

**LEARNING STRATEGIES USED IN LEARNING
ENGLISH: A CASE STUDY OF GRADE FIVE
STUDENTS**

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

**Submitted by
Shreedevi Khadka**

**Central Department of Education
Tribhuwan University
Kirtipur, Kathmandu, Nepal**

2016

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DECLARATION

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

Date: 2016/09/20



Shreedevi Khadka

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Miss Shreedevi Khadka** has prepared this thesis entitled
“**Learning Strategies used in Learning English: A Case Study of Grade Five
Students**” under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated

to

My Maternal grandparents who expend their efforts to educate me.

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Shreedevi Khadka

ABSTRACT

The present study entitled “Learning Strategies Used in Learning English: A Case Study of Grade Five” aimed to find out the learning strategies used by students while learning the English language. Keeping the objectives in consideration; five students studying at grade five in Creative Academy of Kathmandu district were sampled through purposive non random sampling procedure. The data for this study had been collected through classroom observation. I observed forty classes of students learning English at grade five. The collected data had been analyzed and interpreted qualitatively and quantitatively using simple statistical tools tabulation and percentage. It was found that students used all types of learning strategies viz memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies and social strategies. However cognitive, meta-cognitive and social strategies were used by them to a great extent.

This thesis consists of five chapters and other sub chapters. The first chapter deals with the general background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter incorporates of review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. Similarly, the third chapter is about the methods and procedure of the study. It deals with the design and method of the study, population, sample and sampling strategy, study area/field, data collection tools and technique, data collection procedure and data analysis and interpretation procedure. Likewise the fourth chapter encompasses of analysis of data and interpretation of the results and summary/discussion of findings. In the same way, chapter five consists of conclusion and recommendation (policy level, practice level, and further research) of the study on the basis of the analysis and interpretation of the data followed by references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

etc	-	et cetera
viz	-	videlicet (namely)
i.e.	-	that is
NEC	-	National Education Commission
NESP	-	National Education System Plan
A.D	-	Anno Domini
et. al	-	at aliea (and others)
e.g	-	For example
Dr.	-	Doctor
ELT	-	English Language Teaching
EFL	-	English as a Foreign Language
p./pp.	-	Page/Pages
Pr.	-	Professor
T.U	-	Tribhuwan University
R1	-	Respondent one i.e. student 1
R2	-	Respondent two i.e. student 2
R3	-	Respondent three i.e. student 3
R4	-	Respondent four i.e. student 4
R5	-	Respondent five i.e student 5
Freq	-	Frequency
%	-	Percentage

CHAPTER ONE

INTRODUCTION

The present study is the **Learning Strategies Used in English: A Case Study of Grade Five Students**. The introduction part of this study consist of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Human beings possess specific ability to acquire language. Language is a chief means of communication through which human beings can express their thoughts, emotions, feeling, ideas and so on. In Crystal's (1978) words "Language refers to the concrete act of speaking, writing or singing in given situation". Hence, language is the main vehicle of communication for human beings.

There are innumerable languages spoken in the world and English is one of the major international language and one of the six officials' languages of the United Nations. It is a vital tool for communication globally so it is called a link language or lingua franca. The English language ha broadened its area in every field of human affairs like education, business, tourism mass media, day to day communication and so on. Realizing the importance of the English Language, it is taught as a foreign language in all the schools of Nepal.

No doubt, primary level is the basic foundation of education. So the success of the whole education system depends on how strong the primary level education is. The primary level education should build up the foundation for the further education. The good practice of English is also affected from the good practice of learning strategies. Learning strategies are used by students to help them understand information and solve problems. Students who do not know or use good learning strategies often learn passively and ultimately fail in school.

Learning strategy instruction focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful. So it is a matter of interest on how the primary level learning has been going on, particularly in the field of English language learning. Cohen (1998, as cited in Gass and Selinker, 2008 p.439) defines learning strategies as those processes which may enhance the learning and use of L2, through storage, retention, recall, hypothesis making and testing, etc. When a learner consciously chooses, strategies become a useful toolkit for active conscious and purposeful self-regulation of learning.

Language learning theories almost agree to the point that language acquisition process is generally same for all the learners, however, what actually found in practice is that different learners learn the same second/foreign language in different ways with different levels of success. Such variation in the success is based on various learning strategies, which are employed by the learners to learn the second/foreign language. Students, almost in every discipline need to understand and use English. English has been taught and learnt as a compulsory subject from grade one to bachelor level as second or foreign language. But one question arose here, i.e. what strategies do they use to learn English. It seems very important to find out the learning strategies used by learners.

So, I am interested to find out how grade five students study and learn English in private school. This curiosity is the reason to choose the area of learning strategies adopted by the students in a tutored setting.

1.2 Statement of the Problem

Learning English as a foreign language is not an easy task. Though the students actively participate in learning, they may not learn whatever they need to learn. This is the modern era of science and technology. In such challenging situation English language plays vital role. So how the learners learn English language is the most important and focal point. Learners use various learning strategies in

the process of learning language but they are facing some problems due to the nature of heterogeneous classes, unavailability of resources, learners' readiness, existing teaching trends, materials used, feeling of competition among the students, gender difference and so on.

Learning strategies are the constituents of effective learning style. It is the mental and physical actions of the learner. Strategic efforts are needed to develop the ability to make meaningful connections between skills, ideas and real life situations. It also helps to encourage the students for self monitoring, self correction and to maximize the effectiveness of learning and communication. But there are lots of problems behind the use of adequate strategies because we find heterogeneous classes where students show different disruptive behaviors such as unwilling to speak in target language, inaudible responses, producing unnecessary sounds and not paying attention in learning. It is extremely difficult to apply different learning strategies in such situations. The learning strategies used by the learners vary from person to person. Therefore, it has become important to study on how the learners learn language. And what types of strategies do they use to learn English language. I have selected this study to see the strategies used by the learners and decided to collect data from only one school so that rich information can be stored.

1.3 Objectives of the Study

The objectives of this study were as follows:

- i. To find out the learning strategies used by grade five students in learning English.
- ii. To suggest some pedagogical implications.

1.4 Research Questions

Research is carried out when some queries emerge in the mind of the researcher. Researchers carry out a research to find out the answers of the questions that strike in his/her mind. Research questions help the researcher to frame his/her research work. The present research tried to address the following research questions:

- i. What are the learning strategies used by grade five students in learning English language?
- ii. How do the students learn the English language in their classroom?

