (A) Tone: scale (B) sound: waves (C) verse: poem (D) dimension: space (E) cell: organism

**c. Sentence Completion Questions**

In sentence completion questions learners are asked to choose the best way to complete a sentence from which one or two words have been omitted. It is the combination of reading comprehension skills and vocabulary. The learners cover a wide variety of topics from a number of academic field .For example,

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five lettered words or set of words for each blank that best fits the meaning of sentence as a whole .For example,

The.....science of seismology has grown just enough so that the first overly bold theories have been.....

(A) magnetic.....accepted

(B) fielding..... refused

(C) tentative.....analyzed

(D) predictive.....protected

(E) exploratory.....recalled

**d. Reading Comprehension Questions**

Reading comprehension questions test the ability to understand and interpret what have been read already. The purpose behind it is only to test reading ability – not the knowledge of history, science, literature etc. So, here the learners do not need to know about the subject matter of the test in order to answer question on that passage. Here a typical reading passage is presented with question.

Both societies are territorial: they occupy a particular home range, which they defend against intruders' .Likewise, both are cooperative: members organize themselves into working groups that observe a clearly–defined division of labor. In addition, members of both groups can convey to each other a range of basic emotions and personal information: animosity, fright, hunger, rank within a particular cast, and ability to reproduce. Wilson readily concedes that, from a specialist's perspective, such a likeness may at first appear superficial, even unscientifically glib.

Nonetheless, in this eminent scholar's judgment, "it is out of such deliberate over simplification that the beginnings of a general theory are made."

- ) Which of the following statements best describes the organization of the author's discussion of the importance of the termite-macaque comparison in the development of a unified science of sociobiology?
- ) He provides an example of a comparison and then rejects its implications.
- ) He concedes that current data are insufficient and modifies his initial assertion of their importance.
- ) He acknowledges hypothetical objections to the comparison, but concludes by reaffirming its significance.

- J He cites critical appraisals of the comparison, but refrains from making an appraisal of his own.
- J He notes ambiguity in the comparison, but finally concedes its validity. (www.ets.org/portal/site/ets/menuitem, Big Book of GRE (1998)).

### 1.1.7 Format of GRE

**Table 1: Format of the GRE**

<b>Section</b>	<b>Types of Questions</b>	<b>Total Questions</b>	<b>Time</b>
Writing	present your perspective on an issue analyze an argument	2	75 minutes
Verbal	about 6 sentence completions about 7 analogies about 8 reading comprehension about 9 antonyms	30	30 minutes
Math	about 14 quantitative comparisons about 9 multiple choice about 5 graphs	28	45 minutes
Experimental	verbal or math	not fixed	not fixed

The GRE is approximately three hours long. Only two-hours and thirty minutes of the test is count toward the score-the experimental section is not scored. The test always begins with the writing section, the math and verbal sections can appear in any order. Also, the questions within each section can appear in any order. For example, in the verbal section, the first question might be an analogy, the second and third questions antonyms, the fourth question sentence completion, and the fifth question analogy. There is a one-minute break between each section and a ten-minute break following the writing section. The experimental section measures the relative difficulty of potential questions; if responses to a question do not perform to strict specifications, the question is rejected. The learners may also see a research. If it appears, this section will be

identified and will be last. This section will not be scored and will not affect the score on other parts of the test.

The General test raw score, the number of correct answers is converted to a score on a scale of 200 to 800. With no correct answers at all, a student would still have a score of 200. With one or two incorrectly answered questions, a student could still have a score of 800. Learners receive separate scores (from 200 to 800) on the verbal and quantitative section. The writing score is on a scale from 0 to 6 (Nova's GRE preparation course 2008).

## **1.2 Review of Related Literature**

A number of researches have been carried out on vocabulary as well as on learning strategies. However, this research on GRE is the first of its kind.

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 literary texts by the learners of B. Ed. English specialization. The study showed that while studying text, the learners immediately note down the difficult words and consult dictionary and translate only some difficult words into their native language only in some cases. Similarly, Rain (2006) conducted a research entitled "Learning Strategies Used by Maithili Learners of English at Secondary Level." He found that the learners used the techniques as memorizing the meanings, translating the meaning into  $L_1$  and by means of synonyms and antonyms while learning vocabulary. Likewise, Shrestha (2007) conducted a research entitled "Strategies Adapted by X<sup>th</sup> Graders in Learning English Vocabulary." His objective was to find out the learning strategies employed by the learners of grade X. The most frequently used strategies were verbal repetition and learning by heart i.e. rote learning. The strategy of learning the meaning of an idiom together, keeping the vocabulary note book, asking to the teacher to translate into Nepali and taking notes of the difficult words in the class room were other common strategies implied by the learners.

Raut (2007), also conducted a research entitled “A study on Strategies Used in Teaching Vocabulary: A Case of Lower Secondary Level English Teaching”. His objective was to find out the teaching strategies that many teachers used real objects, pictures, synonyms, antonyms, actions, definitions, word analysis, minimal pairs, modeling, copying, blackboard sketches, facial expression, phonetic transcription and translation while teaching vocabulary. Similarly, Acharaya (2008) carried out a study entitled ‘The Effectiveness of Teaching Vocabulary through Real Objects’. His objective was to find out the effectiveness of teaching vocabulary through real objects. The study showed that using real objects technique in teaching vocabulary had relatively better impact on the whole

Red (1989 cited in Oxford, 1996:53) in his study with the Nepalese university learners found that the strategies used by the Nepalese university learners for learning English language, were making notes and summarizing, recopying notes, and memorizing texts. The learners also use their textbooks to write notes. Likewise, Embi (1996: 271) in his research observed that learners in large classes used a greater number of strategies than those in smaller classes because of trying to cope with the demands and challenges. He finds the main pattern of variation between learners' reported strategy use and class size a mixed one. Learners in smaller classes report greater strategy use than learners in large 'neither -large-nor-small-classes'. The possible explanation for this result, Embi speculates, can be most (83%) of the classes in the 'smaller classes' group are with learners from the average to the top ability groups and also a considerable amount (71%) of the class in the 'neither-large-nor-small' group consists of learners from the low to the average ability group as cited in (Dahal, 2003 pp. 152-153).

The present research is different from those reviewed above. All the above mentioned researches have taken only school and college level learners as informants, but this study has taken learners of GRE from different institutes having different specializations. Moreover, no study has been conducted on this topic till now.

### 1.3 Objectives of the Study

The objectives of the study are as follows:

- a. to find out the vocabulary learning strategies employed by the learners of GRE.
- b. to suggest some pedagogical implications.

### 1.4 Significance of the Study

The study will be significant to all those who are interested in knowing different strategies of learning vocabulary, to the teachers and course book designers and more particularly to those who are involved in GRE classes.

### 1.5 Definition of the Specific Terms

**Informants** : It refers to the learner of the GRE involved to response the questionnaire while collecting data.

**Strategy** : A plan that is intended to achieve a particular purpose.

**Institute** : An organization that has a particular purpose, especially one that is connected with education or a particular profession.

**Aptitude** : Natural ability or skill at doing something.

**Graduate** : First degree from university or college.

**Scholarship** : An amount of money to somebody by an organization to help pay for their education.

**Fellowship** : An award of money to graduate learners to allow them to continue their studies or to do research.

**Mother Tongue** : The language that you first learn to speak when you are a child.

**Thesaurus** : A book that is like a dictionary, but in which the words are arranged in groups that have similar meanings.

**Enumeration** : Way to relate specific words with general words

## **CHAPTER - TWO**

### **METHODOLOGY**

The following strategies were adapted to fulfill the above mentioned objectives.

#### **2.1 Sources of the Data**

The study used both primary and secondary sources of data.

##### **2.1.1 Primary Source of Data**

The primary sources of data of this study were the learners of GRE

##### **2.1.2 Secondary Sources of Data**

The researcher also used secondary data i.e. books, brochures, previous research works, internet, journals reports, articles and websites to widen insight and knowledge in the related area as well as to prepare the questionnaire. For example, Brown (1994), Ellis (2002), Journal of NELTA, [www.ets.org/gre](http://www.ets.org/gre).

#### **2.2 Sampling Procedure and Sample Population**

The sample population of the study consisted of the learners of GRE from four institutes of Kathmandu district. 20 learners from each institute were selected randomly. So, the total sample size was 80.

#### **2.3 Tools of Data Collection**

Among the various types of tools of data collection, this research used questionnaire to find out the strategies applied by the learners of GRE. The researcher adopted the Likert scale. This scale is based upon the assumption that each statement item on the scale has attitudinal “value”, importance or “weight” in terms of reflecting an attitude towards the issue in question.

