

**LEARNING STRATEGIES ADOPTED BY ENGLISH
STUDENTS IN LAMJUNG DISTRICT**

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

**Submitted by
Hoom Bahadur Rawal**

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

2016

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DECLARATION

I hereby declare that to the best of my knowledge this thesis entitled " Learning Strategies Adopted by English Students in Lamjung District" is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2073/04/16

.....

Hoom Bahadur Rawal

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Hoom Bahadur Rawal** has prepared the thesis entitled **Learning Strategies Adopted by English students in Lamjung District** under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated to

my father, Mr. Iman Bahadur Rawal, late mother Mrs. Pabitra Rawal, spouse Mrs. Krishna Kumari Rawal, elder son, Mr. Kshitiz Rawal, younger son, Mr. Ashish Rawal and daughter in law Mrs. Ankita Rawal for their immense support and inspiration make me what I am today.

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Date: 2073/04/16

-Hoom Bahadur Rawal

ABSTRACT

The research study entitled "Learning Strategies Adopted by English Students in Lamjung District" aimed to find out learning strategies used by English students of grade ten in English classroom. Keeping the objectives in consideration, fifty six students from four different secondary and higher secondary schools from Lamjung district were sampled through non-random purposive sampling procedure. One set of questionnaire for the students was the tool of data collection. In this research, data were described and interpreted from the both qualitative and quantitative way. This study has found several positive aspects regarding learning strategies in the English classroom. The common strategies which are used in the classroom are: memory strategy, cognitive strategy, compensation strategy, meta-cognitive strategy, affective strategy and social strategy .The major finding of this study was that meta-cognitive strategy was the most frequently used strategy and memory strategy was the least used strategy by the students in the learning process.

This thesis has been divided into five chapters. Chapter one deals with introduction which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. Similarly, chapter two introduces the review of related theoretical literature related to empirical literature, implication of the review of the study and conceptual framework. Chapter three deals with the method and procedures of the study such as design and method of the study, population, sample and sampling strategy, area of study, tools for data collection, data collection procedure, and data analysis and interpretation procedure. Likewise, chapter four consists of analysis and interpretation

of results under which gender differences in different strategies are analyzed and interpreted systematically. Finally, chapter five incorporates summary, conclusion and implication of the result at different levels .This chapter is followed by references and appendices used for the study.

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Lists of Symbols and Abbreviations

%	-	Percentage
B.Ed.	-	Bachelor of Education
Dr.	-	Doctor
e.g.	-	For example
ELT	-	English Language Teaching
etc.	-	and so on (from Latin 'et cetera')
GLL	-	Good Language Learner
ibid	-	In the same book and page number
Ibid	-	In the same book and page number
L2	-	Second language
LLS	-	Language Learning Strategy
M.Ed.	-	Master of Education
No.	-	Number
P.	-	Page
Ph.D.	-	Doctor of Philosophy
Prof.	-	Professor
Regd.	-	Registration
S.N.	-	Serial Number
SILL	-	Strategy Inventory for Language Learning
SLA	-	Second Language Acquisition
T.U.	-	Tribhuvan University
U.S.A.	-	United States of America
Viz.	-	namely

CHAPTER : I

Introduction

This study entitled "Learning strategies Adopted by English Students in Lamjung District" tried to identify the strategies used by the secondary level students. It also aimed to find out the frequently used strategy while learning language. This section of this research deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and finally the operational definitions of the key terms.

1.1 Background of the Study

All the learnings have conscious or sub-conscious plans or actions for their learning which are simply termed as their strategies. According to Oxford (2003, p. 1), learning strategies are "the specific behaviours or thoughts learners use to enhance their language learning". These factors influence the students' ability to learn in a particular instructional framework. For Rubin (1975, p. 43), these are the techniques or devices which a learner may use to acquire knowledge (as cited in Larsen-Freeman, 2007, p.159).

Language learners are taken as good or bad on the basis of language use. However, a given strategy is neither good nor bad. It is essentially neutral until the context of its use is thoroughly considered. According to Oxford (ibid), a strategy is useful if the following conditions are present.

- a. The strategy relates well to the L2 task at hand.
- b. The strategy fits the particular student's learning style preferences to another.
- c. The students employ the strategy effectively and link it with other relevant strategy.

These types of strategies make learning easier, faster more enjoyable, more self directed, more effective and more transferable to new situation .The use of these strategies also vary from learner to learner and context to context.

O'Malley and Chamot (1994, p. 371) describe the learning strategies as follows:

We use the term learning strategies to identify strategies that students have developed on their own to solve language learning problems. We contrast this term with language strategies which we use to describe the strategies that have been taught explicitly as a part of instruction in both first and second language learning context (as cited in Finkbeiner , 1998).

Despite their various definitions, there has been an agreement on the fact that learning strategies affect learners' learning processes and even the success rate.

1.2 Statement of the Problem

English has played crucial role serving different purposes across the world. In the context of Nepal too, it has achieved a dominant status.It is taught as a foreign language in our context, but it seems to be difficult to the learners to achieve it easily. This is why, there are many reasons for it. Some of the reasons are related to the psychology of the learners, level of the learners, teacher's expertise, teaching learning activities, and method that is implied in the classroom. More importantly, the problem is with the strategies of learning adopted by the learners. I myself as a student of English as a foreign language have also observed such problems. Although, most of the learners try to learn English as a foreign language in Nepal. They are unable to achieve their goal because of the lack of specific strategies used. Learning strategies, being the special thoughts or behaviours that individuals use to help them comprehend,

learn or retain new information , it plays the vital role in language learning process. Because of these issues and curiosities to know the fact, I chose this area as a part of my study.

1.3 Objectives of the Study

The objectives of this study were as follows:

- a. to find out the learning strategies used by English learners in Lamjung District.
- b. to suggest some pedagogical implications.

1.4 Research Questions

This study addresses the following research questions:

- a. What are the strategies used by English students in the learning process?
- b. Which strategies are frequently used in learning ?

1.5 Significance of the Study

This study is mainly concerned with the learning strategies used by male and female learners in Lamjung District. This study is significant to the teachers, language learners, those who are engaged in teaching and learning activities and will get some ways for enhancing their learning strategies.

Primarily, the learners and teachers who are directly involved in the teaching and learning process will be benefitted. Furthermore, this study will be significant to the students, teachers, teacher trainers , learner trainers, English language experts ,textbooks writers , curriculum designers ,others who want to carryout researches in this area and who are directly or indirectly involved in language teaching learning activities.

1.6 Delimitations of the Study

The delimitations of the study were as follows:

- a. The study was limited to four different schools of Lamjung District.
- b. The study was limited to altogether fifty six students. Among them, twenty eight were male and twenty eight were female students.
- c. It was limited to the questionnaires.

1.7 Operational Definitions of the Key Terms

Learning Strategy : Here, it refers to the specific actions, plans, operations, styles which are adopted by the English students to learn language in a better way in the classroom.

SILL : It refers to a set of questionnaire designed by Oxford (1990) to identify the strategies that make the students more effective in language learning process.

Learning Style : It refers to the specific cognitive, affective and physiological traits that determine how a learner grasps information.

Issue : A problem or an important subject which can not be solved immediately.

CHAPTER : II

Review of Related Literature and Conceptual Framework

This section includes the review of theoretical and the empirical literature. Moreover, it includes the implications of the review for this study and the conceptual framework utilized more for the study.

2.1 Review of Related Theoretical Literature

This section includes the review of theoretical and the empirical literature. Moreover, it includes the implications of the review of this study to move for the study. Review of theoretical literature provides an insight to the researcher related to a number of aspects that have a direct or indirect bearing on the research topic. It serves as a base for developing a theoretical framework which supports to investigate the problem that a researcher wishes to.