1.5 Significance of the Study

The present study aimed to explore the existing trends of the students learning strategies in primary level. The findings and suggestions derived from this study will be useful for teachers, students, school administration, course designers, textbook writers and policy makers. This study will be helpful to get the clear picture of the trends in learning strategies and to think of improvement in the field of language learning. To be specific, this research will be beneficial for all those who are directly and indirectly involved in English language teaching and learning.

1.6 Delimitations of the Study

This study was limited to the following points:

- i. This study was limited to the students of a private school of Kirtipur.
- ii. This study was limited to only the study of learning strategies.
- iii. Only the grade five students of Creative Academy were observed for data collection.
- iv. The data were collected through the classroom observation.

- v. It was limited to the tutorial setting of the second language learning.

1.7 Operational Definitions of the Key Terms

The key terms used in this study are defined from the following operational perspectives.

Classroom language: Language used for various purposes in the class five of Creative Academy which can be used for the activities that help to learn the lesson.

Learning Strategies: In this study the learning styles followed by the learners of grade five to enhance their own language learning and to make their learning easier, faster, more enjoyable, more effective and more transferable.

Cognitive Strategies: In this study cognitive strategies are related to the operations used by the learners of grade five to receive and produce message in target language by forming and revising internal mental models.

Memory Strategy: Memory strategy refers to the way in which the learners of my study retrieve information when needed which they stored in their memory in the process of learning.

Compensation Strategy: Compensation strategy is used to overcome any gaps in knowledge of language. It is used to compensate for limited knowledge.

Social Strategy: It is the style of learners of grade five which facilitate interactions with other learners during learning.

Affective Strategy: Affective strategy can be defined as a strategy which enables learners to control feelings, motivations and attitudes related to language learning.

Meta-cognitive Strategy: It is the learners' attempt of regulating language learning by means of planning, monitoring and evaluating.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of review of related theoretical literature, related empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

Review of related 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 basis for developing a theoretical framework which helps to investigate the problem that a researcher wishes to. The theoretical literature of this study consists the discussion of an introduction to case study, importance of English language, history of English language teaching in Nepal, learning strategies, importance of learning strategies, factors influencing the choice of 12 learning and an introduction to Creative Academy.

2.1.1 Importance of English Language

Many languages are spoken around in the world. Among them, English is one of the most influential languages. It is one of the richest languages in terms of the written literatures, stock of vocabulary and its users. English has become lingua franca i.e. a link language between people who do not share the same language and for whom English is not their mother tongue. According to Harmer (2008), the English language is no longer a language of its native speakers but it belongs to all who speak English. This is because of the increasing importance of the English language.

Since English is the most widely used official language of the United Nations and a dominant language in all areas of academic studies e.g. mass media,

international diplomacy, science and technology, education, arts and commerce, it is spreading in all the hooks and corners of the world day by day. There is not such area where English is not used. Therefore, realizing this fact, English is taught as a core subject from grade one to bachelor level in Nepal. We are compelled to learn it to exist in this era. Without English, our existence becomes difficult. A person having good knowledge of English is regarded prestigious and will be known everywhere. Therefore, it has gained the worldwide recognition as an international language.

2.1.2 History of English Language Teaching in Nepal

The formal education system in Nepal was started with the onset of English education i.e. with the establishment of Durbar High School in 1854 A.D after Jung Bahadur Rana's return from Europe. Then 'English School of Durbar High School was only for the ruling family and there were not any public schools across the country. After the restoration of social equality in the nation, Tri- Chandra College started teaching English courses under the super vision of Patana University, India in the early fifties.

The first University of the country, Tribhuvan University, was established in 1959 which gave high priority to English in its curriculum. But after a decade, a nationwide master plan known as The National Education system plan (NESP 1971-76) was implemented that brought a drastic change in the system of curriculum, textbook, examination and so on from primary to the university level of education. First, this plan reduced the weightage of English courses (from 200 marks to 100 marks) set up by the earlier system. Second, it reduced the credit hours of English from 15 to 10 from high school to university levels (Malla, 1977, as cited in Bista, 2011). The plan made English no longer a compulsory school subject but made provision to opt for any one of the United English. After two decades, National Education Commission (NEC 1992) reintroduced English as a compulsory subject. English was taught from grade four with the weightage of 100 marks. Since 2003, it has been implemented to

provide education through English and even many government aided schools have started to provide education through English medium. The English language teaching situation is improving gradually day by day.

2.1.3 Learning Strategies

Learning strategies are those deliberate actions and attempts of the learners which are intended to promote the learning of the new features of the target language. Whatever the learners do and act for the learning of the language systems or features is known as learning strategy. Several researchers have studied what learning strategies are and why they are effective in the learning process.

Oxford (1990) takes us to a definition which breaks the term learning strategies down to its roots the word strategy. This word comes from the Greek word 'strategia' which means generalship or the art of war. Strategy means the management of the troops, ships, or aircraft in a war situation. Oxford (1990) expands on this definition by stating "Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferrable to new situations".

Learning strategies are defined as specific actions, steps or techniques – such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task-used by the students to enhance their own learning. When a learner consciously chooses, strategies become a useful toolkit for active conscious and purposeful self-regulation of learning. So, the different steps, plans, thoughts, routines, etc. which a learner uses during learning to grasp the new information are known as learning strategies. Ellis (1985, p.169), uses more comprehensive term 'Learner Strategies' which includes reception strategies, production strategies and communication strategies. But communication strategies are social strategies that one uses to establish interactions. All the language learners use learning strategies either consciously or unconsciously when processing new information and performing task in the

language classroom. Since language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult tasks given by their instructors, learners attempt to find out the quickest way to do what is required, that is using learning strategies is inescapable. Learning strategies relate to input-to processing, storage and retrieval that is taking messages from others.

Learning strategies are systematic and conscious plans, actions and thoughts that learners select and adapt to each task. They are often described as knowing what to do, how to do it, when to do it and why it is useful. Students use various strategies to maximize the effectiveness of learning and communication. According to Ellis (ibid) to become successful strategic learners, students need:

- Step by step strategy instruction.
- A wide array of instructional approaches and learning materials.
- Modeling guided practice and independent practice.
- Opportunities to transfer skills and ideas from one situation to another.
- To develop the ability to make meaningful connections between skills and ideas and real life situations.
- Encouragement to self monitor and self correct.
- Tools for reflecting on and assessing their won learning.