## **2.4 Procedure of Data Collection**

At first the researcher visited the educational institutes and requested the authority for the permission to carry out the study. She contacted the sample population for the establishment of rapport. She sampled the population randomly by using fishbowl draw. Then, she administered the questionnaire collectively. After that she collected all the answer sheets for analysis and thanked them for their kind help.

## **2.5 Limitations of the Study**

The study was confined with the following limitations

- a. The study was limited to verbal section of GRE General Test.
- b. The area of the study was confined to four institutes of Kathmandu district.
- c. The sample population was confined to 80 GRE learners.
- d. The researcher used only questionnaire as the tool of data collection.

## **2.6 Procedure of Data Analysis**

The researchers used Likert scale known as Summated rating scale to analyze and interpret the collected data. As mentioned by Kumar (1996), this scale is based upon the assumption that each statement/item in the scale has equal 'attitudinal value', 'importance', 'weight' in terms of reflecting and attitude towards the issue in questions. To analyze the collected data weighting of 1, 2, 3, 4 and 5 was assigned to the responses 0, 1, 2, 3 and 4 respectively to reflect the relative importance of the five distracters for the convenience of the researcher. So, the collected data were tabulated on a frequency basis. Then, the weighted mean of each item was calculated as follows:

**Step 1:**

Total weighted score =  $n_1 | 1 \Gamma n_2 | 2 \Gamma n_3 | 3 \Gamma n_4 | 4 \Gamma n_5 | 5$ , where 1, 2, 3, 4 and 5 are the weighted corresponding to the options 0, 1, 2, 3 and 4 respectively and  $n_1 \Gamma n_2 \Gamma n_3 \Gamma n_4 \Gamma n_5 =$  the total number of the responses in the sample questionnaire.

**Step 2:**

$$\text{Weighted Mean } X = \frac{\text{Total Weighted Score}}{n_1 \Gamma n_2 \Gamma n_3 \Gamma n_4 \Gamma n_5}$$

The numerical value of the weighted mean ranges from 1 to 5. The researcher further hypothesized that the weighted mean below 2.5 would prove that the learners did not employ this strategy. Likewise, the weighted mean between 2.5 to 3.5 would show that the learners might or might not use this strategy and above 3.5 in the rating scale proved that the learners employed this strategy.

Here, also the researcher deduced five categories of options into three categories. Hence, the first category comprised the options 'A', 'B' which indicates 0% to 25% of their agreement i.e. the learner would sometimes use the strategy. Similarly the second category comprises only third option i.e. 'C' which represents 50% of the agreement. The learners would often use this strategy. The third category includes the options 'D' and 'E' which shows 75% to 100% of their agreement i.e. the learners use this strategy more frequently. Then, the researcher summed the counted frequency of the first and third categories separately. Since the population of the informants was 80, the counted frequency represents the percentage of the agreement as well.

## **CHAPTER - THREE**

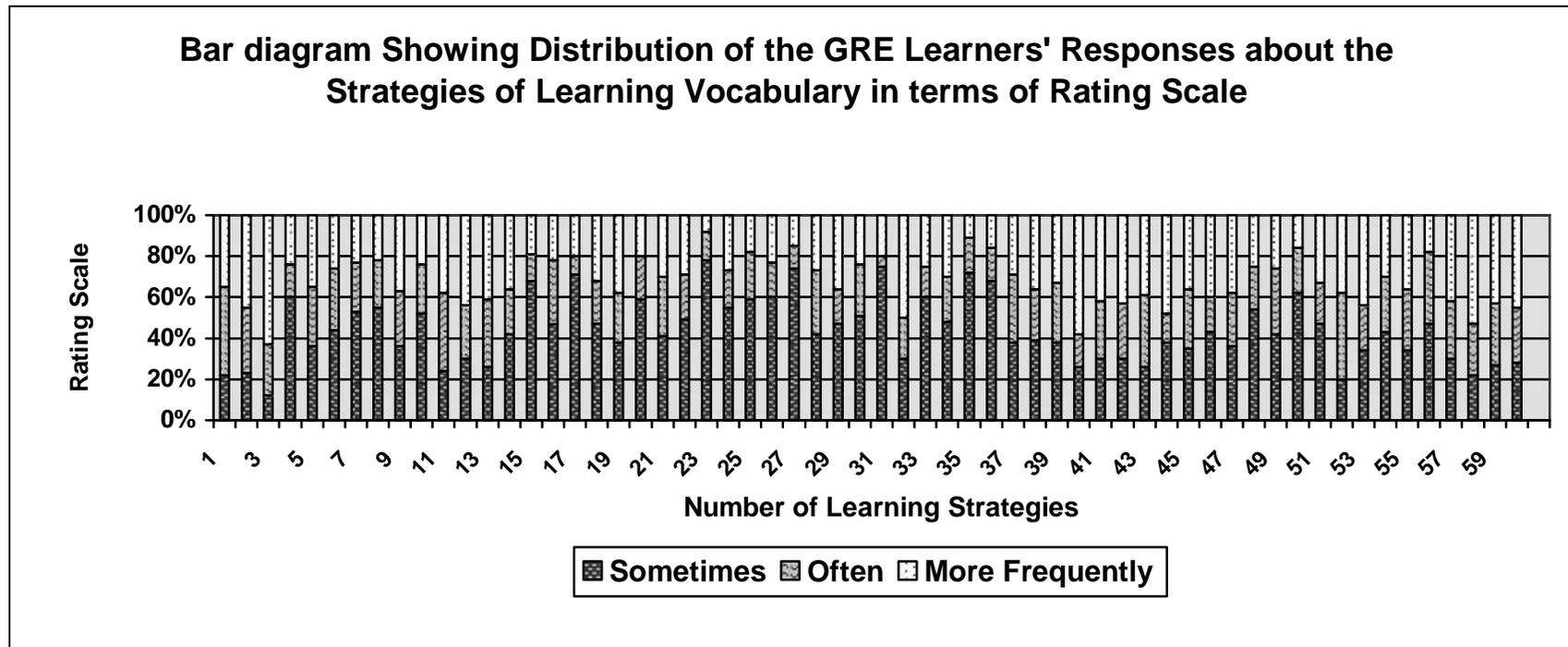
### **ANALYSIS AND INTERPETATION**

The systematically collected data were transcribed, analyzed, interpreted and then presented descriptively as well as analytically using appropriate statistical tools, diagrams and chart.

#### **3.1 The GRE Learners' Responses about the Strategies of Learning Vocabulary**

There were sixty items in the questionnaire to find out the strategies that the GRE learners employed to be familiar with new words. The distribution of weighted mean in the rating scale regarding learning vocabulary was analyzed and the overall analysis of the responses has been given (see appendix III). The bar diagram of this distribution is presented as follows:

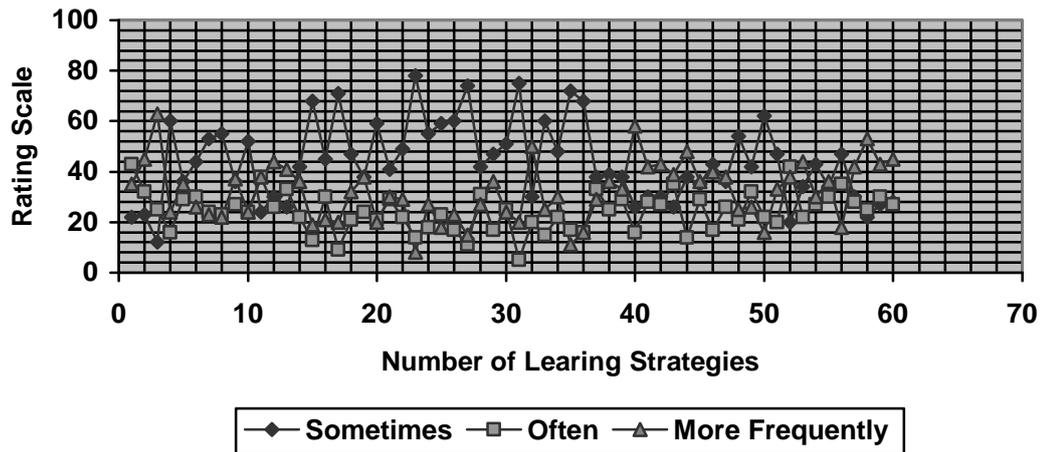
Diagram no. 1



Sometimes, often and more frequently are the rating scale of each strategies which are presented in the above bar diagram. Some times indicates 0% to 25% of the learners agreement including the options of the strategies 'A' and 'B'. Likewise often indicate 50% of the learners agreement including the option 'C' and more frequently indicates 75% to 100% of the learners agreement including the options 'D' and 'E' (see appendix-III). It can be shown in the scatter diagram as follows:

**Diagram no. 2**

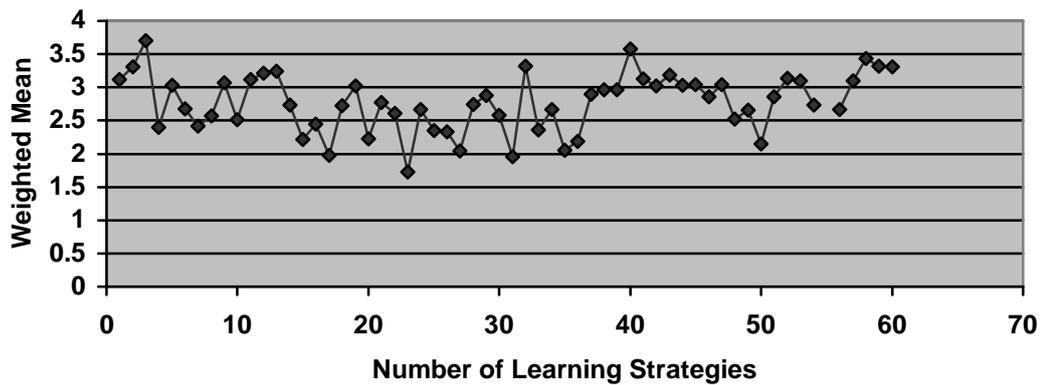
**Scatter Diagram Showing Rating Scale of the GRE Learners' Responses about the Strategies of Learning Vocabulary**



The above scatter diagram shows the individual rating scale of each strategy in terms of sometimes, often and more frequently.

**Diagram no. 3**

**Weighted Mean of the GRE Learners' Responses about the Strategies of Learning Vocabulary**



The above scatter diagram presents weighted mean of each strategies. The strategies are regrouped as 'used strategies 'may or may not be used strategies' and 'not used, strategies'. The strategies having weighted mean above 3.5 are under used strategies. Likewise strategies having weighted mean 2.5 to 3.5 are under may or may not be used strategies and strategies having weighted mean below 2.5 are under not used strategies.

## **3.2 Analysis and Interpretation of the GRE Learners' Responses**

The responses of each items of the questionnaire are presented below:

### **3.2.1 Guessing meaning from the context**

Guessing meaning from the context is the first item included in the questionnaire. The weighted mean 3.1.2 shows that the learners may or may not use that strategy. However the individual rating scale shows that 43% learners were found that they would often use this strategy, 35% of them learners opined that they would more frequently use this strategy and 22% of them would sometimes use the discussed strategy.

### **3.2.2 Connecting words to already known words**

Connecting words to already known words is the second strategy included in the questionnaire. The weighted mean 3.31 shows that the informants may or may not use this strategy. Out of total population 23% responded that they would sometimes use this strategy, whereas 32% responded that they would often use this strategy and 45% responded that they would use this strategy more frequently.

### **3.2.3 Learning words by definition**

The third strategy of the questionnaire was the strategy of learning words by definition. The weighted mean 3.7 shows that learners employed this strategy.

Likewise 12% of the learners would sometimes use, 25% of the learners would often use, and 63% of the learners would more frequently use this strategy.

#### **3.2.4 Learning words by using realia**

Item number four included the strategy of learning words by using realia. The weighted mean 2.4 shows that the informants do not use this strategy. However, 60% of the learners would sometimes use this strategy, 16% of them would often use this strategy and 24% of them would more frequently use this strategy.

#### **3.2.5 Learning words by connecting to its synonyms and antonyms**

The fifth item included in the questionnaire is the strategy of learning words by connecting it to its synonyms and antonyms. The weighted mean 3.03 shows that the learners may or may not use this strategy. Out of total population 36% responded that they would sometimes use this strategy, 29% responded that they would often use this strategy and 35% responded that they would more frequently use this strategy.

#### **3.2.6 Learning words by using internet**

Learning words by using internet is the sixth strategy included in the questionnaire. The weighted mean 2.68 shows that the learners may or may not use that strategy. However, the individual rating shows that 44% of the informants would sometimes use this strategy, 30% of the informants would often use this strategy and 26% of the informants would more frequently use this strategy.

#### **3.2.7 Using English language laboratory**

Item number seven included that strategy of using English language laboratory. The weighted mean 2.42 shows that the learners do not use this strategy. Out of total population 53% responded that they would sometimes use this strategy 24% of the learners responded that they would often use this strategy and 23% of them responded they would more frequently use this strategy.

### **3.2.8 Learning words by using CD player**

The eighth item in the questionnaire included the strategy of learning words by using CD player. The weighted mean 2.57 shows that the learners may or may not use this strategy. Fifty five percent of the informants would sometimes use this strategy, 23% of them would often use this strategy and 22% of them informants would more frequently use this strategy.

### **3.2.9 Learning words by reading English language newspaper**

Learning words by reading English language newspaper is the ninth item included in the questionnaire. The weighted mean 3.07 shows that the informant may or may not use this strategy. Out of total informants 36% of them would sometimes use this strategy, 27% of them would often use this strategy and 37% of them would more frequently use this strategy.

### **3.2.10 Listening to the tape of word lists**

The tenth item in the questionnaire included the strategy of listening to the tape of word lists. The weighted mean 2.51 shows that the learners may or may not use this strategy likewise the individual rating 52% of the learners would sometimes use this strategy, 24% of the learners would often use this strategy and 24% of them would use this strategy more frequently.

### **3.2.11 Memorizing the meaning of affix and roots**

Item number eleven incorporated the strategy of memorizing the meaning of affix and roots. The weighted mean 3.12 shows that the learners may or may not use this strategy. Out of total population 24% responded that they would sometimes use this strategy, 38% responded that they would often use this strategy and again 38% responded they would use this strategy more frequently.

### **3.2.12 Doing verbal repetition and learn by heart**

Item number twelve incorporated the strategy of doing verbal repetition and learning by heart. The weighted mean 3.21 shows that the learners may or may

not use that strategy. Out of the total population 30% of the informants would sometimes use this strategy, 26% of them would often use this strategy and 44% of them would more frequently use this strategy.

### **3.2.13 Learning by group work in class**

Item number thirteen incorporated the strategy of learning by group work in class. The weighted mean 3.24 shows that the learners may or may not use this strategy. Out of total population 26% of the learners would sometimes use this strategy, 33% of them would often use this strategy and 41% of them would more frequently use this strategy.

### **3.2.14 Studying and practicing meaning in a group outside the class**

Other item included in the questionnaire was the strategy of studying and practicing meaning in a group outside the class. The weighted mean 2.73 shows that the learners may or may not use this strategy. However, 42% of the learners would sometimes use this strategy, 22% of them would often use this strategy and 36% of them would more frequently use this strategy.

### **3.2.15 Asking teacher to translate into mother tongue**

Another item included in the questionnaire was the strategy of asking the teacher to translate the word into mother tongue. The weighted mean 2.22 shows that the learners do not use this strategy. Out of total population 68% of the learners responded that they would sometimes use this strategy, 13% of them responded that they would often use this strategy and 19% of them would more frequently use this strategy.

### **3.2.16 Using bilingual dictionary**

Another strategy asked in the item number sixteen was using bilingual dictionary. The overall weighted mean 2.45 shows that the learners do not use this strategy. However 40% of the learners would sometimes use this strategy,

30% of them would often use this strategy and 21% of them would use this strategy more frequently.

### **3.2.17 Writing difficult words on hands and palm to read**

Item number seventeen included in the questionnaire incorporated the strategy of writing difficult words on hands and palm to read. The weighted mean 1.98 shows that they do not use this strategy. However, out of the total population 71% of the learners would sometimes use this strategy, 9% of the learners would often use this strategy and 20% of the learners would use this strategy more frequently.

### **3.2.18 By writing words on cards**

Item number eighteen incorporated the strategy of writing words on cards. The weighted mean 2.72 shows that the learners may or may not use this strategy. Out of the total learners, 47% of them would sometimes use this strategy, 21% of them would often use this strategy and 32% of the learners would use this strategy more frequently.

### **3.2.19 Getting asked by friends**

The next item included in the questionnaire was the strategy of getting asked by friends. The weighted mean 3.02 shows that the learners may or may not use this strategy. Out of the total learners 38% of them would sometimes use this strategy, 24% of the learners would often use this strategy, and 38% of the learners would use this strategy more frequently.

### **3.2.20 Making words list and pasting on the walls of bedroom**

Another item included in the questionnaire was the strategy of making word list and pasting it on the walls of bedroom. The weighted mean 2.23 shows that the learners do not use this strategy. Out of total informants, 59% learners responded that they would sometimes use this strategy, 21% learners responded

that they would often use this strategy and 20% learners responded they would use this strategy more frequently.

### **3.2.21 Making word list and reading while traveling**

Another strategy item included in the questionnaire was of making word list and reading while traveling. The weighted mean 2.77 shows that the learners may or may not use this strategy. However, the individual rating shows that 41% of the learners would sometimes use it, 29% of the learners would often use this strategy and 30% of the learners would use this strategy more frequently.