2.1.1 The English Language

Language is a means of communication and the people of the world use different languages to communicate in different contexts, but English is one of the most dominant international languages in the universe. English language is used as an official language in the United Nations and as a foreign language, second language and lingua-franca in different parts of the world. Nowadays, it has great influence in almost all the areas of life that in trade, science, foreign affairs, information technology and in education system all over the world. Thus, the English language is the modern need in the global context. English plays an important role in the academic field of Nepal. It has become an inevitable source of knowledge for non native speakers because most of the important books of the world are written and translated in English. It has become the gate way of knowledge at the age of science and technology. While learning a language, we have to face different problems because language is a set of ideas and structures in the field of teaching learning process. As the

language learning is a cognitive and technical process, the learners must adopt certain strategies to learn language successfully.

2.1.2 Learning Strategies

The word 'strategy' comes from the ancient Greek word 'strategia', which means steps or actions taken for the purpose of winning a war. Research into learning strategies in SLA emerged in the late 1970s. It reflected a concern to identify what it was that made some people more successful learners than others.

Weinstein and Mayer (1986, as quoted in Ellis, 1994) define learning strategies as "The behaviours and thoughts that a learner engaged in during learning that are intended to influence the learners encoding process" (P. 531). Similarly, Oxford (1989) defines learning strategies as "behaviours or thoughts which learners use to make language learning more successful, self directed and enjoyable".

The term "strategy" as defined by online Cambridge University Dictionary (3rd ed.) as "a detailed plan for achieving success in situations such as war, politics, business, industry or sport and of course learning". Thus, strategy can be defined as the overall plan to get success in any activities. The concept strategy is reflected in various terms such as, "goal", "intention", "purpose", "conscious action", "awareness", or "control".

Tarone (1983, p. 67, as cited in Lan, 2005, p. 16) defines learning strategies as "an attempt to develop linguistic and sociolinguistic competence in the target language to incorporate these into one's inter-language competence". The goals expressed by Tarone in the definition are to attain various competences in language: "develop linguistic and sociolinguistic competence" and "incorporate these into one's inter-language competence." The above definition focuses on linguistics.

According to Chamot (1987), learning strategies are "techniques, approaches or deliberate actions that students take in order to facilitate the learning." In this definition, Chamot has clarified that learning strategies are conscious and intentional actions. Similarly, Rubin (1987) has addressed whether learning strategies have direct or indirect influence in language learning process defining as "strategies which contribute to the development of the language system which the learner constructs and affects learning directly".

For O'Malley and Chamot (1990) language learning strategies are "the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information." Similarly, Cohen (1998, as cited in Gass and Selinker, 2009, P. 439) defines language learning strategies as "these processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall and application of information about that language."

From all the above definitions of learning strategies, what we can say is: learning strategies are the well set of plan that are implemented in language learning process to get success. In other words, learning strategies involve either in mental or physical actions which are problem oriented or intentional.

2.1.3 Classification of Language Learning Strategies

Even though researchers faced difficulty in classifying language learning strategies, they have classified them in different ways. Bailystok (1978, as cited in Lan , 2005, p. 20) presents a model that includes four types of strategies that the learner uses are: (a) functional practising , (b) formal practising , (c) monitoring and (d) inferencing. In functional practising, the learners use language in communicating situation. In other words, meaning is given priority than the forms. In formal practice, the learners focus on the code or grammatically correct utterances. In monitor, it is related to the Krashen's monitor hypothesis theory, the learners seek for the authentication of

knowledge or conscious knowledge. And in inferencing the learners infer the meaning of the language by generalizing similar examples.

Naiman et al's. (1978) taxonomy contains five broad categories of strategies that they asserted to be used by all good language learners, (a) an active task approach, (b) realization of language as a system, (c) realization of language as a means of communication and interaction, (d) management of affective demands and (e) monitoring of second language performances.

Though the different researchers have classified different taxonomies of learning strategies, O'Malley and Chamot's (1990) and Oxford's (1990), taxonomies are widely accepted.

A. O'Malley and Chamot's (1990) Classification of Learning Strategies

O'Malley and Chamot (1990) have classified learning strategies into three types.

a. Cognitive Strategies

Cognitive Strategies help the learners to proceed and use the language for learning or for accomplishing a task involving the language. e.g. watch TV in English. They have an operative or cognitive processing function. This category is commonly used for research in second language learning.

b. Meta-cognitive Strategies

Meta means "above" or "beyond", so meta-cognitive means "beyond" the cognitive. It regulates language learning by means of planning, monitoring and evaluating. This category is widely used in the field of second language learning.

c. Social /Affective Strategies

They are concerned with the emotion, motivation, attitude and interaction with other people in the context of learning language and related culture.

B. Oxford's (1990) Classification of Learning Strategies

Oxford (1990) has classified the learning strategies into two types viz; direct strategies and indirect strategies. Direct strategies directly involve in the learning process of target language in the sense that they require mental processing of the language. On the other hand, indirect strategies provide indirect support for language learning through cooperation, seeking opportunities.

Direct strategies contain three sub-categories as: memory strategies, cognitive strategies and compensation strategies. Similarly, indirect strategies also contain three sub-categories such as; meta-cognitive, affective and social.

a. Direct Strategies

According to Oxford (1990), direct strategies are the strategies which are directly involved in the process of learning target language. Direct strategies include memory strategies, cognitive strategies, compensation strategies which help learners link one language item with another, manipulate the language materials in direct ways and make up for missing knowledge while listening, speaking, reading and writing respectively.

b. Indirect Strategies

Indirect strategies provide indirect support for language learning through co-operation, seeking opportunities etc. It also includes three sub types; such as, meta-cognitive strategies, affective strategies and social strategies which help the learners to encompass, organize and monitor their own language, deal with their own emotions and attitudes about learning and work with others and understand the culture of target language respectively.

2.1.4 Characteristics of Learning Strategies

Different writers have used different terminologies to address the term "strategy", such as; "learners' strategies" by Rubin and Wenden , "learning strategies" by O'Malley and Chamot, "language learning strategies" by Oxford etc. But, all the authors share common features which are as follows:

- They are learners generated and adopted by the learners themselves.
- Strategies help to develop competency in learners.
- Strategies may be either visible or unseen.
- They involve information and memory.
- Strategies are goal oriented.
- Learning strategies are set of processes and a routine for organizing those processes.
- Learning strategies' use is determined at a meta-cognitive level.
- Learning strategies are the conscious plan of the learners.

2.1.5 Good Language Learner Strategies

People who are good at second language might have different strategies than the poor learners. Again, the strategy from person to person might be different because of their level and interest. Naiman et al. (1978, as cited in Cook,2008) attempted to find out what strategies good language learners (GLL) shared are presented below:

- a. Find a learning style that suits you.
- b. Involve yourself in the language learning process.
- c. Develop an awareness of language both as system and as communication.
- d. Pay constant attention to expanding your language knowledge.
- e. Develop the L₂ as a separate system.
- f. Take into account the demands the L₂ learning imposes.

Similarly, Rubin (1975, as cited in Griffiths, 2008, pp. 85-87) identifies the following strategies used by good language learners.

- Making reasoned guesses when not sure;
- Making an effort to communicate and to learn through communication.
- Finding strategies for overcoming inhibition in target language.
- Practising language whenever possible.
- Monitoring their speech and that of others attending to form.
- Paying attention of meaning.

2.1.6 Factors Affecting in the Use of Learning Strategies

Language learners vary in a number of ways. In other words, there are several parameters in which they differ. Not all the learners are same. There are a number of factors which affect the learning language and using strategies in language learning. Social , cognitive and affective learning strategies that affect the second language learning. Eillis (1985, p. 100) makes the distinction between the personal and general factors which affect the rate rather than the route of the language learning. Similarly, Oxford the Ehrman (1993, p.188), has included the nine factors: aptitude, motivation, anxiety, self-esteem, tolerance of ambiguity, risk taking, language learning style, age and gender.

Some of the factors that affect language learning are briefly discussed below:

2.1.6.1 Proficiency

A high level of proficiency has been associated with an increased use of both direct and indirect strategies. More specifically; cognitive and meta-cognitive strategies show high correlation with high level language proficiency level. The notion that strategy use and proficiency are both cause and outcomes of each other, locked in a mutual relationship, complicates the pictures.