2.1.3.1 Types of Learning Strategies

Language learning strategies refer to the actions taken by learners to enhance their own language learning. Learning strategies are classified in different ways. Ellis (1985) presents two frameworks of classification they are:

- i. O'Malley and Chamot's framework
- ii. Oxford's framework

O'Malley and Chamot (1985 b, as cited in Brown, 1994) have studied the use of strategies by learners of English as a second language (ESL) in the United States. According to O'Malley and Chamot (ibid, as cited in Brown, 1994, pp.116-117), learning strategies are broadly divided into three types.

1. Cognitive Strategies

Cognitive language learning strategies include use of different techniques such as remembering new words and phrases, deducing grammar rules, applying previously learned rules, guessing at the meaning of unknown words, and using a variety of ways to organize new information and link the new information to previously learned language. It is used in problem solving which requires direct analysis, synthesis and transformation of learning materials. They are more limited to specific learning tasks that involve more direct manipulation of the learning materials itself. O'Malley and Chamot (1990, as cited in Brown, 1994, pp.116-117) have identified translation, grouping, note taking, deduction, recombination, imagery, auditory, representation, keywords contextualization, elaboration, transfer, inference as cognitive strategies.

So, cognitive strategies refer to the operation used in problem solving. These strategies require direct analysis, synthesis and transformation of learning materials. According to O'Malley et al. (1985), "These strategies are more limited to specific learning tasks which involve more direct manipulation of the learning materials". Rubin (1987), as cited in Brown, 1994) defines these strategies in similar way as O'Malley does.

To sum up, cognitive strategies encompass the language learning strategies of identification, grouping, retention and storage of language materials. These are the language use strategies of retrieval, rehearsal and compensation of production of words, phrases and other elements of the second language.

2. Meta-Cognitive Strategies

Meta-cognitive language learning strategies are higher order thinking skills that students use to manage their own language learning. Such as planning, monitoring and evaluating success in language learning. They are strategies about learning rather than learning strategies themselves. According to O'Malley and Chamot (ibid) meta-cognitive learning strategies are: advance organizers, direct attention, selective attention, self management, functional planning, self – monitoring, delayed production and self-evaluation.

Meta-cognitive strategies are the strategies that the learners use to control their own cognition by coordinating the planning, organizing and evaluating the learning process. These strategies deal with pre-assessment and pre-planning, online planning and evaluation and post evaluation of language learning activities. As O'Malley et.al (1985, as cited in Brown, 1994) write, "Meta-cognitive is a term to express executive function, strategies which requires planning for learning, thinking about learning process as it is taking place, monitoring of one's production of comprehension and evaluating learning after an activity is completed."

In conclusion, meta-cognitive strategies refer to the attempts of regulating language learning by means of planning, monitoring and evaluating. Such strategies help learners to pay attention consciously, search for practice opportunities, plan for language tasks, arranging, focus and evaluating their own learning and monitoring errors.

3. Socio-affective Strategies

Socio-affective language learning strategies are actions that the learners take during or related to interactions with others to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation and attitude to help them learn the language. O'Malley and Chamot (1985, as cited in Brown, 1994, pp.116-117) state

socioaffective strategies are related with social mediating activities and translating with others.” These are concerned with the learner’s emotional requirements. These strategies help learners to control feelings, motivation and attitudes related to language learning. So, these strategies are sometimes described as affective strategies. Anxiety reduction, self-encouragement and self-reward come under these strategies.

Social strategies involve learning by interaction with others. Asking questions, co-operating with native speakers of that language and becoming culturally aware come under social strategies. These strategies are mostly known as communication strategies since the learners use these strategies in order to be engaged in communication and establish relation with others. Rubin (1997, as cited in Skehan, 1992) says “These strategies are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across clarifying what the speaker intended”. These strategies are used by the speakers while being faced with some difficulties due to communication means or when confronted misunderstanding by a co-speaker.

Another framework for classification of learner strategies is the one which is suggested by Oxford (1990). According to Oxford’s framework, a general distinction is made between direct and indirect strategies.

1. Direct Learning strategies

Direct learning strategies are those strategies, which directly support the learners to learn the subject matter. Oxford outlines three main types of learning strategies under this strategy.

a. Memory Strategies

Memory strategies employ mental processing for associating the language information, memorizing the language rules, systems and information. It aids in entering information into long-term memory and retrieving information when

needed for communication. It includes the activities such as grouping, imagery, rhyming and structure interviewing.

b. Cognitive Strategies

Cognitive Strategies are used for revising internal mental models, receiving and producing messages in the target language. They are related to working out with language knowledge, information and ideas such as reasoning, synthesizing, summarizing and analyzing.

c. Compensation Strategies

Compensation strategies are those, which enable students to make up for limited knowledge such as guessing meaning from the context in reading and listening and using synonyms and gesture to convey meaning when the precise expression is not known. They are needed pot overcome any gaps in knowledge of the language (Oxford 1990, p91). These strategies complement the meaning of language through the use of different non-verbal devices and paralinguistic features such as gestures, pitch and volume.

2. Indirect Learning strategies

Indirect learning strategies are those strategies, which do not directly involve the subject matter itself, but are essential to language learning. Under this strategy, there are three sub types. They are:

a. Meta-cognitive Strategies

Meta-cognitive strategies encourage the learners to plan and monitor for their learning. It is related to how student manage the learning process. It helps learner to exercise executive control through planning, arranging focusing and evaluating their own learning.

b. Affective Strategies

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

c. Social Strategies

Social strategies involve learning by interaction with others. Asking questions to get verification, asking for clarification of a confusing point, talking with native speakers and explaining culture and social norms, co-operating with peers and being aware of others' thoughts and feelings come under social strategies.

2.1.3.2 Features of Learning Strategies

Learning strategies clearly involve internal mental actions but they may also involve physical actions as well. The claims made in the literature involve potential improvements in language learning related to the selection of information from the input and the organization and integrations of it in terms of learner's systems. The way in which information is selected from the input is an important part of the concept.