### **2.22 Writing the difficult words in an artistic way**

The next item included in the questionnaire was the strategy of writing the difficult words in an artistic way. The weighted mean 2.61 shows that the learners may or may not use this strategy. However the individual rating shows that 49% of the learners would sometimes use this strategy, 22% of the learners would often use this strategy and 29% of the learners would use this strategy more frequently.

### **3.2.23 Making a song by using new words and sing it repeatedly**

For the strategy of making a song by using new words and sings it repeatedly, +the weighted mean 1.73 shows that the learners do not use this strategy. Out of the total informants 78% of the learners would often use this strategy, 14% of the learners would often use this strategy and 8% of the learners would use this strategy more frequently.

### **3.2.24 Matching new words with similar words of mother tongue**

For the strategy of matching new words with similar words of mother tongue, the weighted mean 2.67 shows that the learners may or may not use this strategy. Out of total informants 55% responded that they would sometimes use

this strategy 18% responded that they would often use this strategy and 27% responded that they would use this strategy more frequently.

### **3.2.25 Relating words with friends name**

Another strategy asked in item number twenty five was relating words with friends' name. The weighted mean 2.35 shows that the learners do not use this strategy. Out of total informants 59% responded that they would sometimes use this strategy, 23% responded that they would often use this strategy and 18% responded that they would use this strategy more frequently.

### **3.2.26 Taking noun as my friend's nick name**

For the strategy of taking noun as ones own friend's name, the weighted mean 2.33 shows that the learners do not use this strategy. Out of the total informants 60% responded that they would sometimes use this strategy, 17% responded that they would often use this strategy and 23% responded that they would use this strategy more frequently.

### **3.2.27 Using the word's in mobile screen**

Another strategy asked in item number twenty seven was the strategy of using the word's in mobile screen. The weighted mean 2.04 shows that the learners do not use this strategy. However, 74% of the learners responded that they would sometimes use this strategy, 11% responded that they would often use this strategy and 15% responded that they would use this strategy more frequently.

### **3.2.28 Using the abbreviated form of the words**

Item number twenty eight incorporated the strategy of using the abbreviated form of the words. The weighted mean 2.74 shows that the learners may or may not use this strategy. However, 42% of the learners would sometimes use this strategy, 31% of the learners would often use this strategy and 27% of the learners would use this strategy more frequently.

### **3.2.29 Remembering words before falling a sleep**

Item number twenty nine incorporated the strategy of remembering words before going to bed. The weighted mean 2.88 shows that the learners may or may not use this strategy. Out of total informants, 47% of the learners would sometimes use this strategy, 17% of the learners would often use this strategy and 36% of the learners would use this strategy more frequently.

### **3.2.30 Making formula by using words**

Item number 30 included the strategy of making formula by using words. The weighted mean 2.58 shows that the learners may or may not use this strategy. However, 51% of the learners would sometimes use this strategy 25% of the learners would often use this strategy and 24% of the learners use this strategy more frequently.

### **3.2.31 Writing words on white or black board**

The another item included in the questionnaire was the strategy of writing words on white or black board. The weighted mean 1.96 shows that the learners do not use this strategy. Out of total informants 75% responded that they would sometimes use this strategy, 5% responded that they would often use this strategy and 20% responded that they would use this strategy more frequently.

### **3.2.32 Making notes while learning course book**

Another item asked in the questionnaire was the strategy of making note while learning a course book. The weighted mean 3.32 shows that the learners may or may not use this strategy. However, 30% informants responded that they would sometimes use this strategy, 20% informants responded that they would often use this strategy and 50% informants responded that they would use this strategy more frequently.

### **3.2.33 Making notes while traveling**

Another item included in the questionnaire was the strategy of making note while traveling. The weighted mean 2.36 shows that the learners may or may not use this strategy out of total informants 60% responded that they would sometimes use this strategy, 15% responded that they would often use this strategy and 25% responded that they would use this strategy more frequently.

### **3.2.34 Making notes on the basis of hearing out of the class**

For the strategy of making notes on the basis of hearing out of the class, the weighted mean 2.67 shows that the learners may or may not use this strategy. However, 48% of the informants responded that they would sometimes use this strategy. 22% informants responded that they would often use this strategy and 30% informants responded that they would use this strategy more frequently.

### **3.2.35 Remembering words before getting up**

The another item included in the questionnaire was the strategy of remembering words before getting up. The weighted mean 2.05 shows that the learners do not use this strategy. However 72% of the informants responded that they would sometimes use this strategy, 17% informants responded that they would often use this strategy and 11% of the informants responded that they would use this strategy more frequently.

### **3.2.36 Remembering at least 10 words before starting any work**

For the strategy of remembering at least 10 words before starting any work. The weighted mean 2.19 shows that the learners do not use this strategy. 68% of the informants responded that they would sometimes use this strategy, 16% of the informants responded that they would often use this strategy and 16% of the informants responded that they would use this strategy more frequently.

### **3.2.37 Hearing others discussion calmly**

The next item included in the questionnaire was the strategy of hearing others discussion calmly, the weighted mean 2.90 shows that the learners may or may not use this strategy. However, out of total informants 38% of them would sometimes use this strategy, 33% of them often use this strategy and 29% of them would use this strategy more frequently.

### **3.2.38 Writing the words several times**

Another item included in the questionnaire was the strategy of writing the words several times. The weighted mean 2.96 shows that the learners may or may not use this strategy. Out of total informants 39% responded that they would sometimes use this strategy, 25% responded that they would often use this strategy and 36% responded that they would use this strategy more frequently.

### **3.2.39 Presenting the words meaningfully in the classroom**

For the strategy of presenting the words meaningfully in the classroom the weighted mean 2.96 shows that the learners may or may not use this strategy. Out of total informants 38% responded that they would sometimes use this strategy, 29% responded that they would often use this strategy and 33% responded that they would use this strategy more frequently.

### **3.2.40 Noting down the meanings during teacher's explanation**

Another item included in the questionnaire was the strategy of noting down the meanings during teacher's explanation. The weighted mean 3.58 shows that the learners used this strategy. Out of total 26% responded that they would sometimes use this strategy, 16% responded that they would often use this strategy and 58% responds that they would use this strategy more frequently.

### **3.2.41 Using new words in sentences**

For the strategy of using new words in sentences, the weighted mean 3.13 shows that the learners may or may not use this strategy. Out of total informants 30% responded that they would sometimes use this strategy, 28% responded that they would often use this strategy and 42% responded that they would use this strategy more frequently.

### **3.2.42 Using guide book**

Item number 42 incorporated the strategy of learning words by using guide book. The weighted mean 3.02 shows that the learners may or may not use this strategy. Out of total informants 30% responded that they would sometimes use this strategy, 27% responded that they would often use this strategy and 43% responded that they would use this strategy more frequently.

### **3.2.43 Connecting word's meaning to personal experience**

Item number forty three incorporated the strategy of connecting word's meaning to personal experience. The weighted mean 3.18 shows that the learners may or may not use this strategy. Out of total informants 26% responded that they would sometimes use this strategy, 35% responded that they would often use this strategy and 39% responded that they would use this strategy more frequently.

### **3.2.44 Asking my senior GRE learners**

For the strategy of asking my senior GRE learners, the weighted mean 3.03 shows that the learners may or may not use this strategy. Out of total informants 38% responded that they would sometimes use this strategy, 14% responded that they would often use this strategy and 48% responded that they would use this strategy more frequently.

### **3.2.45 Imagining a word's meaning**

The another item included in the questionnaire was the strategy of imagining a word's meaning. The weighted mean 3.04 shows that the learners may or may not use this strategy. Out of total informants 35% responded that the learners would sometimes use this strategy, 29% responded that they would often use this strategy and 36% responded that they would use this strategy more frequently.

### **3.2.46 Using a digital dictionary**

For the strategy of using a digital dictionary, the weighted mean 2.86 shows that the learners may or may not use this strategy. Out of total informants 43% responded that they would sometimes use this strategy, 17% responded that they would sometimes use this strategy and 40% responded that they would use this strategy more frequently.

### **3.2.47 Using thesaurus**

The another item included in the questionnaire was the strategy of using thesaurus. The weighted mean 3.04 shows that the learners may or may not use this strategy. Out of total learners 36% responded that the learners would sometimes use this strategy, 26% responded that they would often use this strategy and 38% responded that they would use this strategy more frequently.

### **3.2.48 Interacting with native speakers**

Item number 48 included the strategy of interacting with native speakers. The weighted mean 2.52 shows that the learners may or may not use this strategy. Out o total learners 54% responded that they would sometimes use this strategy 21% informants responded that they would often use this strategy and 25% informants responded that they would use this strategy more frequently.