2.1.6.2 Age

Age is one of such factors that frequently affects the individual differences in language learning. It is said that it affects both the rate and the route of language learning. Researches have shown that children are better language learner before puberty in which learning takes place effortlessly and in easier ways. However, learning after this period involves great deal of efforts and conscious attention to great extend. Thus, age does appear to have an influence on how learning strategies are used by learners, but the findings from the studies reviewed do not point to any clear indication of how age impacts the use of strategies.

2.1.6.3 Motivation

Motivation is defined as a driving and pulling force which results in present behaviours directed towards particular goal. Motivation which helps students to maintain their language ability after leaving the classroom, is one of the most crucial factors that affects language learner's strategy use. According to Oxford and Nyikos (1989), the degree of expressed motivation to learn is the most powerful influence on the choice and frequencies of language learning strategies.

Gardner and Lambert (1979, as cited in Larsen Freeman and Long, 1999, p. 173) talks about two types of motivation such as: integrative motivation and instrumental motivation which play vital role to adopt learning strategies and learn language.

2.1.6.4 Personality and Learning Style

The idea of personality and learning style comes from general psychological personality refers to a trait of an individual. Personality is judged on the basis of traits that the learners possess. Eysenck (1964) identifies two general traits in terms of the dichotomy extrovert/introvert and neurotic/stable (as cited in Ellis, 1985, p.120), the extroverts are other oriented and introvert and self

oriented. Similarly, neurotic are dynamic and stable are fixed. Thus , strategies used by different personality is different to each other which affect the language learning.

On the other hand, learning style refers to the characteristics and ways in which individuals are oriented to problem solving. There are number of learning style distinction such as focuses vs scanners, serialists vs holists, impulsive vs reflective thinkers, field dependence vs field independence, etc. Thus, learning style has also a significant influence on students' choice of learning strategies. Both the styles and strategies affect learning outcomes.

2.2 Review of Related Empirical Literature

In the last three decades, there have been numerous studies conducted on learning strategies. These studies have been conducted to find out the strategies used by different genders. Different researches have been conducted by different researchers but, it is very difficult to compare the findings of their studies because they have conducted their researches in different mixed groups, which may not suit in different contexts. Thus, I want to make those research which are conducted outside or inside the country, the foundation of my research which can be reviewed as below:

Oxford (1993, p. 83) summarizes the gender related LLS research in the following manner whenever strategy research has considered gender, it has usually demonstrated gender differences in strategy frequency with females choosing to use particular sets of strategies more often than males. Females especially tended to use general study strategies, social strategies, affective strategies and certain conversational or functional practice strategies more frequently than males across a number of studies, usually showing a greater range of frequently used strategy categories.

Green and Oxford (1995) have concluded that learning strategies of all kinds are used more frequently by more proficient students.

Chang (2003) investigated the use of LLS by a group of high school students in Taiwan who were learning English. The objective of this study was to find out the strategy used by the male and female students. The study found that females significantly surpassed males in the use of LLS as a whole. The result also showed that females significantly used cognitive, compensation, meta-cognitive, and social strategies more frequently than males.

Shrestha (2007), conducted a research entitled "Strategies Adopted by 10th Graders in Learning English Vocabulary". The objective of this study was to explore the strategies used by the students. He found that most of the students frequently used repetition and learning by heart strategy. Similarly, taking notes and translating the difficult words into Nepali language was also the common strategy used by most of the students.

Devkota (2003) carried out a research on "Learning Strategies: An Attitudinal Study". His purpose was to find out the techniques or strategies employed to learn literature. He used questionnaire to collect data from students and structure interview to collect information from the teachers. He found that one of the causes of students' failure is due to lack of writing practice.

Likewise, Rain (2006) conducted a research on "Learning strategies used by Mainthili learners of English at Secondary Level". His study was focused on how Maithili learners of English learn English as their third language. He found that the learners used very few techniques to learn English language. He concluded that teachers and learners do not use communicative approach in the classroom.

Similarly, Raut (2007) conducted a research entitled "A study on Strategies Used in Teaching Vocabulary: A Case of Lower Secondary level English Teaching", and found that many teachers used real objects, pictures, synonyms, antonyms, minimal pairs, copying, translation, phonetic transcription etc. while teaching vocabulary.

Bista (2008) carried out a research study on " Reading Strategies Employed by the Nineth Graders". The purpose of her study was to find out the reading strategies used by the government aided school students. She used test items and interview schedule as research tools. She found out that all students used guessing strategy; asked question to themselves while reading, readers determine the important points and made notes for exam.

Chaudhary (2009) carried out a research on "Learning Strategies Used by the Class Toppers". She aimed to find out the learning strategies used by class toppers of higher education to learn the English language. She used non random purposive sampling procedure for the study. She used a set of questionnaire as a tool for data collection. She found out that meta-cognitive (rehearsal) strategies were used by the class toppers of higher education to a great extent. She concluded that the class toppers have a strong desire to communicate and were willing to guess meaning when they were not sure.

Lamichhane (2010) conducted a research entitled "Gender Variation and Language Learning Strategies". The study aimed to discover gender differences in the use of language learning strategies. A total of eighty students of six different campuses of Kathmandu valley were sampled through non random sampling procedure. A set of questionnaire was the tool of the study. The finding of the study showed that female students tend to use overall language learning strategies more often than the males , but there was no significant difference in the use of language learning strategies as a whole. For categories of language learning strategies , there are significant differences between genders in the use of social strategies with females using them more often.

In the same way, Poudel (2010) carried out a research on "Learning Strategies Adopted by the Grade Ten Students". He aimed to find out the learning strategies adopted by the grade ten students to prepare for their examination. He used a set of check list and questionnaire as a tool for data collection. He found out that students came to school with preparation, the teachers mainly

recommended textbooks and practice books while teaching English and students read English texts, mainly, for preparation of exams.

Regmi (2010) conducted a research on "Learning Styles Adopted by Secondary Level Students" and found that all the visual, auditory, Kinesthetic, tactile, group and individual learning styles were used by the majority of the students. It was found that 80% of the students used visual language learning style for better remembrance by reading English instruction.

No researches have been carried out to find out the learning strategies adopted by English students in Lamjung District. This study aimed to find out the learning strategies adopted by English students in Lamjung district . A total of fifty six students i.e ; equal number of girls and boys of class ten from four different secondary and higher secondary schools were sampled through non-random sampling procedure . Survey was the design of the research. I used questionnaires based on Strategy Inventory for Language Learning (SILL) designed by Oxford (1990) as my data collection tool to find out the gender variation in the use of learning strategies such as; memory strategy, cognitive strategy, compensation strategy , meta-cognitive strategy, affective strategy and social strategy . The major finding of the research was that meta-cognitive strategy was most frequently used and memory strategy was least used by the students. However, there were not significant differences in the use of learning strategies between male and female students. So, my study was different in terms of title, objective and finding from any other researches carried out in the department so far.