Some general features of learning strategies as suggested by Ellis (1985, p. 532) are presented below:

- Strategies include both general approaches and specific actions or techniques used to learn an L2.
- Strategies are problem-oriented: the learner employs strategies to overcome particular learning problems.
- Learners are generally aware of the strategies they use and can identify what they consist of.
- Linguistic strategies can be performed in the L1 and in the L2.

- Some strategies are behaviors while others are mental. Thus, some strategies are directly observable, while others are not.

Being based on the above features given by Ellis (1985), we can conclude the features of language learning strategies in our own way. First, language learning strategies are learner generated; they are steps taken by the language learners. Second, strategies enhance language learning and help to develop language competence, as reflected in the learner's skills in listening, speaking, reading or writing the target language. Third, language learning strategies may be visible (behaviors, steps, techniques etc) or unseen (thoughts, mental processes). Fourth, learning strategies involve information and memory (vocabulary knowledge, grammar rules, etc).

2.1.3.3 Learning Strategies Vs Communication Strategies

Learning strategies and communication strategies are two types of strategies distinguished in the field of language learning. Learning strategies are those attempts or actions which are intended to promote L2 acquisition, while communication strategies are those which are intended to promote the effectiveness of communication. Ellis (2003) views that speakers employ communication strategies when they have to communicate meanings for which they lack the requisite of linguistic knowledge (p.74).

Making difference between learning strategies and communication strategies, Brown (1994) states "While learning strategies deal with the receptive domain of intake, memory, storage and recall, communication strategies pertain to the employment of verbal mechanisms for the productive communication of information"(p.118). Learning strategies are not the strategies that are used for communication but they are the ways learners adopt to receive input, store intake and produce as output.

2.1.4 Importance of Learning Strategies

Language learning strategies play crucial role in second language learning. They facilitate students to become more aware of their own learning style. Wenden(1989) asserts, "Learning strategies are the key to learn autonomy and that one of the most important goals of language training should be the facilitating of that autonomy"(as cited in Brown, 1994, p.124).

In the words of Brown (ibid) "With many styles and strategies operating within a person hundreds of cognitive profiles might be identified, if we could make a case for typing language learners"(p. 125). For all L2 teachers who aim to help develop their students' communicative competence in language learning an understanding of language learning strategy is crucial.

In conclusion, language learning strategies adopted by the learners are important for language teacher. These strategies help the teacher to suit his/her lesson according to the strategies of the learners. Learners also take benefit from learning strategies as they can leave some strategies and adopt new strategies to become successful learner and learn language easily. Thus, language-learning strategies are important for teachers, learners, course designers and all other related people.

2.1.5 Factors Influencing the Choice of L2 Learning

Oxford(1990) synthesized the existing researches on how the different factors influence in the choice of learning strategies used among students learning a second language. The factors influencing the choice of L2 learning are as follows.

i. Motivation

More motivated students tended to use more strategies than less motivated students did and the particular reason of studying the language (motivational orientation, especially as related to career field) was important in the choice of strategies.

ii. Gender

Females reported greater overall strategy use than males in many studies although sometimes males surprised females in the use of a particular strategy.

iii. Cultural Background

Rote, memorization and other form of memorization were more prevalent among some Asian students than among students from other cultural backgrounds. Certain other cultures also appeared to encourage this strategy among learners.

iv. Attitude and Belief

These were reported to have a profound effect on the strategies learners choose with negative attitudes and believe often causing poor strategy use or lack of orchestration of strategies.

v. Types of Task

The nature of the task helped to determine the strategies naturally employed to carry out the task.

vi. Age and L2 Stage

Students of different ages and stages of learning L2 used different strategies with certain strategies often employed by older or more advanced students.

vii. Learning Style

Learning style often determined the choice of L2 learning strategies. For example, analytical style students preferred strategies such as contrastive analysis, rule learning and dissecting work and phrases, while global students used strategies to find meaning (guessing, scanning, predicting) and to converse without knowing all the words (paraphrasing and gesturing).

viii. Tolerance of Ambiguity

Students who were more tolerant of ambiguity used significantly different learning strategies in some instance than did students who were less tolerant of ambiguity.

2.1.6 An Introduction to Case Study

In social sciences and life sciences, a case study is an implementation of a research method involving an up-close, in-depth, and detailed examination of a subject of study(the case), as well as its related contextual conditions. The 'case' being studied may be an individual, organization, event, or action, existing in a specific time and place. Case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. Researchers have used the case study research method for many years across a variety of disciplines. Social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real life situations and provide the basis for the application of ideas and extension of methods.

Researcher Robert k. Yin defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real life context. When the boundaries between phenomenon and contest are not clearly evident, and in which multiple sources of evidence are used (Yin, 1984, .23). Many well-known case study researchers such as Robert E. Stake, Helen Simons, and Robert K. Yin have written about case study research and suggested techniques for organizing and conducting the research successfully. This introduction to case study research draws upon their work and proposes six steps that should be used:

The steps of case study are:

- Determine and define the research question.
- Select the causes and determine data gathering and analysis techniques.
- Prepare to collect the data.
- Collect data in the field.
- Evaluate and analyze the data.
- Prepare the report.

2.1.7 An Introduction to Creative Academy

Case study is the longitudinal, in-depth investigation and holistic study of a case so that to achieve the objectives of my research I will carry out this study in Creative Academy since it is a case study research.

Creative Academy is a community based co-educational academic institution. It is dedicated to academic excellence and the holistic development of children. It was founded in 2060 B.S with a first intake of 16 (Primary Level) students. Each year one grade was added and it reached up to class X in 2065 B.S. It is located in the heart of historical town, Kirtipur. It is run and managed by a group of professionals with the maxim "Seek and you shall find" to meet the needs of individuals and nation as a whole. Since its establishment, it has been gaining titles and honors one by one and today they stand proudly as one of the leading institutions in the educational arena of Kathmandu.

The vision of Creative Academy is to recognize the imperative of imparting an educational experience that is world-class in every respect and which prepares children for global citizenship. They believe that a curriculum of excellence with global dimension is central to the education of children to face the challenges of the 21st century with confidence and strength of character.

The educational objectives of Creative Academy are to encourage everyone to provide safe and supportive environment where all individuals become confident and self-motivated with a love of learning, to encourage everyone to respect and appreciate uniqueness of everyone by working together as a

partnership between schools and to develop ICT skills in readiness for changing the world.