### **3.2.49 Asking to private tutor**

Item number 49 included the strategy of asking to private tutor. The weighted mean 2.66 shows that the learners may or may not use this strategy. Out of total informants 42% responded that they would sometimes use this strategy, 32% informants responded that they would often use this strategy and 26% informants responded that they would use this strategy more frequently.

### **3.2.50 Using semantic map**

The another item included in the questionnaire was the strategy of using semantic map. The weighted mean 2.15 shows that the learners do not use this strategy. Out of total informants 62% responded that they would sometimes use this strategy, 22% informants responded that they would often use this strategy and 16% informants responded that they would use this strategy more frequently.

### **3.2.51 Closing eyes and remembering**

For the strategy of closing eye and remembering words, the weighted mean 2.86 shows that the learners may or may not use this strategy. Out of total informants 47% responded that they would sometimes use this strategy, 20% responded that they would often use this strategy and 33% informants responded that they would use this strategy more frequently.

### **3.2.52 Drawing and imaginary picture to represent new words**

The another item included in the questionnaire was the strategy of drawing an imaginary picture to represent new words. The weighted mean 3.14 shows that the learners may or may not use this strategy. Out of total informants 20% responded that they would sometimes use this strategy, 42% informants responded that they would often use this strategy and 38% informants responded that they would use this strategy more frequently.

### **3.2.53 Making specific details of hearing/reading**

For the strategy of making specific details of hearing/reading, the weighted mean 3.10 shows that the learners may or may not use this strategy. Out of total informants 34% informants responded that they would sometimes use this strategy, 22% informants responded that they would often use this strategy and 44% responded that they would use this strategy more frequently.

### **3.2.54 Writing difficult words in capital letters**

Item number 54 included the strategy of writing difficult words in capital letters. The weighted mean 2.73 shows that the learners may or may not use this strategy. Out of total informants 43% informants responded that they would sometimes use this strategy, 27% responded that they would often use this strategy and 30% informants responded that they would use this strategy more frequently.

### **3.2.55 Skimming the text to get theme then reading it carefully**

The another item included in the questionnaire was the strategy of skimming the text to get theme then read it carefully. The weighted mean 3.02 shows that the learners may or may not use this strategy. Out of total informants 34% informants responded that they would sometimes use this strategy, 30% informants responded that they would often use this strategy and 36% informants responded that they would use this strategy more frequently.

### **3.2.56 Writing synopsis of the text and discussing with friends**

Item number 56 incorporated the strategy of writing synopsis of the text and discussing with friends. The weighted mean 2.67 shows that the learners may or may not use this strategy. Out of total informants 47% informants responded that they would sometimes use this strategy 35% informants responded that they would often use this strategy, and 18% responded that they would use this strategy more frequently.

### **3.2.57 Revising the learnt units to refresh the memory by writing it**

The another item included in the questionnaire was the strategy of revising the learnt units to refresh the memory. The weighted mean 3.10 shows that the learners may or may not use this strategy. Out o total informants 30% informants responded that they would sometimes use this strategy, 28% informants responded that they would often use this strategy and 42% informants responded that they would use this strategy more frequently.

### **3.2.58 Evaluating own progress in learning vocabulary**

For the strategy of evaluating own progress in learning vocabulary, the weighted mean 3.43 shows that the learners may or may not use this strategy. Out of total informants 22% informants responded that they would sometimes use this strategy, 25% informants responded that they would often use this strategy and 53% informants responded that they would use this strategy more frequently.

### **3.2.59 Following the model of enumeration**

The second last item included in the questionnaire was the strategy of following the mode of enumeration. The weighted mean 3.32 shows that the learners may or may not use this strategy. Out of total informants 27% informants responded that they would sometimes use this strategy, 30% informants responded that they would often use this strategy and 43% informants responded that they would use this strategy more frequently.

### **3.2.60 Studying in library**

The last item included in the questionnaire was the strategy of studying in library. The weighted mean 3.31 shows that the learners may or may not use this strategy. Out of total informants 28% informants responded that they would sometimes use this strategy, 27% informants responded that they would often use this strategy and 45% informants responded that they would use this strategy more frequently.

### 3.3 Analysis and Interpretation of the GRE Learners' Responses on the basis of the Taxonomy of Vocabulary Learning Strategies

The items included in the questionnaire are grouped under three learning strategies; Meta Cognitive Strategies, Cognitive Learning Strategies and Socio-Affective Strategies.

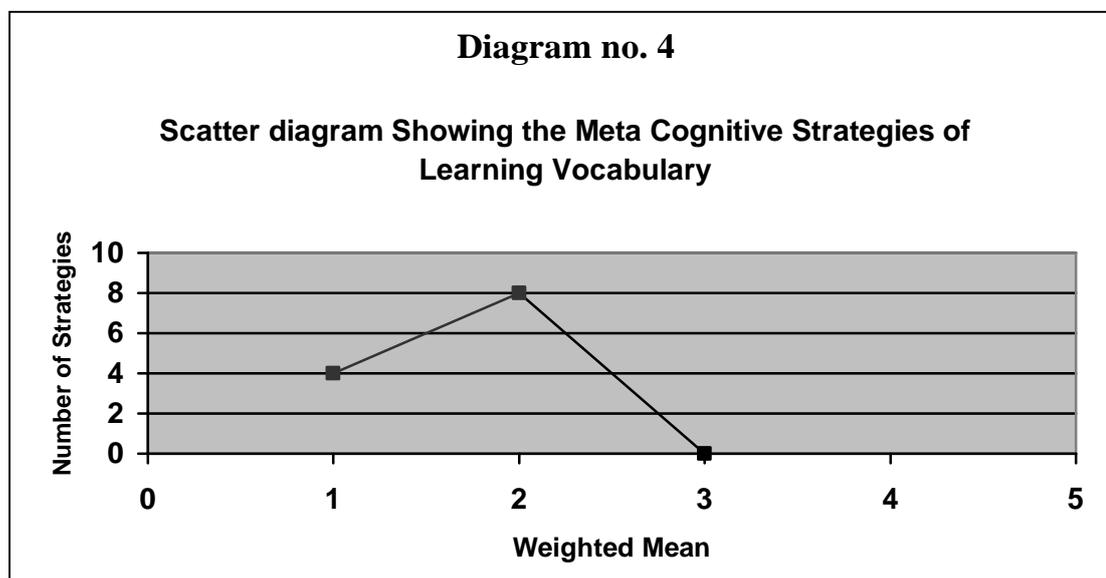
#### 3.3.1 Meta Cognitive Strategies

The items which were related to Meta Cognitive Strategies are as follows:

**Table 2: The GRE Learners' Responses Reflecting the Meta Cognitive Strategies of Learning Vocabulary**

Statement	Rating Scale							W. M.
	0	1	0+1	2	3	4	3+4	
1. Learning words by using realia	30	30	60	16	18	6	24	2.4
2. Learning words by using internet	22	22	44	30	18	8	26	2.68
3. Using English language laboratory	30	23	53	24	21	2	23	2.42
4. Learning words by using CD player	19	36	55	23	13	9	22	2.57
5. Learning words by listening to the tape of word list	30	22	52	24	15	9	24	2.51
6. Making a song by using new words and sing it repeatedly	57	21	58	14	8	0	8	1.73
7. Using the words in mobile screen	45	29	74	11	7	8	15	2.04
8. Remembering words before falling a sleep	12	35	47	17	25	11	36	2.88
9. Making formula by using them	38	13	51	25	11	15	24	2.58
10. Making specific details of hearing/reading	14	20	34	22	30	14	44	3.10
11. Evaluating own progress in learning vocabulary	6	20	30	28	34	8	42	3.10
12. Following the model of enumeration	1	26	27	30	26	17	43	3.32

Meta Cognitive Strategies included 12 different strategies of learning vocabulary. It can be shown in the following scatter diagram:



Meta Cognitive Strategies included 12 different strategies of learning vocabulary. The GRE learners do not use the strategies like learning words by using realia, making songs by using new words and sing it repeatedly and using words in mobile screen having weighted mean below 2.5. Likewise the learners may or may not use the strategies like learning words by using internet, remembering words before falling asleep, and making formula by using them etc.