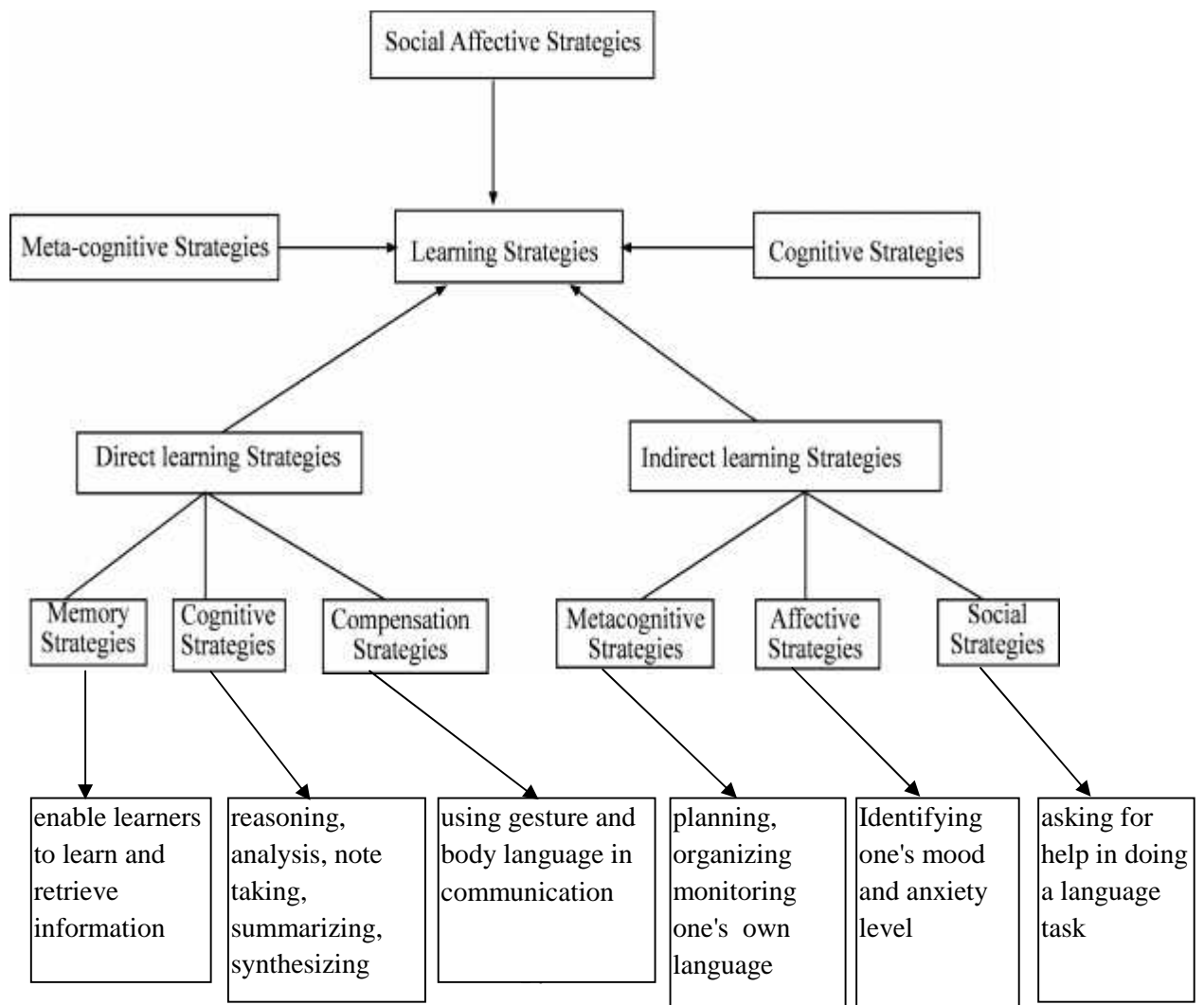
2.3 Implications of the Review of the Study

I found some of the related research works in the Department of English Education in our contexts. I went through those works and got some ideas about learning strategies used by the learners. Some of the sources that helped me for this work are : Ellis , Gass and Selinker and other unpublished thesis on related title. I have got lots of ideas from the researches conducted by different

researchers which are mentioned in my research, too. Those researches and their findings really helped me to be more curious about the strategies used by different genders. To state in a single sentence, the review of these works supported me to the methodology in general and concept building in specific.

2.4 Conceptual Framework

Learning strategies are the specific actions taken by the learners to make learning easier and faster. They are problem oriented and intentional. Some strategies involve internal mental actions while others involve physical actions. Most of the studies have shown that some language learners are more successful than others because of the better selection of the strategies while learning. Thus, learners can adopt different strategies which can be either observable directly or indirectly. The framework of the learning strategies adopted by different learners can be seen in the following diagram.



CHAPTER : III

Methods and Procedures of the Study

To fulfill the objectives of this study, the following methodology were adopted by the researcher.

3.1 Design and Method of the Study

There are different designs of conducting researches. A research design is a fixed set of procedure of conducting a research. The most common research designs used in applied linguistics are; experimental, quasi-experimental, survey, ethnographic correctional etc.

This research design is a survey. It is an overall plan and a framework which guides the researcher systematically to complete the study. It is most commonly used method in the field of research.

According to Cohen and Manion (1985, as cited in Nunan ,2010, p.140), surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigations through to small scale studies carried out by a single researcher. The purpose of a survey is to obtain snapshot of conditions, attitudes and events at a single point of time.

Surveys are used mostly in large scale researches where a huge population is required to be included in the research. Generalization of the finding is focused in this type of research. In survey research, a large population is covered using sampling. Data is collected at a single point of time to see the overview of the situation. It has high external validity. The research consists of collecting data on things or people as they are, without trying to alter anything. Survey is usually done in the natural setting. Data in survey research are collected through questionnaires, interviews, test scores, attendance rates, result of public examination, attitude scales etc.

3.2 Population, Sample and Sampling Strategy

To become scientific, any research must be specific. It is done, selecting some population from large number. Therefore, the population of my study was all students from different four secondary schools. Among them, fifty six were sample students whereas twenty eight were male students and the remaining twenty eight were female students. I used purposive non-random sampling procedure for selecting the sample. I selected fourteen students from grade ten of each school.

3.3 Area / Field of the Study

The study area of this research was Lamjung District. Moreover, fifty six students; i.e. twenty eight girls and twenty eight boys from four different schools were selected purposively.

3.4 Tools for Data Collection

The main tool of the research was the questionnaire based on "Strategy Inventory for Language Learning" (SILL) designed by Oxford (1990).

3.5 Data Collection Procedures

The researcher applied the following procedure to collect the data for the completion of this research work:

- a. First of all, I went to the selected schools and asked for the consent of the school administration for my research work.
- b. Then, I explained them the purpose of the study.
- c. After that, I selected equal number of male and female students from grade ten.
- d. Then, I distributed questionnaires, time was allocated thirty minutes to answer the questions.
- e. Finally, I collected the filled questionnaires.

3.6 Data Analysis and Interpretation Procedure

The data of the related topic was analyzed and interpreted in both qualitative and quantitative ways after collecting them systematically. They were interpreted and presented descriptively through the process of summarizing and reporting written data with the help of tables, illustrations and valuable instructions of the research guide.

CHAPTER : IV

Analysis and Interpretation of Result

This chapter deals with the analysis and interpretation of the data collected from the primary source. This study aimed to find out the gender differences in the use of language learning strategies. The data were collected through questionnaires. Interpretation of the data is divided into six main categories viz; gender differences in memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies and social strategies. Broadly analysis has been made in terms of questionnaires.

4.1 Gender Differences in Memory Strategies

There were five items in the questionnaire to find out the strategy that makes mental linkages which allows new information, most often vocabulary, to enter and remain in long-term memory. The distribution of frequency and mean weightage regarding this strategy was analyzed and the overall analysis of the responses has been given below:

Table No. 1

Comparison between Males and Females in the Use of Memory Strategies

Item No.	Responses																				Mean (M)	Mean (F)
	1 never				2 rarely				3 sometimes				4 often				5 always					
	M		F		M		F		M		F		M		F		M		F			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
1	3	10.71	2	7.14	4	14.28	-	-	10	35.71	13	46.43	4	14.28	7	25	7	25	6	21.43	3.28	3.54
2	4	14.28	1	3.57	2	7.14	5	17.86	8	28.57	8	28.57	7	25	6	21.43	7	25	8	28.57	3.39	3.54
3	-	-	-	-	2	7.14	1	3.57	8	28.57	5	17.86	10	35.71	5	17.86	8	28.57	17	60.71	3.86	4.36
4	7	25	5	17.86	5	17.86	7	25	12	42.86	11	39.28	1	3.57	2	7.14	3	10.71	3	10.71	2.57	2.68
5	1	3.57	1	3.57	7	25	1	3.57	10	35.71	5	17.86	8	28.57	9	32.14	2	7.14	12	42.86	3.11	4.07
Grand Mean																					3.24	3.64

As shown in the table above, the first item in the questionnaire included the strategy of making mental linkage of what was known. Out of the total respondents, 35.71% of the male students sometimes made mental linkage

whereas 46.43% female students did so. On the other hand, 25% of the males and 21.43% of the females always used this strategy. 14.28% of the males and 25% of the females often used this strategy. Only 14.28% of the male students rarely used it while none of the females did so whereas 10.71% of the males and 7.14% females never used this strategy. The mean of males in the first item is 3.28 and the mean of females is 3.54. The mean averages of both male and female students show that the students sometimes used this strategy to improve their English language learning. It also shows that the difference was found between genders in the use of this strategy, but the difference was not significant.