2.2 Review of the Related Empirical Literature

Literature review refers to an act of reviewing the related researches carried out before. It is a written summary and critique of research relating to a particular issue or question. Several researches have been carried out in the field of learning strategies under the department of English education and abroad. Some related research works with this study are reviewed in the following lines:

Wasti (2008) carried out a research on “Teaching Strategies Used at Primary Level”. The main objective of her study was to find out the teaching strategies employed by the teachers at primary level classroom. Five primary school teachers were the sample size of this study. She followed purposive non random sampling procedures for selecting sample and interview and observation were used as tools for data collection. She found that translation, discussion, lecture, drill, use of realia, warming up, group work, pair work were the strategies used while teaching at primary level.

Bhandari (2012) carried out a research on “Learning strategies used by Grade seven students”. The main objective of his study was to find out learning strategies used by grade seven students of government aided schools of Pyuthan district. Hundred students and five teachers teaching in the selected schools were the sample of his study. His primary sources of data were the students of grade seven studying in government aided schools and teachers teaching in the same class. He followed random sampling procedure through fish bowl draw for selecting sample and questionnaire as tools for data collection. The findings of his study were majority of students always consulted dictionary for meaning. They used translation, reference materials, memorization of grammatical rules. Very few students adopted the strategies

such as listening English songs and speaking with native speakers of the English.

Yadav (2012) carried out a research on “Strategies adopted by Secondary Students in vocabulary Learning”. The objective of his study was to find out the strategies adopted by secondary level students to learn English vocabulary. The responses made by the grade nine and ten students in five different secondary schools of Dolakha district were the primary sources of data and books, journals, researches, websites, reports, articles were the secondary sources of data. He followed simple random sampling procedure. The findings of his study were consulting dictionary, taking notes in class, consulting guide book and bilingual dictionary, asking teacher to translate into mother tongue, using scales for gradable adjectives and learning the words by playing games.

Shrestha (2014) carried out a research on “Techniques used in teaching English at grade five: A Case Study”. His main objective was to find out the techniques used by primary level teachers in teaching English at grade five. The English teacher teaching in grade five at Barun Devi Higher Secondary School was the sample of the study. He followed purposive non-random sampling procedure for selecting sample and observation as tools for data collection. The findings of his study were dialogues, role play, language games, explanation, reading aloud, lecture, controlled, guided and parallel writing were the techniques used and teachers slavishly followed the textbook.

2.3 Implications of the Review for the Study

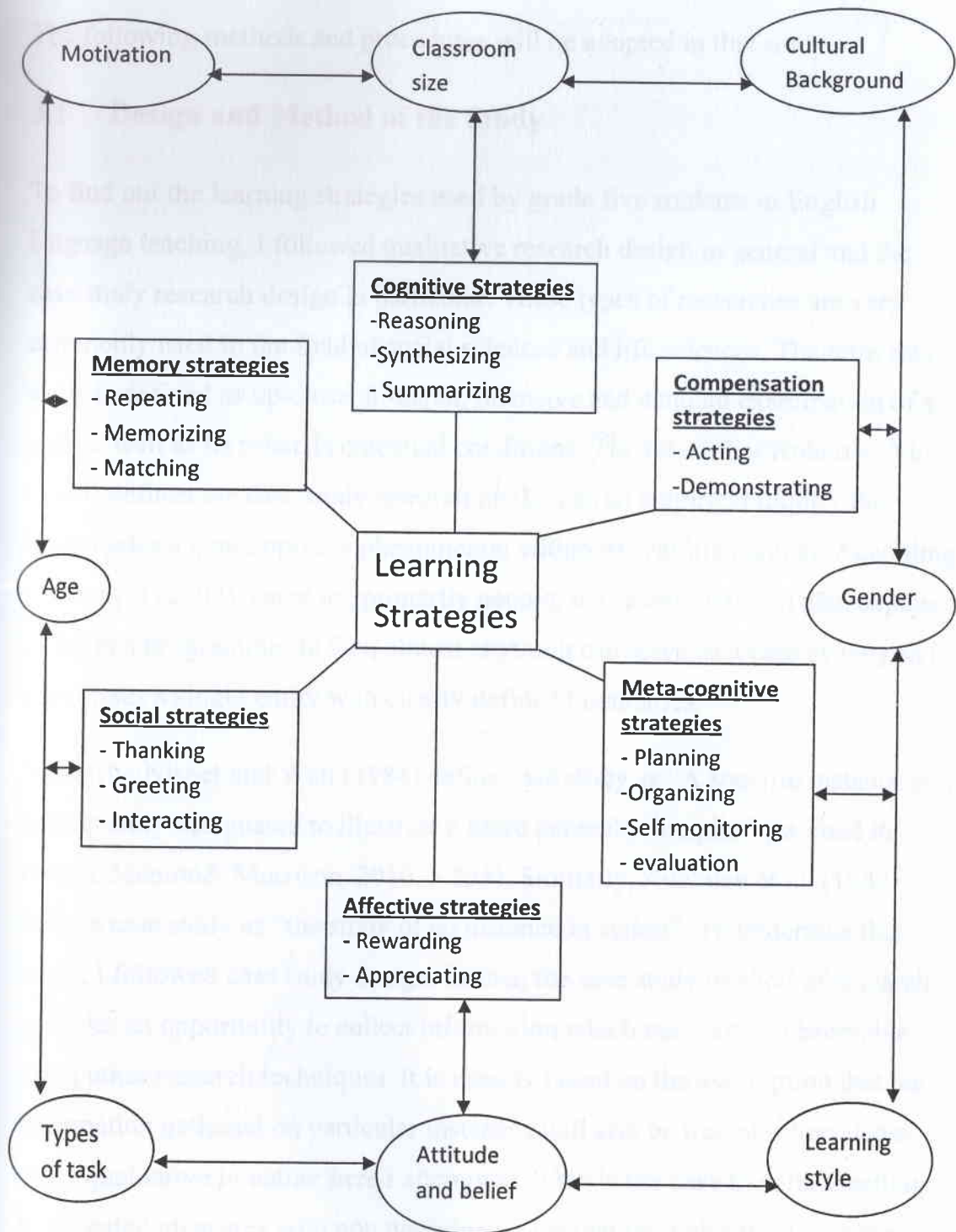
The literature review is an integrate part of the entire research process which makes a valuable contribution to go through almost every operational step. It helps to bring the clarity and focus on research problem, improve methodology and broaden the knowledge base in research area.