### **3.3.2 Cognitive Learning Strategies**

The items which were related to Cognitive Learning Strategies are as follows:

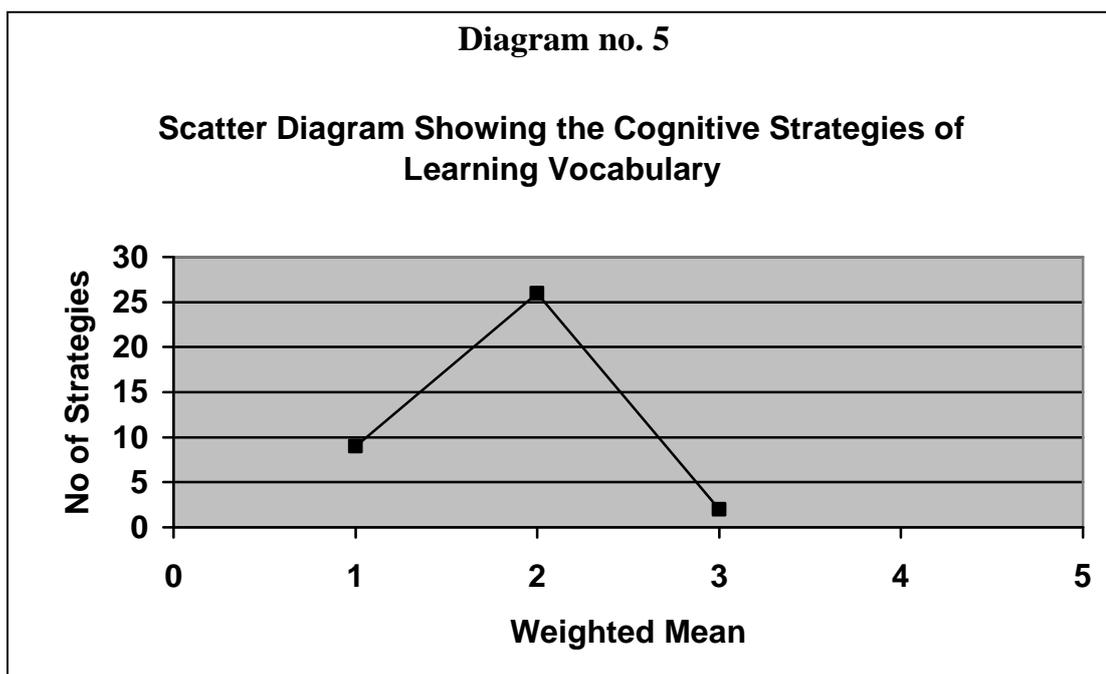
**Table 3: The GRE Learners' Responses Reflecting the Cognitive Learning Strategies of Learning Vocabulary**

Rating Scale Statement	0	1	0+1	2	3	4	3+4	W.M.
1. Guessing meaning from context	5	17	22	43	31	4	35	3.12
2. Connecting words to already known words	3	20	23	32	33	12	45	3.31
3. Learning words by definition	4	8	12	25	40	23	63	3.7
4. Learning words by reading English language newspaper	6	30	36	27	25	12	37	3.07
5. Memorizing the meaning of affix and roots	4	20	24	38	14	24	38	3.12
6. Using verbal repetition and learn by heart	10	20	30	26	30	14	44	3.21
7. Asking teacher to translate into mother tongue	37	31	68	13	11	8	19	2.22
8. Using bilingual dictionary	30	10	45	30	15	6	21	2.45
9. Writing difficult words on hands and palm to read	56	15	71	9	15	5	20	1.98
10. By writing words on cards	26	21	47	21	19	13	32	2.72
11. Making word list and pasting on the walls of bedroom	43	16	59	21	15	5	20	2.23
12. Making a word list and reading while traveling	20	21	41	29	22	8	30	2.77
13. Writing the difficult words in an artistic way	31	18	49	22	17	12	29	2.61
14. Matching new words with similar words of mother tongue	19	36	55	18	13	14	27	2.67
15. Using the abbreviated form of the words	23	19	42	31	15	12	27	2.74
16. Write words on white or black board	49	26	75	5	20	0	20	1.96
17. Making notes while learning course book	6	24	30	20	32	18	50	3.32
18. Making note while traveling	35	25	60	15	19	6	25	2.36
19. Making notes on the basis hearing out of the class	27	21	48	22	18	12	30	2.67
20. Remembering words before getting up	39	33	72	17	6	5	11	2.05

21. Remembering at least 10 words before starting any work	31	37	68	16	14	2	16	2.19
22. Writing the words several times	15	24	39	25	22	14	36	2.96
23. Noting down the meaning during teacher's explanation	8	18	26	16	24	34	58	3.58
24. Using new words in sentence	11	19	30	28	30	12	42	3.13
25. Using good book	20	10	30	27	34	9	43	3.02
26. Connecting word's meaning to personal experience	9	17	26	35	25	14	39	3.18
27. Imagining a word's meaning	10	25	35	29	23	13	36	3.04
28. Using a digital dictionary	27	16	43	17	24	16	40	2.86
29. Using thesaurus	16	20	36	26	20	18	38	3.04
30. Using semantic map	42	20	62	22	13	3	16	2.15
31. Closing eyes and remembering	3	44	47	20	30	3	33	2.86
32. Drawing an imaginary picture to represent new words	6	14	20	42	36	2	38	3.14
33. Writing the difficult words on the capital letters	24	19	43	27	20	10	30	2.73
34. Skimming the text to get theme then reading it carefully	12	22	34	30	24	12	36	3.02
35. Writing synopsis of the text and discussing with friends	14	33	47	35	8	10	18	2.67
36. Revising the learnt units to refresh the memory by writing	10	16	22	25	35	18	53	3.43
37. Studying in library	8	20	28	27	23	22	45	3.31

The cognitive learning strategies included 37 strategies of learning vocabulary.

It can be observed in a scatter diagram which can be presented as follows:



Cognitive Learning Strategies included altogether 37 strategies. The GRE learners do not use the strategies like using bilingual dictionary, writing difficult words on hands and palm to read etc having weighted mean below 2.5. Likewise, the learners may or may not use the strategies like guessing meaning from the context, using verbal repetition and learn by heart, writing synopsis of the text and discussed it with friends etc. Similarly, the learners used the strategies like learning words by definition and noting down the meaning during teacher explanation.

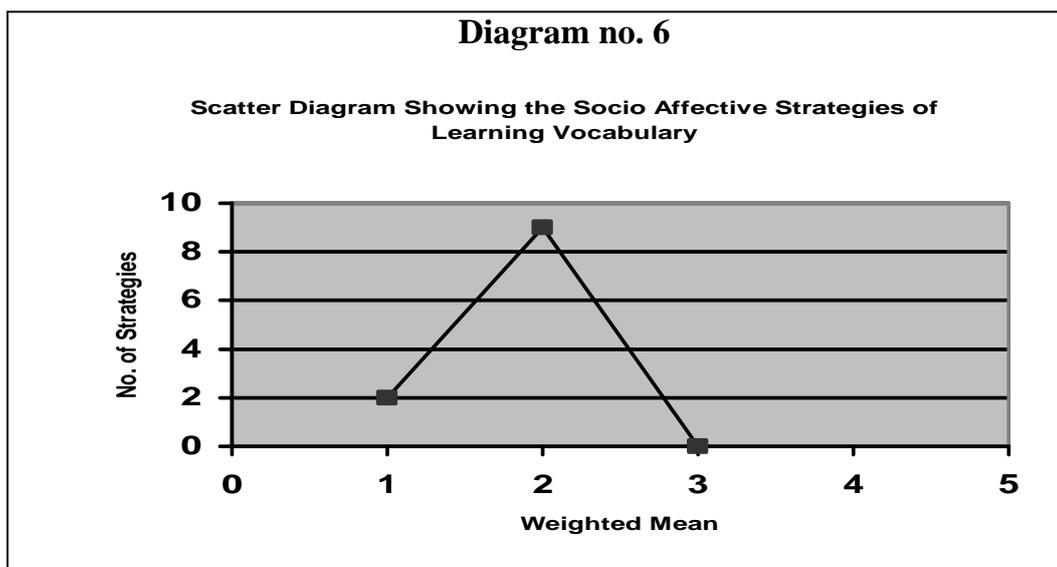
### **3.3.3 Socio-Affective Strategies**

The items which were related to Socio-Affective Strategies are mentioned below:

**Table 4: The GRE Learners' Responses Reflecting the Socio-Affective Strategies of Learning Vocabulary**

Statement \ Rating Scale	0	1	0+1	2	3	4	3+4	M. W.
1. Learning words by connecting to its synonyms and antonyms	8	28	36	29	23	12	35	3.03
2. Learning by group work in class	0	26	26	33	32	9	41	3.24
3. Studying and practicing meaning in a group outside the class	26	16	42	22	31	5	36	2.73
4. Getting asked by friends	10	28	38	24	26	12	38	3.02
5. Relating words with friend's name	32	27	59	23	10	8	18	2.35
6. Taking noun as my friend's nick name	35	25	60	17	18	5	23	2.33
7. Hearing others discussion calmly	7	31	38	33	23	6	29	2.90
8. Presenting the words meaningfully in the classroom	13	25	38	29	19	14	33	2.96
9. Asking my senior GRE learners	18	20	38	14	37	11	48	3.03
10. Interacting with native speakers	29	25	54	21	15	10	25	2.52
11. Asking to private tutor	22	20	42	32	22	4	26	2.66

The socio-affective strategies included 11 strategies. It can be shown in the following scatter diagram.