The second item in the questionnaire included the strategy of applying images and sounds. Out of the total respondents, 28.57% of males and 28.57% females used it sometimes. Similarly, 25% of the males and 21.43% of the females often used this strategy. On the contrary, 25% of the male and 28.57% female students always used it whereas 7.14% and 17.86% of the males and females respectively used it rarely. The minority of the students; i.e. 14.28% and 3.57% of males and females respectively never used this strategy. The mean of males in the second item is same as the first item; i.e. 3.39 and the mean of female is 3.54. This also shows that females used this strategy more frequent than males but no significant difference was found.

The strategy included in the third item was learning a new word in a sentence. The majority of the females; i.e. 60.71% of females always used it whereas only 28.57% of males used it regularly. Only 17.86% of females often used it, on the other hand, 35.71% of males often used it. Likewise, 28.57% of males and 17.86% of females used it sometimes. 7.14% of males and 3.57% of females rarely used it. The average of male in the third item is 3.86 and the mean of female is 4.36. This indicates that females significantly used this strategy more than males.

The fourth item consisted in the questionnaire was use of flash cards to memorize words. Out of the total population, 42.86% of the male and 39.28% of the female students used this strategy sometimes. But, 17.86% male and 25% of female students rarely used it while 25% and 17.86% of males and females never used it respectively. Only 3.57% of males and 7.14% of females often used it. Moreover, 10.71% of males and 10.71% females always used it. The mean of male is 2.57 and the mean of female is 2.68. This shows that this strategy is the least used strategy. Only slight difference existed between genders where females surpass the males.

The last item included in memory strategy was reviewing often and memorizing new words by repeatedly writing and saying out loud. The great number of females; i.e. 42.86% used it regularly, but only 7.14% of male students used it regularly. On the other hand, 28.57% of males often used it whereas 32.14% of females often used it whereas 35.57% males opined that they used this strategy sometimes, but half of the males; i.e. 17.86% of females used it sometimes. Only 25% of males were found to use this strategy rarely. On the other hand, only 3.57% of females used it rarely. Moreover, only 3.57% of males and females never used it. The calculated mean of males is 3.24 and the mean of females is 3.64. This also shows greater use of this strategy by females than males.

4.2 Gender Differences in Cognitive Strategies

In order to find out the differences in the cognitive strategies, nine items consisting of the strategies were included in the questionnaires .The distribution of mean weightage was analyzed to find out the differences.

Table No. 2

Comparison between Males and Females in the Use of Cognitive Strategies

Item No.	Responses																		Mean (M)	Mean (F)		
	1 never				2 rarely				3 sometimes				4 often				5 always					
	M		F		M		F		M		F		M		F		M				F	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%			f	%
6	4	14.28	2	7.14	3	10.71	2	7.14	11	39.28	9	32.14	4	14.28	11	39.28	6	21.43	4	14.28	3.18	3.46
7	-	-	-	-	2	7.14	2	7.14	5	17.86	3	10.71	12	42.86	11	39.28	9	32.14	12	42.86	4	4.18
8	-	-	1	3.57	3	10.71	2	7.14	11	39.28	10	35.71	7	25.0	8	28.57	7	25.0	7	25.0	3.64	3.64
9	1	3.57	-	-	-	-	-	-	2	7.14	5	17.86	5	17.86	5	17.86	20	71.43	18	64.28	4.53	4.46
10	1	3.57	3	10.71	3	10.71	-	-	17	60.71	14	50.0	3	10.71	6	21.43	4	14.28	5	17.86	3.21	3.36
11	1	3.57	2	7.14	4	14.28	9	32.14	14	50.0	8	28.57	5	17.86	5	17.86	4	14.28	4	14.28	3.25	3
12	4	14.28	2	7.14	3	10.71	6	21.43	11	39.28	10	35.71	10	35.71	6	21.43	-	-	4	14.28	2.96	3.14
13	-	-	2	7.14	3	10.71	1	3.57	9	32.14	10	35.71	4	14.28	6	21.43	12	42.86	9	32.14	3.89	3.68
14	2	7.14	2	7.14	3	10.71	1	3.57	12	42.86	7	25.0	6	21.43	8	28.57	5	17.86	10	35.71	3.32	4.18
Grand Mean																					3.55	3.68

The sixth item in the questionnaire consisted of the strategy of trying to imitate native speaker's accent. The result shows that 39.28% of males and 32.14% of females sometimes used this strategy. 39.28% of females and 14.28% of males often used it to improve their English. Only 21.43% of males and 14.28% females always used it. 14.28% and 7.14% of males and females respectively never used it whereas about 10.71% of males and 7.14% of females rarely used it. The weighted mean of males is 3.18 and 3.46 of females show that they try to imitate native speaker's accent sometimes. Gender difference was found, but the difference was not significant.

The seventh item in the table was to find out their practice of the sounds of English alphabet. Out of the total informants, 42.86% of males and 39.28% of females often used it. 42.86% of female students always used it, but only 32.14% males used it always. On the other side, 17.86% of males and 10.71% of females used it sometimes. Only 7.14% of the both males and females rarely used it. The arithmetic average of males is 4.0 and of females is 4.18. This indicates that gender difference was marginal in the use of this strategy.

Item number eight included in the questionnaire was to survey whether they watched T.V. and listened to the tapes or CDs in English or not. Among all, 39.28% of males and 35.71% of females used it sometimes. 28.57% of females and 25% of males often used it. 25% of both male and female students always used it. Similarly, 10.71% of males and 7.14% females rarely used it and only 3.57% females never used it. The calculated mean of male is 3.64 and the calculated mean of female is 3.64. It indicates that there was only slight difference in the use of this strategy between genders.

The ninth item comprised the strategy of reading books in English. The vast majority of students; i.e. 71.43% males and 64.28% of females regularly read books in English whereas only 17.86% of the male and 17.86% female students often used it. Similarly, 17.86% of females and 7.14% of males used it sometimes and 3.5% males never used it. The same mean is calculated of males is 4.53 and females; i.e. 4.46. This shows that there was no gender difference in the use of this strategy.

Another strategy incorporated in the tenth item was to measure their working with English computer programs. The majority of the students, i.e. 60.71% males and 50% of females used it sometimes, but only 14.28% of males and 17.86% of females always used it. On the other hand, 21.43% of females and 10.71% of males often used it. Likewise, 10.71% of males rarely used it and 10.71% of females and 3.57% of males never used it. The weighted mean of males is 3.21 and 3.36 is of females. There was only slight difference in the use of this strategy between genders.

The eleventh item included in the questionnaire was to discover whether the students tried to find out the occasions outside the school to practice their English. Of all the responses, 50% of males and 28.57% of females used it sometimes, 32.14% of females and 14.28% of males rarely used. Similarly, 17.86% of both females and males often used it. On the other hand, 14.28% of them always used it whereas 3.57% males and 7.14% females never used it. The

calculated mean of males is 3.25 and 3.0 is of females. It is one of the strategies among two where males used more than the females.