As a researcher, I went through different existing literature, books, articles, journals and empirical researches. After reviewing the above works I got lots of

Ideas regarding learning strategies. Especially I got information on learning strategies adopted by students of different levels. After going through the classification of two frameworks of learning strategies presented by Ellis (1985), I got a lot of ideas about different learning strategies such as cognitive, meta-cognitive, socio-affective, compensation and so on. These reviewed literatures provided me the guidelines and shaped the methodology to carry out the research. Wasti (2008) and Bhandari (2012) used interview, observation and questionnaire as a research tool to carry out the research. Shrestha (2014) conducted a case study research design and purposive non-random sampling procedure for sample. Those reviewed empirical researches also helped one to refine the methodology to some extent, in a sense that they were survey study which focused on finding out the learning strategies adopted by the students. This study is an attempt not only to find out the learning strategies used by students but also to explore how they are used through an in-depth study. After going through various works by many researchers I did the present research which is different from that of rest. I followed the case study research design and observation as a tool to get rich information for the research.

2.4 Conceptual Framework

The following will be the conceptual framework of my study.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methods and procedures will be adopted in this study.

3.1 Design and Method of the Study

To find out the learning strategies used by grade five students in English language teaching, I followed qualitative research design in general and the case study research design in particular. These types of researches are very commonly used in the field of social sciences and life sciences. The term case study is defined as up-close, in-depth, intensive and detailed examination of a case as well as its related contextual conditions. The researcher Robert k. Yin (1984) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real life context. According to Dornyei (2007), cases are primarily people, but researchers can also explore in depth a programme. In fact, almost anything can serve as a case as long as it constitutes a single entity with clearly defined boundaries.

Similarly, Nisbet and Watt (1984) define case study as “A specific instance that is frequently designated to illustrate a more general principles” (as cited in Cohen, Manion & Morrison, 2010, p.253). Similarly, Adelman et al. (1980) defines case study as “the study of an instance in action”. To undertake this study, I followed case study design. In fact, the case study method of research provides an opportunity to collect information which may not be observable using other research techniques. It is usually based on the assumption that the information gathered on particular instances will also be true of others. Case study qualitative in nature here I attempted to study my case in natural setting by repeated measures with non participant observation. I also tried to make my study evocative, descriptive, interpretive, analytic, and lively by utilizing my own feelings and experiences.

A case study is an in depth longitudinal study of a single instance in a natural environment. The instance may be an individual, a group, a family, an institution, a community a programme and so on. To quote Nunan (1992,p.79) "A case is a single instance of a class of objects or entities, and a case study is the investigation of that single instance in the contest in which it occurs". For him, it is a methodologically 'hybrid' study in that it generally utilizes a range of methods for collecting and analyzing data, rather than being restricted to a single procedure.

For Best and Kahn (2009, p.260), "Case studies are not confined to the study of individual and their behavioral characteristics. Case studies have been made of all types of communities, from Hamlet to great metropolis, and of all types of individuals. Yin, (1984, p.23) has given the following steps of case study research.

1. Determine and define the research question.

The first step in case study research is to establish a firm research focus to which the researcher can refer over the course of study of a complex phenomenon or object. The researcher establishes the focus of the study by forming questions about the situation or problem to be studied and determining a purpose for the study.

2. Select the cases and determine data gathering and analysis technique

During the design phase of case study research, the researcher determines what approaches to use in selecting single or multiple real life cases to examine in depth and which data gathering approaches to use.

3. Prepare to collect the data

Case study research generates a large amount of data from multiple sources, systematic organization of the data is important to prevent the researcher from becoming overwhelmed by the amount of data and to prevent the researcher

from losing sight of the original research purpose and questions. Researchers prepare database to assist with categorizing, sorting, storing and retrieving data for analysis.

4. Collect data in the field

The researcher must collect and store multiple sources of evidence comprehensively and systematically, in formats that can be referenced and sorted so that converging lines of inquiry and patterns can be uncovered. They record testimonies, stories, and illustration which can be used in later reports.

5. Evaluate and analyze the data

The researcher examines raw data using many interpretations in order to find linkages between the research object and the outcomes with reference to the original research questions. Through the evaluation and analysis process, the researcher remains open to new opportunities and insights.

6. Prepare the report.

Exemplary case studies report the data in a way that transforms a complex issue into one that can be understood, allowing the reader to question and examine the study and reach an understanding independent of the researcher. The goal of written report is to portray a complex problem in a way that conveys a vicarious experience to the reader.

a. Purpose of the Case Study

The purpose of case study method is to understand the important aspects of the life, cycle of the unit. The main purposes of conducting the case study are as follows.

- To study intensively the background, current status and environmental interaction of the selected unit.

language learning strategies. Robert Brown (1973), Halliday(1975), Urzua(1987), Hosen Feld(1984) and Rigg(1995) are some of the well –known case study researchers carried out in the field of applied linguistics.

3.2 Population, Sample and Sampling Strategy

All the students studying English in the Grade five in Kathmandu district were the population of the study and five students studying in Grade five at Creative Academy, Kirtipur constituted the sample of this study. I adopted purposive non-random sampling strategy for the selection of the school and the students. As it is a case study, I selected one school and observed 40 classes regularly of five students learning English using learning strategies in Grade five.

3.3 Study Area/Field

The area of my study was related to the students of Creative Academy studying at grade five in Kirtipur municipality of Kathmandu district. And the field of my study was related to the explanation of language learning strategies.

3.4 Data Collection Tools and Technique

In order to collect data I used non participant observation as a research tool where five students' performances inside the classroom were observed with the help of observational check list. In the same way diary keeping was the main recording device of my research.

3.5 Data Collection Procedures

In order to collect data at first, I visited the selected school of Kirtipur and talked to the Principal about my purpose of visiting there. I built up rapport with the authority for the permission to conduct research and talked to them about the purpose of my study. Then I requested him to permit me to observe classes. I selected five students using purposive non random sampling procedure. After that I observed the classes for 40 days, during my observation

I kept diary recording where I noted down all the activities and strategies used by the student to take the detail information about their language learning and also filled up the observation checklist without being bias and collect the primary data. After that I analyzed the collected data descriptively using simple statistical tools i.e. table and percentage and derived the findings.