Socio-Affective Strategies included altogether eleven strategies. Among these strategies the GRE learners do not use the strategies like learning words by relating with friend's name, taking noun as friends' nick name having weighted mean below 2.5. Likewise, the learners may or may not use the strategies like getting asked by my friends, interacting with native speakers, learning by group work in class etc having weighted mean 2.5 to 3.5.

### **3.4 Distribution of the GRE Learners' Responses on the basis of the Strategies Used by them**

On the basis of the weighted mean mentioned in the Table 2 all the strategies are regrouped into three categories. They are presented below:

#### **3.4.1 Strategies Used by GRE Learners**

The strategies having the weighted mean 3.5 fall in this group.

**Table 5: Strategies Used by the GRE Learners**

Rating Scale	0	1	0+1	2	3	4	3+4	W. M.
1. Learning words by definition	4	8	12	25	40	23	63	3.7
2. Noting down the meaning during teacher's explanation	8	18	26	16	24	34	58	3.58

### 3.4.2 Strategies may or may not be used by GRE Learners

The strategies having weighted mean between 2.5 to 3.5 belong to this group

**Table 6: Strategies may or may not be used by the GRE Learners**

Statement	Rating Scale							W. M.
	0	1	0+1	2	3	4	3+4	
1. Guessing meaning from context	5	17	22	43	31	4	35	3.12
2. Connecting words to already known words	3	20	23	32	33	12	45	3.31
3. Learning words by connecting to its synonyms and antonyms	8	28	36	29	23	12	35	3.03
4. Learning words by using internet	22	22	44	30	18	8	26	2.68
5. Using English language laboratory	30	23	53	24	21	2	23	2.42
6. Learning words by using CD player	19	36	55	23	13	9	22	2.57
7. Learning words by reading English language newspaper	6	30	36	27	24	12	37	3.07
8. Learning words by listening to the tape of word list	30	22	52	24	15	9	24	2.51
9. Memorizing the meaning of affix and roots	4	20	24	38	14	24	38	3.12
10. Using verbal repetition and learn by heart	10	20	30	26	30	14	44	3.21
11. Learning by group works in class	0	26	26	33	32	9	41	3.24
12. Studying and practicing meaning in a group outside the class	26	16	42	22	31	5	36	2.73
13. By writing words on cards	26	21	47	21	19	13	32	2.72
14. Getting asked by friends	10	28	38	24	26	12	38	3.02
15. Making a word list and reading while traveling	20	21	41	29	22	8	30	2.77
16. Writing the difficult words in an artistic way	31	18	49	22	17	12	29	2.61
17. Matching new words with similar words of mother tongue	19	36	55	18	13	14	27	2.67

18. Using the abbreviated form of the words	23	19	42	31	15	12	27	2.74
19. Remembering words before falling a sleep	12	35	47	17	25	11	36	2.88
20. Making formula by using them	38	13	51	25	11	15	24	2.58
21. Making notes while learning course book	6	24	30	20	32	18	50	3.32
22. Making note while traveling	35	25	60	15	19	6	25	2.36
23. Making note on the basis hearing out of the class	27	21	48	22	18	12	30	2.67
24. Hearing others discussion calmly	7	31	38	33	23	6	29	2.90
25. Writing the words several times	15	24	39	25	22	14	36	2.96
26. Presenting the words meaningfully in the classroom	13	25	38	29	19	14	33	2.96
27. Using new words in sentence	11	19	30	28	30	12	42	3.13
28. Using good book	20	10	30	27	34	9	43	3.02
29. Connecting word's meaning to personal experience	9	17	26	35	25	14	39	3.18
30. Asking my senior GRE learners	18	20	38	14	37	11	48	3.03
31. Imagining a word's meaning	10	25	35	29	23	13	36	3.04
32. Using a digital dictionary	27	16	43	17	24	16	40	2.86
33. Using thesaurus	16	20	36	26	20	18	38	3.04
34. Interacting with native speakers	29	25	54	21	15	10	25	2.52
35. Asking to private tutor	22	20	42	32	22	4	26	2.66
36. Closing eyes and remembering	3	44	47	20	30	3	33	2.86
37. Drawing an imaginary picture to represent new words	6	14	20	42	36	2	38	3.14
38. Making specific details of hearing/reading	14	20	34	22	30	14	44	3.10
39. Writing the difficult words on the capital letters	24	19	43	27	20	10	30	2.73
40. Skimming the text to get theme then reading it carefully	12	22	34	30	24	12	36	3.02
41. Writing synopsis of the text and discussing with friends	14	33	47	35	8	10	18	2.67

42. Revising the learnt units to refresh the memory by writing	10	16	22	25	35	18	53	3.43
43. Evaluating own progress in learning vocabulary	6	20	30	28	34	8	42	3.10
44. Following the model of enumeration	1	26	27	30	26	17	43	3.32
45. Studying in library	8	20	28	27	23	22	45	3.31

### 3.4.3 Strategies not Used

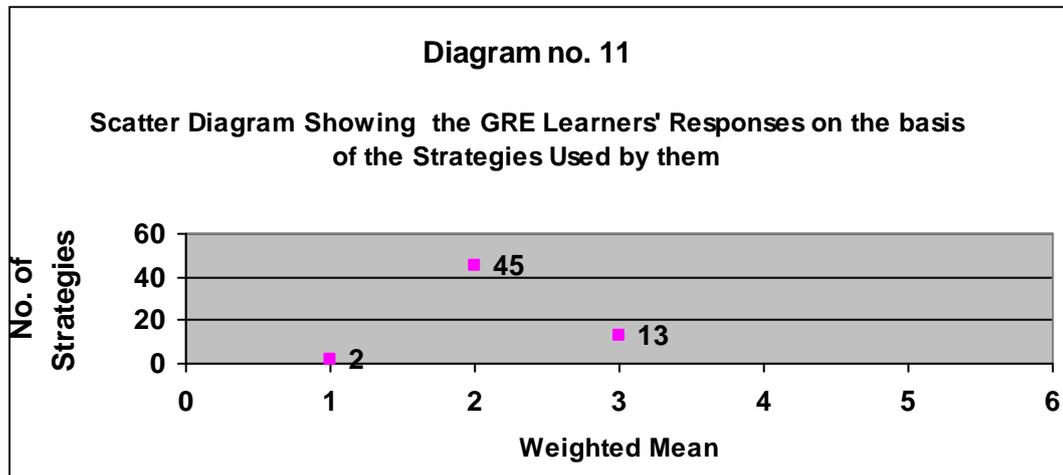
The strategies having the weighted mean below 2.5 are submitted under this category.

**Table 7: Strategies not Used by the GRE Learners**

Statement	Rating Scale								W.M.
	0	1	0+1	2	3	4	3+4		
1. Learning words by using realia	30	30	60	16	18	6	24	2.4	
2. Asking teacher to translate into mother tongue	37	31	68	13	11	8	19	2.22	
3. Using bilingual dictionary	30	10	45	30	15	6	21	2.45	
4. Writing difficult words on hands and palm to read	56	15	71	9	15	5	20	1.98	
5. Making word list and pasting on the walls of bedroom	43	16	59	21	15	5	20	2.23	
6. Making a song by using new words and sing it repeatedly	57	21	58	14	8	0	8	1.73	
7. Relating words with friend's name	32	27	59	23	10	8	18	2.35	
8. Taking noun as my friend's nick name	35	25	60	17	18	5	23	2.33	
9. Using the words in mobile screen	45	29	74	11	7	8	15	2.04	
10. Write words on white or black board	49	26	75	5	20	0	20	1.96	
11. Remembering words before getting up	39	33	72	17	6	5	11	2.05	
12. Remembering at least 10 words before starting any work	31	37	68	16	14	2	16	2.19	

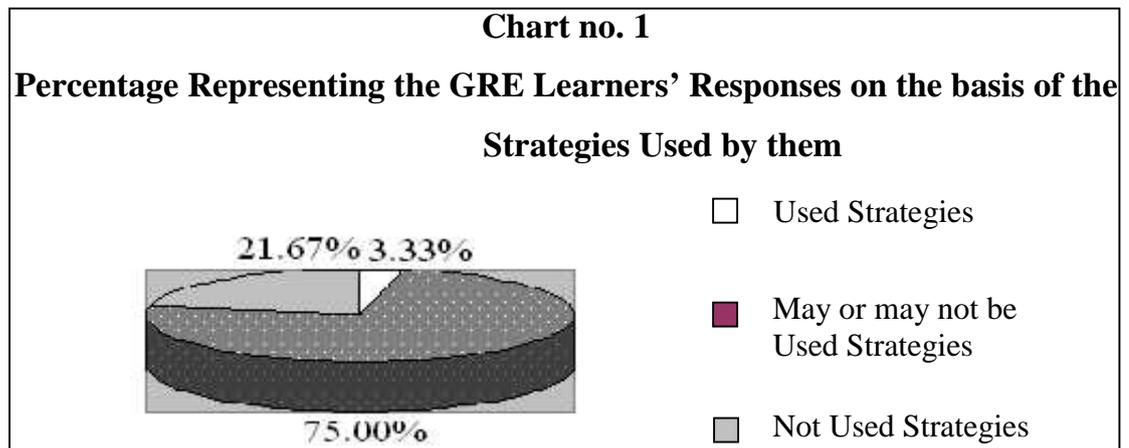
13. Using semantic map	42	20	62	22	13	3	16	2.15
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The above mentioned tables can be observed in a scatter diagram which is as follows:



The above scatter diagram has presented three groups of vocabulary learning strategies as used strategies, may or may not be used strategies and not used strategies. It has also presented the number of strategies of each group.