Item number twelve was for finding whether or not they looked for the similarities in pronunciation between Nepali and English .Out of the total respondents, 39.28% of males and 35.71% of females used it sometimes. 35.71% of males and 21.43% females were found to use it often, 21.43% of females and 10.71% of males rarely used it.14.28% males and 7.14% females never used it .On the other hand, only 14.28% females used it regularly. The mean of males is 2.96 and 3.14 is of females. This shows the greater use of the strategy by the females than the males.

Another strategy included in the questionnaire of item number thirteen was for finding their trials to understand the main idea of what was read or heard without translating words for word. It has been found that 21.43% of females often used it, but only 14.28% of males often used it. 42.86% of males and 32.14% of females used it regularly. Likewise, 32.14% of males and 35.71% of females sometimes used it. 10.71% males rarely used it whereas only 3.57% females rarely used it and 7.14% females never used it. The weighted mean of males is 3.89 whereas mean of females is 3.68. It implies that the females used this strategy more than the males.

The last item included in the cognitive strategies was for finding the students' efforts to figure out rules of English grammar. Out of the sampled population, 42.86% males and 25% of females used this strategy sometimes. Similarly, 35.71% females and 17.86% females used it regularly whereas 28.57% females and 21.43% of males often used it. 10.71% males and 3.57% of females rarely used it and 7.14% of both males and females never used it. The calculated mean of males is 3.32 whereas the calculated mean of females is 4.18. This shows that there was significant gender difference in the use of this strategy.

4.3 Gender Differences in Compensation Strategies

In order to find out gender differences in compensation strategies, four items were included in the questionnaire. Those items were intended to make up for missing knowledge with listening, reading, speaking or writing.

Table No. 3

Comparison between Males and Females in the Use of Compensation Strategies

Item No.	Responses																				Mean (M)	Mean (F)
	1 never				2 rarely				3 sometimes				4 often				5 always					
	M		F		M		F		M		F		M		F		M		F			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
15	3	10.71	1	3.57	2	7.14	1	3.57	4	14.28	9	32.14	7	25	7	25	12	42.86	10	35.71	3.82	4.04
16	2	7.14	1	3.57	1	3.57	1	3.57	8	28.57	10	35.71	8	28.57	6	21.43	9	32.14	10	35.71	3.75	3.82
17	1	3.57	1	3.57	2	7.14	2	7.14	12	42.86	14	50	8	28.57	6	21.43	5	17.86	5	17.86	3.5	3.43
18	2	7.14	2	7.14	3	10.71	5	17.86	10	35.71	8	28.57	7	25	6	21.43	6	21.43	7	25	3.43	3.39
Grand Mean																					3.63	3.67

The first item included in compensation strategy was to find out whether they guessed the meaning of a new word based on the rest of the sentence. Out of the total informants. Similarly, 42.86% of males used it always whereas 35.71% of females used it always. The equal percentage of students; i.e. 25% of both males and females often used it . 32.14% females and 14.28% of males sometimes used it, but only 7.14% of males and 3.57% of females rarely used it and 10.71% of males and 3.57% of females never used it. The mean of males is 3.82 and the mean of females is 4.04. This shows that there was not markable difference in the use of this strategy between the male and the female students.

The sixteenth item consisted in the questionnaire was to elicit whether the students used gestures to express when they wanted to say something in English. Among them, 35.71% of females used it regularly; whereas 32.14% of males used it regularly. 28.57% of males and 21.43% of females used it often; 35.71% of females and 28.57% of males sometimes used it. But, only 3.5% of both males and females rarely used it and 7.14% of males and 3.57% of

females never used it. The mean of males and females are 3.75 and 3.82 respectively. This also shows that there was only slight gender difference in the use of this strategy.

The seventeenth item comprised of strategy of asking for help. Half of the females; i.e. 50% used it sometimes, but 42.86% of males used it sometimes. Likewise 28.57% of males and 21.43% of females often used it; 17.86% of both males and females used it regularly. 7.14% of both males and females rarely used it and 3.57% of both females and males never used it. The mean is 3.5 for males and 3.43 for females. In this way, slight difference was found in the use of this strategy.

The last item consisted of the compensation strategy was to discover whether the students used to find a different way what they wanted to say. Out of the total informants, 35.71% of males used this strategy sometimes whereas 28.57% of females used it sometimes. 25% of males and 21.43% of females used it often. Similarly, 25% of females and only 21.43% of males used it regularly. 10.71% of males and 17.86 females rarely used it and 7.14% of both males and females never used it. The mean of males is 3.43 and the mean of females is 3.39. The difference was found, but it was only marginal.

4.4 Gender Differences in Meta-cognitive Strategies

There were five items in the questionnaire to find out gender differences in the use of meta-cognitive strategies. These items encompass the planning, organizing, evaluation, and monitoring of one's own language learning.

Table No. 4

Comparison between Males and Females in the Use of Meta-cognitive Strategies

Item No.	Responses																				Mean (M)	Mean (F)
	1 never				2 rarely				3 sometimes				4 often				5 always					
	M		F		M		F		M		F		M		F		M		F			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
19	1	3.57	2	7.14	3	10.71	1	3.57	4	14.28	4	14.28	10	35.71	7	25	10	35.71	14	50	4.25	4.07
20	1	3.57	-	-	2	7.14	-	-	2	7.14	4	14.28	9	32.14	7	25	14	50	17	60.71	4.18	4.46
21	-	-	1	3.57	-	-	-	-	2	7.14	2	7.14	6	21.43	5	17.86	20	71.43	20	71.43	4.64	4.54
22	-	-	-	-	2	7.14	-	-	8	28.57	8	28.57	6	21.43	7	25	12	42.86	13	46.43	4	4.18
23	-	-	-	-	1	3.57	2	7.14	6	21.43	1	3.57	10	35.71	10	35.71	11	39.28	15	53.57	4.11	4.36
Grand Mean																					4.24	4.32

The item number nineteen included in the questionnaire was to discover whether the students organize their time to study English. The majority of the female students; i.e. 42.86% always used it. On the other hand, 35.71% of males used it regularly. Moreover, 35.71% of males and 25% of females often used it. Likewise, 14.28% of both males and females sometimes used it. 10.71% of males and 3.57% of females rarely used it and only 3.57% of males and 7.14% of females never used it. The mean of males is 4.25 whereas the mean of females is 4.07. This indicates that the females used this strategy more frequently than the males, but the difference was not significant.

The strategy included in the twentieth item was to find out whether they looked for the chances to practise in English or not. The majority of the students; i.e. 60.71% of females and 50% of males regularly used it to improve their English. 32.14% of males and 25% of females often used it whereas 7.14% of males and 14.28% of females sometimes used it. 7.14% of males rarely used it and only 3.57% of males never used it. The calculated mean of males is 4.18 and 4.46 is of females. This shows that both males and females almost always used it though there was only slight gender difference in the use.

The twenty first item included in the questionnaire was to measure whether they listened closely to someone who talks in English. The vast majority of the students ; i.e.71.43% of both females and males always or almost always used it whereas 21.43% of males and 17.86% of females often used it.7.14% of both males and females sometimes used it and only 3.57% of females never used it. The mean of males is 4.64 and the mean of females is 4.54. This strategy was most frequently used among all strategies. This also indicates that this strategy was used more frequently used by the males than the females, but the difference was not significant.

The item included in the twenty second number in the questionnaire was regarding their checking of progress in English. Out of the total respondents, 42.86% of males and 46.43% females used it regularly. 21.43% of females and 25% of males often used it whereas 28.57% of both males and females sometimes used it and only 7.14% of males rarely used it .The arithmetic average of males is 4.0 and 4.18 of females. Only the marginal difference was found between genders in the use of this strategy.

The last item included in the meta-cognitive strategies was about their analysis of mistakes and the correction of the mistakes. The majority of females ; i.e.53.57% used it regularly whereas only 39.28% of males used it regularly. 35.71% of both males and females often used it. Similarly, 21.43% of males and 3.57% of females used it sometimes and only 3.57% of males and 7.14% of females used it rarely. The calculated mean of males is 4.11 and 4.36 is of female. This shows that students often used it to improve their English. There was marginal difference between the males and the females in the use of this strategy.