3.6 Data Analysis and Interpretation Procedures

The collected data were analyzed and interpreted descriptively as well as analytically by using charts and tables. The qualitative data have been analyzed and interpreted through the process of summarizing and reporting written data, i.e. the main content and message of the data.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with analysis and interpretation of the collected data. The data for this study were collected by using a set of checklist and record of diary keeping. Being based on those data, analysis and interpretation is divided into two main categories i.e., direct and indirect strategies and three sub categories of each. The data collected through the research tools have been analyzed and interpreted following descriptive approach and simple statistical tools like table and percentage.

4.1 Analysis of Data and Interpretation of the Results

I collected data from the five students studying in a private school of Kirtipur. The students used many strategies while learning English as a foreign language. The data for this study were collected by using a set of observation checklist and diary keeping.

Different scholars have provided different models of learning strategies that the students use. Those models are more or less similar to each other. Here I followed the model given by Oxford (1990) in which learning strategies have been divided into two types and three sub-types of each. The data have been analyzed and interpreted under the sub-headings: holistic analysis of students learning strategies and analysis of the class diary.

4.1.1 Holistic Analysis of Students Learning Strategies

To analyze the students' learning strategies, observation checklist was used where twenty three observed items were included with the responses 'Yes' and 'No'. The researcher observed the class for 40 days ticking on the responses adopted by the students regarding learning strategies. Altogether there were 40 responses including the responses of 'yes' and 'no' and those were 100% responses for each item. But to find out the learning strategies used by the

students the researcher included only the responses of 'yes' excluding the responses of 'no' on the table mentioned below. And those responses were counted and kept here with frequency and its percentage.

4.1.1.1 Direct Learning Strategies Used by Students

Direct learning strategies are comprised of memory strategy, cognitive strategy and compensation strategy with their sub strategies. The study found the following frequencies of learning strategies used by students.

Table No. 1
Overall Direct Learning Strategies Used by Students

I. Direct learning Strategies	Students' Responses									
	R1		R2		R3		R4		R5	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
A. Memory Strategies										
a. Repeating	31	77.5	29	72.5	28	70	25	62.5	29	72.5
b. Memorizing Rules	23	57.5	16	40	19	47.5	20	50	21	52.5
c. Matching	35	87.5	34	85	29	72.5	29	72.5	30	75.5
B. Cognitive Strategies										
a. Reasoning	28	70	25	62.5	27	67.5	17	42.5	25	62.5
b. Identification	27	67.5	29	72.5	27	67.5	25	62.5	27	67.5
c. Grouping	34	85	38	95	33	82.5	32	80	32	80
d. Summarizing	16	40	15	37.5	18	45	22	55	19	47.5
e. Recombination	20	50	20	50	17	42.5	17	42.5	16	40
C. Compensation										
a. Acting	15	37.5	14	35	14	35	13	32.5	15	37.5
b. Demonstrating	27	67.5	24	60	26	65	22	55	22	55
c. Gestures	17	42.5	10	25	15	37.5	13	32.5	13	32.5
d. Mime/Actions	16	40	12	30	18	45	14	35	13	32.5

Overall analyses of direct learning strategies based on the above mentioned table are as follows.

A. Memory Strategy

This strategy is consisting of repetition, memorization and matching.

Regarding R1 out of 40, 31 responses (77.5%) were found as favourable strategy in the case of repetition. With reference to memorization of rules the researcher got 23 responses (57.5%) out of 40. Likewise 35 responses (87.5%) were found in favour of matching strategy.

In the case of R2 regarding repetition out of 40, 29 responses (72.5%) were found adopted by him. In the same way out of 40, only 16 responses (40%) were found in favour of memorizing rules. Similarly out of 40, the researcher found 34 responses (85%) given by him with reference to matching strategy.

In the case of R3 regarding repetition out of 40, 28 responses (70%) were found in favour of this strategy. Similarly out of 40, only 19 responses (47.5%) were found in favour of memorizing rules. Likewise in the case of matching the researcher found 72.5% responses favourable.

In the case of R4 regarding repetition out of 40, 62.5% responses were found favourable. Similarly in the case of memorizing rules the researcher found 20 responses (50%) in favour of this strategy. Likewise out of 40, 29 responses (72.5%) responses were found adopted by him regarding matching.

In the case of R5 regarding repetition out of 40, 29 responses (72.5%) were found adopted by him. In the same way out of 40, 21 responses (52.5%) were adopted by him with reference to memorizing rules. Similarly the researcher found 75.5% responses in favour of matching strategy.

From the above mentioned analysis the researcher got repeating and matching were the strategies mostly used by the students to create the mental linkage and

to keep the learning items in their memory. Likewise the researcher found fewer frequencies regarding memorizing rules. This mean to say most of the students did not like to memorize rules while learning instead they liked to generalize the rules.

B. Cognitive Strategy

This strategy is comprised of reasoning, identification, grouping, summarizing and recombination. In the case of R1 with reference to reasoning out of 40, 28 responses (70%) were found in favour of this strategy. Similarly 27 responses i.e., 67.5% responses were found in favour of identification as learning strategy. Likewise 85% responses were adopted by her grouping as favourable learning strategy. Summarization is another learning strategy which comes under cognitive strategy where 40% responses were found in favour of this. Regarding the next strategy in the checklist, the above mentioned data shows that 50% responses were adopted by the student, recombination as learning strategy.

In the case of R2 regarding reasoning out of 40, 25 responses (62.5%) were found favourable learning strategy. Similarly regarding identification out of 40, 72.5% responses were found used by the student. Likewise out of 40, the researcher found 38 responses (95%) adopted by him in the case of grouping strategy. In the same way out of 40, only 15 responses (37.5%) were found favourable regarding summarization. Recombination was the last strategies under this strategy and out of 40, 20 responses (50%) were found in favour of this strategy.

In the case R3 regarding reasoning the researcher got 67.5% responses favourable. Similarly again 67.5% responses were found in favour of identification. In the same way out of 40, 33 responses (82.5%) were found adopted by him in the case of grouping. Likewise regarding summarization the researcher found 45% responses favourable . Finally, in the case of recombination out of 40, 17 responses (42.55%) were adopted.

In the case R4 regarding reasoning out of 40, 17 responses (42.5%) were found adopted by him. In the same way I found 62.5% responses as favourable regarding identification. Similarly in the case of grouping 80% responses were found adopted by him. Likewise regarding summarization 55% responses were found adopted. In the same way in the case of recombination the researcher found 42.5% responses adopted.