This can also be shown in the pie chart as follows:



Among sixty strategies included in the questionnaire, the GRE learners use only 3.33% of the total strategies. Likewise, 75.00% strategies may or may not be used by the learners and remaining 21.67% strategies are not used by the learners.

## **CHAPTER - FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This section consists of findings, recommendations and pedagogical implications of the study.

#### **4.1 Findings**

The main objective of this research was to find out the strategies employed, by the learners of the GRE. After the completion of analysis and interpretation, the following findings have been derived.

- (a) The most frequently used strategies by the GRE learners are learning words by definition and noting down the meaning during teacher's explanation containing weighted mean 3.70 and 3.58 respectively. The strategies having weighted mean above 3.5 fall under this group. Similarly, the strategies having weighted mean 2.5 to 3.5 are regrouped under may or may not be used strategies. Out of 60 strategies 45 strategies fall under this group. Likewise, the strategies having weighted mean below 2.5 are regrouped under not used strategies. Finally, the remaining 12 strategies out of 60 are under not used strategies.
- (b) On the basis of Taxonomy of the vocabulary learning strategies, all the strategies are regrouped under three categories; cognitive learning strategy, meta cognitive learning strategy and socio affective strategy. Most of the strategies fall under cognitive strategy along with the most frequently used strategies. Out of 60 strategies, 37 are related with cognitive learning strategy. Likewise, 12 strategies are related with meta cognitive learning strategy and 11 strategies are related with socio-affective learning strategy.

## **4.2 Recommendations**

Based on the findings derived from the analysis and interpretation of the collected data, some recommendations have been made for pedagogical implications.

- a. The GRE learners should follow cognitive learning strategies that included most of the strategies along with the most used strategies.
- b. The GRE teachers should also be familiar with the most used strategies to enhance their skills in teaching.
- c. The curriculum designers, textbook writers, trainers of ELT, English teachers and language learners to be familiar with different strategies of learning vocabulary presented in this research.
- d. This study was survey type and confined only to GRE learners. So, it is recommended to carry out further study by including both GRE learners and teachers.
- e. It is recommended to use other tools of data collection e.g. interview, observation etc. because this study only used questionnaire as a tool of data collection.

## **APPENDIX - II**

The researcher selected 4 different institutes of Kathmandu valley to sample the population. They are as follows:

1. Collins International Education, Putalisadak, Kathmandu.
2. Corona International Education, Bagbazar Kathmandu.
3. Orbit International Education, Putalisadak, Kathmandu.
4. Nepal International Educational Consultancy (NIEC), Putalisadak, Kathmandu.

### APPENDIX- III

**Table 2: Distribution of the GRE Learners Responses about the Strategies of Learning Vocabulary**

Rating Scale Statement	0	1	0+1	2	3	4	3+4	W. M.
1. Guessing meaning from context	5	17	22	43	31	4	35	3.12
2. Connecting words to already known words	3	20	23	32	33	12	45	3.31
3. Learning words by definition	4	8	12	25	40	23	63	3.7
4. Learning words by using realia	30	30	60	16	18	6	24	2.4
5. Learning words by connecting to its synonyms and antonyms	8	28	36	29	23	12	35	3.03
6. Learning words by using internet	22	22	44	30	18	8	26	2.68
7. Using English language laboratory	30	23	53	24	21	2	23	2.42
8. Learning words by using CD player	19	36	55	23	13	9	22	2.57
9. Learning words by reading English language newspaper	6	30	36	27	25	12	37	3.07
10. Learning words by listening to the tape of word list	30	22	52	24	15	9	24	2.51
11. Memorizing the meaning of affix and roots	4	20	24	38	14	24	38	3.12
12. Using verbal repetition and learn by heart	10	20	30	26	30	14	44	3.21
13. Learning by group work in class	0	26	26	33	32	9	41	3.24
14. Studying and practicing meaning in a group outside the class	26	16	42	22	31	5	36	2.73
15. Asking teacher to translate into mother tongue	37	31	68	13	11	8	19	2.22
16. Using bilingual dictionary	30	10	45	30	15	6	21	2.45
17. Writing difficult words on hands and palm to read	56	15	71	9	15	5	20	1.98
18. By writing words on cards	26	21	47	21	19	13	32	2.72
19. Getting asked by friends	10	28	38	24	26	12	38	3.02
20. Making word list and pasting on the walls of bedroom	43	16	59	21	15	5	20	2.23
21. Making a word list and reading while traveling	20	21	41	29	22	8	30	2.77

22. Writing the difficult words in an artistic way	31	18	49	22	17	12	29	2.61
23. Making a song by using new words and sing it repeatedly	57	21	78	14	8	0	8	1.73
24. Matching new words with similar words of mother tongue	19	36	55	18	13	14	27	2.67
25. Relating words with friend's name	32	27	59	23	10	8	18	2.35
26. Taking noun as my friend's nick name	35	25	60	17	18	5	23	2.33
27. Using the words in mobile screen	45	29	74	11	7	8	15	2.04
28. Using the abbreviated form of the words	23	19	42	31	15	12	27	2.74
29. Remembering words before falling a sleep	12	35	47	17	25	11	36	2.88
30. Making formula by using them	38	13	51	25	11	15	24	2.58
31. Write words on white or black board	49	26	75	5	20	0	20	1.96
32. Making notes while learning course book	6	24	30	20	32	18	50	3.32
33. Making note while traveling	35	25	60	15	19	6	25	2.36
34. Making notes on the basis of hearing out of the class	27	21	48	22	18	12	30	2.67
35. Remembering words before getting up	39	33	72	17	6	5	11	2.05
36. Remembering at least 10 words before starting any work	31	37	68	16	14	2	16	2.19
37. Hearing others discussion calmly	7	31	38	33	23	6	29	2.90
38. Writing the words several times	15	24	39	25	22	14	36	2.96
39. Presenting the words meaningfully in the classroom	13	25	38	29	19	14	33	2.96
40. Noting down the meaning during teacher's explanation	8	18	26	16	24	34	58	3.58
41. Using new words in sentence	11	19	30	28	30	12	42	3.13
42. Using guide book	20	10	30	27	34	9	43	3.02
43. Connecting word's meaning to personal experience	9	17	26	35	25	14	39	3.18
44. Asking my senior GRE learners	18	20	38	14	37	11	48	3.03
45. Imagining a word's meaning	10	25	35	29	23	13	36	3.04
46. Using a digital dictionary	27	16	43	17	24	16	40	2.86

47. Using thesaurus	16	20	36	26	20	18	38	3.04
48. Interacting with native speakers	29	25	54	21	15	10	25	2.52
49. Asking to private tutor	22	20	42	32	22	4	26	2.66
50. Using semantic map	42	20	62	22	13	3	16	2.15
51. Closing eyes and remembering	3	44	47	20	30	3	33	2.86
52. Drawing an imaginary picture to represent new words	6	14	20	42	36	2	38	3.14
53. Making specific details of hearing/reading	14	20	34	22	30	14	44	3.10
54. Writing the difficult words in the capital letters	24	19	43	27	20	10	30	2.73
55. Skimming the text to get theme then reading it carefully	12	22	34	30	24	12	36	3.02
56. Writing synopsis of the text and discussing with friends	14	33	47	35	8	10	18	2.67
57. Revising the learnt units to refresh the memory by writing	10	20	30	28	34	8	42	3.10
58. Evaluating own progress in learning vocabulary	6	16	22	25	35	18	53	3.43
59. Following the model of enumeration	1	26	27	30	26	17	43	3.32
60. Studying in library	8	20	28	27	23	22	45	3.31

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