4.5 Gender Differences in Affective Strategies

There were three items in the questionnaire to find out gender differences in affective strategies. The item wise analysis and interpretation is given below:

Table No. 5

Comparison between Males and Females in the Use of Affective Strategies

Item No.	Responses																				Mean (M)	Mean (F)
	1 never				2 rarely				3 sometimes				4 often				5 always					
	M		F		M		F		M		F		M		F		M		F			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
24	2	7.14	1	3.57	2	7.14	3	10.71	5	17.86	8	28.57	13	46.43	8	28.57	6	21.42	8	28.57	3.68	3.68
25	-	-	3	10.71	1	3.57	-	-	9	32.14	2	7.14	10	35.71	6	21.43	8	28.57	17	60.71	3.89	4.22
26	-	-	2	7.14	2	7.14	1	3.57	12	42.86	2	7.14	10	35.71	8	28.57	4	14.28	15	53.57	3.57	4.18
Grand Mean																					3.71	4.03

As in the above table shown, the first item included in the affective strategies was to find out whether the students relaxed if they were anxious because of speaking English. Out of the total respondents, 46.43% of males and 28.57% females often did it. 28.57% of females and 17.86% of males used it sometimes whereas 28.57% of females and 21.43% of males regularly used it. Likewise, 10.71% of females and 7.14% of males rarely used it and only 7.14% of males and 3.57% of females never used it. The average mean of both male and female students is 3.68. This shows that there was not significant gender difference in the use of this strategy.

The twenty fifth item consisted in the questionnaire was related to their trial to speak English even if mistakes were made. The majority of the female students; i.e. 60.71% always used it whereas only 28.57% male students always used it. On the other hand, 35.71% of males and 21.43% of females often used it. 32.14% of males and 7.14% of females used it sometimes. 10.71% females never used it and only 3.57% of males rarely used it. The mean of males is 3.89 and mean of females is 4.22. This shows that females used this strategy more frequently than the males.

The last item included in the questionnaire was about the students' rewarding for succeeding. Analyzing the data, 53.57% of females always used it whereas only 14.28% of males used it regularly whereas 35.71% of males and 28.57% of females often used it. Likewise, 42.86% of males and 7.14% of females used it sometimes, 7.14% of females never used it and only 7.14% of males and 3.25% of females rarely used it. The mean of the males is 3.57 whereas 4.18 is of the females. The difference was found in the use of this strategy, but the difference was not significant.

4.6 Gender Differences in Social Strategies

In order to find out the strategies of interacting with other people in the context of learning languages and related culture, three items were included in the questionnaire. The overall analysis and interpretation of the responses regarding the strategies has been given below:

Table No. 6

Comparison between Males and Females in the Use of Social Strategies

Item No.	Responses																				Mean (M)	Mean (F)
	1 never				2 rarely				3 sometimes				4 often				5 always					
	M		F		M		F		M		F		M		F		M		F			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
27	2	7.14	1	3.57	12	42.86	2	7.14	7	25	7	25	2	14	10	35.71	5	17.86	8	28.57	2.86	3.78
28	5	17.86	1	3.57	3	10.71	1	3.57	10	35.71	11	39.28	9	2.14	8	28.57	1	3.57	7	25	2.93	3.68
29	1	3.57	-	-	4	14.28	1	3.57	8	28.57	5	17.86	8	8.57	5	17.86	7	25	17	60.71	3.57	4.36
Grand Mean																					3.12	3.94

The twenty seventh item in the table included in the questionnaire was to find out whether the students asked the speaker to speak more slowly, repeat, or clarify what was said. Out of the total number of sampled population, 25% of both males and females used it sometimes. Similarly, 28.57% of the females and 17.86% of the males always used it. 35.71% of females often used it whereas only 7.14% of males often used it. 42.86% of males and only 7.14% of females rarely used it, but 7.14% of males and 3.57% of females used it never. The arithmetic average of males is 2.86 and the arithmetic average of female

students is 3.78. This indicates that there was significant difference in the use of this strategy; i.e. the female students used it more than the male students.

Another strategy incorporated in the twenty eighth item in the questionnaire was to ask the students' practice of English with parents, siblings or classmates. Of all, 25% of the females always used it to improve their English whereas only 3.57% of males did so. Similarly, 32.14% of males and 28.57% females used it often. Likewise, 39.28% of females and 35.71% of males used it sometimes. 17.14% males and 3.57% of females used it never and only 10.71% of males and 3.57% of females rarely used it. The mean of males is 2.93 and 3.68 is of females. This also shows that significant difference was found in the use of this strategy. Like the use of other strategies, female students used this strategy more than the male students.

The last item included in the questionnaire was to find out whether the students were interested and willing to learn information relating to cultures in which English is the spoken language. Out of the total respondents, 60.71% of females regularly used it, but only 25% of males always used it. Similarly, 28.57% of males and 17.86% females used it often, 28.57% of males and 17.86% of females used it sometimes whereas 14.28% of males and 3.57% of females used it rarely and only 3.57% of male used it never. The calculated mean of males is 3.57 and the calculated mean of females is 4.36. There was significant gender difference in the use of this strategy where females used it more frequently than the males.

CHAPTER : V

Summary, Conclusion and Implication

The main objectives of this study were to find out the learning strategies used by the English learners and suggest some pedagogical implications being based on the findings. To fulfill these objectives of the study, the data were collected from fifty six learners ; i.e. twenty eight girls and twenty eight boys by using questionnaires . Being based on the close analysis and interpretation of the collected data, the following major findings were listed:

5.1 Summary

The objectives of the study was to find out the learning strategies adopted by English learners in Lamjung District and suggest some pedagogical implications. The sample population of the study were twenty eight male and twenty eight female students. The sample of the population was selected purposively. The researcher collected data using questionnaires in order to conduct the research. As a whole, no significant differences were found while using learning strategies by the English students.

5.2 Conclusion

From the analysis and interpretation of the data, the strategies which the teachers and the students use are: memory strategy, cognitive strategy, compensation strategy, meta-cognitive strategy, affective strategy and social strategy is listed below as a conclusion:

-) Memory strategies were the least used strategies among all six strategies. The mean of males and females in memory strategy is 3.24 and 3.64 respectively.
-) The mean of male and female students in cognitive strategies is 3.55 and 3.68 respectively. It shows there is no significant difference in it.

-) No significant difference was found in compensation strategies in which we can find the mean of males and females are 3.63 and 3.67 respectively.
-) The most frequently used strategies among all strategies was meta-cognitive strategies in which we can find the mean of male is 4.24 and female is 4.32.
-) Gender differences were also found in affective strategies. The mean of male is 3.71 and female is 4.03. It indicates that no significant differences were found between the genders.
-) Female learners used social strategies frequently than male learners in which the mean of male and female learners were found 3.12 and 3.94 respectively.

5.3 Implication

The possible implications of various levels such as ; policy related, practice related and further research related are suggested and listed being based on the above mentioned conclusions:

5.3.1 Policy Level

This study is beneficial to make the policy for the following purposes:

- To decrease the differences of using cognitive strategies by the male and female learners.
- To reduce the gender difference in using different strategies.
- To encourage the learners to use all the six strategies in their learning.

5.3.2 Practice Level

This research study is useful for the following purposes:

-) To find out the gender variation in learning process.

-) To carry out an action research for better learning and teaching language.
-) To modify the students' learning and their attitude towards learning.
-) To use all six strategies in learning by both male and female learners equally according to the situation.

5.3.3 Implication for the Further Research

Students feel problems while conducting research because of the lack of adequate knowledge of research work. Research which is in depth study of any particular topic is a very difficult job. This research will be a secondary source to those people who are interested to carry out researches on gender variation in language learning. So, it also can be a helpful aid to the students. Therefore, I request all the students and teachers to take it as an aid for further research work.

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Appendix - II

Questionnaire

Dear respondents,

This questionnaire is a part of my research entitled " Learning Strategies Adopted By English Students In Lamjung District " under the supervision of Mr Khem Raj Joshi, the Teaching Assistant of the Department of English Education,T.U., Kirtipur. Your co-operation in completion of the questionnaire will be more valuable for me. I assure you that the responses made by will be exclusively used confidentially only for present study. Thank you!

Researcher

Hoom Bahadur Rawal

Date

(Time: 30 minutes)

Name :

Gender:

School :

Grade:

Address:

Please, circle () the number of responses that you think and find are true in the case of your learning.

1 = Never or almost never

2 = Usually not

3 = Sometimes

4 = Often

5 = always or almost always

Part-I: Memory Strategies

- 1. I make links with what I know.

never or almost never	1	2	3	4	5	always or almost always
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- 2. I draw a picture in my head on a paper to remember a new word.

never or almost never	1	2	3	4	5	always or almost always
-----------------------	---	---	---	---	---	-------------------------

- 3. I learn a new word in a sentence.

never or almost never	1	2	3	4	5	always or almost always
-----------------------	---	---	---	---	---	-------------------------

- 4. I use flash cards to memorise words.

never or almost never	1	2	3	4	5	always or almost always
-----------------------	---	---	---	---	---	-------------------------

- 5. I often review and memorise new words by repeatedly writing and saying them loudly.

never or almost never	1	2	3	4	5	always or almost always
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Part-II: Cognitive Strategies

- 6. I try to imitate native speaker's accent.

never or almost never	1	2	3	4	5	always or almost always
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- 7. I practise the sounds of the English alphabet.

never or almost never	1	2	3	4	5	always or almost always
-----------------------	---	---	---	---	---	-------------------------

- 8. I watch English TV and listen to English tapes and CDs.

never or almost never	1	2	3	4	5	always or almost always
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- 9. I read books in English..

never or almost never	1	2	3	4	5	always or almost always
-----------------------	---	---	---	---	---	-------------------------

- 10. I work with English computer programmes.

never or almost never	1	2	3	4	5	always or almost always
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- 11. I try to find opportunity outside the school to practise English.

never or almost never	1	2	3	4	5	always or almost always
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- 12. I look for similarities in pronunciation between Nepali and English.

never or almost never	1	2	3	4	5	always or almost always
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- 13. I try to understand the main idea of what I read or hear without translating word for word.

never or almost never	1	2	3	4	5	always or almost always
-----------------------	---	---	---	---	---	-------------------------

- 14. I try to figure out rules of English grammar.

never or almost never	1	2	3	4	5	always or almost always
-----------------------	---	---	---	---	---	-------------------------

Part-III: Compensation Strategies

- 15. I guess the meaning of a new word being based on rest of the sentence.

never or almost never	1	2	3	4	5	always or almost always
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- 16. I use gestures to express something what I want to say.

never or almost never	1	2	3	4	5	always or almost always
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17. I ask for help.

never or almost never	1	2	3	4	5	always or almost always
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18. I find a different way what I want to say.

never or almost never	1	2	3	4	5	always or almost always
-----------------------	---	---	---	---	---	-------------------------

Part-IV: Meta-cognitive Strategies

- 19. I manage my time. So, I can often study English.

never or almost never	1	2	3	4	5	always or almost always
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- 20. I look for chances to practise English.

never or almost never	1	2	3	4	5	always or almost always
-----------------------	---	---	---	---	---	-------------------------

- 21. I listen closely to someone who talks to me in English.

never or almost never	1	2	3	4	5	always or almost always
-----------------------	---	---	---	---	---	-------------------------

- 22. I check my progress in English.

Never or almost never	1	2	3	4	5	always or almost always
-----------------------	---	---	---	---	---	-------------------------

23. I analyse my mistakes and try not to repeat them again.

never or almost never	1	2	3	4	5	always or almost always
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Part-V: Affective Strategies

24. I try to relax if I am anxious because of speaking English.

never or almost never	1	2	3	4	5	always or almost always
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25. I try to speak English even if I make mistakes.

never or almost never	1	2	3	4	5	always or almost always
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26. I reward myself for succeeding.

never or almost never	1	2	3	4	5	always or almost always
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Part-VI: Social Strategies

27. I ask the English speaker to speak more slowly, repeat and clarify what was said.

never or almost never	1	2	3	4	5	always or almost always
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28 I practise English with my parents, siblings or classmates.

never or almost never	1	2	3	4	5	always or almost always
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29. I am interested to learn information related to cultures in which English is the spoken language.

never or almost never	1	2	3	4	5	always or almost always
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Thank you

Appendix - I

Summary of Likert Scale Responses

Item No.	Frequency										Average M	Average F
	1		2		3		4		5			
	M	F	M	F	M	F	M	F	M	F		
1	3	2	4	-	10	13	4	7	7	6	3.28	3.54
2	4	1	2	5	8	8	7	6	7	8	3.39	3.54
3	-	-	2	1	8	5	10	5	8	17	3.86	4.36
4	7	5	5	7	12	11	1	2	3	3	2.57	2.68
5	1	1	7	1	10	5	8	9	2	12	3.11	4.07
6	4	2	3	2	11	9	4	11	6	4	3.18	3.46
7	-	-	2	2	5	3	12	11	9	12	4.0	4.18
8	-	1	3	2	11	10	7	8	7	7	3.64	3.64
9	1	-	-	-	2	5	5	5	20	18	4.53	4.46
10	1	3	3	-	17	14	3	6	4	5	3.21	3.36
11	1	2	4	9	14	8	5	5	4	4	3.25	3.0
12	4	2	3	6	11	10	10	6	-	4	2.96	3.14
13	-	2	3	1	9	10	4	6	12	9	3.89	3.68
14	2	2	3	1	12	7	6	8	5	10	3.32	4.18
15	3	1	2	1	4	9	7	7	12	10	3.82	4.04
16	2	1	1	1	8	10	8	6	9	10	3.75	3.82
17	1	1	2	2	12	14	8	6	5	5	3.5	3.43
18	2	2	3	5	10	8	7	6	6	7	3.43	3.39
19	1	2	3	1	4	4	10	7	10	14	4.25	4.07
20	1	-	2	-	2	4	9	7	14	17	4.18	4.46
21	-	1	-	-	2	2	6	5	20	20	4.64	4.54
22	-	-	2	-	8	8	6	7	12	13	4.0	4.36
23	-	-	1	2	6	1	10	10	11	15	4.11	4.36
24	2	1	2	3	5	8	13	8	6	8	3.68	3.68
25	-	3	1	-	9	2	10	6	8	17	3.89	4.22
26	-	2	2	1	12	2	10	8	4	15	3.57	4.18
27	2	1	12	2	7	7	2	10	5	8	2.86	3.78
28	5	1	3	1	10	11	9	8	1	7	2.93	3.68
29	1	-	4	1	8	5	8	5	7	17	3.57	4.36

Appendix - III

Students will be Selected from the following Schools:

S.N.	Name of Schools	No. of Selected students	
		Male	Female
1.	Jana Bikash Higher Secondary School, Chandidanda, Lamjung	7	7
2.	Universal Academy, Besishahar, Lamjung	7	7
3.	Jana Bikas Higher Secondary School, Besishahar, Lamjung	7	7
4.	Vidhya Bikash Higher Secondary School, Besishahar, Lamjung	7	7
	Total	28	28

COVER LETTER

I hereby would like to state that I have conducted the research entitled "Learning Strategies Adopted by English Students in Lamjung District" under the guidance and supervision of Mr. Khem Raj Joshi, Teaching Assistant in the Department of English Education for the partial fulfillment for the Master of Education in English.

To the best of my knowledge, this thesis is original and no part of it is submitted for the candidature of research degree. I also would like to take this opportunity to thank them all who supported me to complete this research endeavor.

Thanking you,

.....

Hoom Bahadur Rawal