In the case R5 with reference to reasoning out of 40, 25 responses (62.5%) were found as favourable. Similarly 67.5% responses were found adopted by the student regarding identification. Likewise with reference to grouping out of 40, 32 responses (80%) were found as favourable response. In the same way the researcher found only 47.5% responses adopted by him regarding summarization. Lastly, the researcher got out of 40, 16 responses (40%) adopted by him regarding recombination strategy.

From the above mentioned analysis the researcher found the highest frequencies adopted by the student regarding the sub strategy grouping. In the same way regarding the sub strategies reasoning and identification the researcher found high frequencies adopted by the students to organize new information and link that information to previously learned language. Here, summarizing is found the fewest strategy adopted by the students.

C. Compensation Strategy

There were four sub types of strategies acting, demonstration, gestures and mime/actions included in the checklist to inquire about the students' compensation strategy. In the case of R1 regarding acting the researcher found 15 responses (37.5%) adopted by the student out of 40. Similarly 27 responses i.e., 67.5% responses were found in favour of demonstration strategy. The third item included in the checklist was gestures. In the case of gestures, the researcher found only 17 responses (42.5%) adopted by the student. Regarding the last item mime/actions 40% responses were found as favourable.

In the case of R2 with reference to acting, the researcher found out of 40 14 responses (35%) were given by the student. Similarly 60% responses were found favourable with reference to demonstration. Likewise out of 40, the researcher found only 10 responses (25%) regarding gestures. In the same way with reference to mime/actions the researcher found 12 responses (30%) out of 40.

In the case of R3 with reference to acting out of 40, 14 responses (35%) were found in favour of this strategy. Similarly 65% responses were found adopted by him regarding demonstration. Likewise out of 40, the researcher found only 15 responses (37.5%) adopted in favour of gestures. Lastly regarding mime/actions 45% responses were found adopted.

In the case of R4 with reference to acting the researcher found that out of 40, 13 responses (32.5%) adopted. In this way out of 40, 22 responses (55%) were found in favour of demonstration. Likewise out of 40, again 13 responses i.e. 32.5% responses were found adopted in the case of gestures. Finally, regarding the last strategy of compensation strategy mime/actions the researcher found out of 40, only 14 responses (35%) favourable.

In the case of R5 to talk about acting, the researcher got out of 40, only 15 responses (37.5%) as favourable response. Likewise out of 40, 22 responses (55%) responses were found adopted by the student regarding demonstration. Likewise only 32.5% responses were found adopted by the student with reference to gestures. Lastly, regarding mime/actions again 32.5% responses were found as favourable response.

From the above mentioned analysis what I found here is demonstration is the strategy which was used by the students in greater extent under compensation strategy. The researcher found fewer frequencies with reference to other strategies.

4.1.1.2 Indirect Learning Strategies Used by Students

Indirect learning strategies are comprised of meta-cognitive strategy, affective strategy and social strategy with their sub strategies. The study found the following frequencies of learning strategies used by students.

Table No. 2

Overall Indirect Learning Strategies Used by Students

2. Indirect Learning Strategies	Students' Responses									
	R1		R2		R3		R4		R5	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
A. Meta-cognitive										
a. Planning	36	90	28	70	32	80	26	65	32	80
b. Organizing	36	90	29	72.5	33	82.5	25	62.5	31	77.5
c. Evaluating	17	42.5	30	75	22	55	32	80	18	45
d. Monitoring	34	85	29	72.5	26	65	22	55	26	65
B. Affective Strategies										
a. Self Reward	34	85	21	52.5	24	60	18	45	28	70
b. Self encouragement	26	65	35	87.5	29	72.5	34	85	21	52.5
c. Anxiety reduction	28	70	27	67.5	25	62.5	20	50	25	62.5
C. Social Strategies										
a. Thanking	38	95	35	87.5	36	90	34	85	30	75
b. Greeting	28	70	35	87.5	31	77.5	34	85	32	80
c. Interacting	36	90	36	90	33	82.5	30	75	38	95
d. Clarification	23	57.5	25	62.5	21	52.5	30	75	27	67.5

Overall analyses of indirect learning strategies based on the above mentioned table are as follows.

A. Meta- Cognitive Strategy

This strategy is consisted of planning, organization, Evaluation, and monitoring. In the case of R1 regarding the first item planning, out of 40, 36 responses (90%) were found as favourable learning strategy. Similarly again 90% responses were found adopted by the student with reference to organization. Likewise, only 42.5% responses were adopted by her regarding the evaluation of her own learning. The last item in the checklist was monitoring. In the case of this strategy the researcher found 34 responses (85%) favourable out of 40 responses.

In the case of R2 with reference to planning out of 40, 28 responses (70%) were found adopted by him. Similarly out of 40, 29 responses (72.5%) were found favourable in the case of organization. Likewise out of 40, 30 responses (75%) were found in favour of evaluating. In the same way, 72.5% responses were found in favour of monitoring.

In the case of R3 with reference to planning the researcher found 32 responses (80%) were adopted out of 40. Similarly 82.5% responses were adopted by him regarding organization. In the same way the researcher found 55% responses adopted by him in the case of evaluation. Finally, 65% responses were found adopted by him in the case of monitoring.

In the case R4 with reference to planning out of 40, 26 responses (65%) were found favourable. In the same way regarding organization the researcher found 62.5% responses adopted. Likewise 80% responses were found favourable with reference to evaluation. In this way out of 40, 22 responses (55%) were found adopted regarding monitoring.

In the case of R5 with reference to planning out of 40, 32 responses (80%) were found as favourable. Similarly out 40, 31 responses (77.5%) were found

adopted by him with reference to organization. Regarding evaluation the researcher got out of 40, 18 responses (45%) in favour of it. In the same way 65% responses were found in the case of monitoring.

From the above mentioned analysis what the researcher found is to think and to manage their own learning the students adopted planning and organization of the learning items to a greater extent as the highest frequencies were found adopted by them. Only two students were found used evaluation and monitoring to a greater extent.

B. Affective Strategy

This strategy includes self-reward, self-encouragement and anxiety reduction. In the case of R1 with reference to the first strategy included in affective strategy, self-reward the researcher found 34 responses (85%) out of 40 responses. Similarly 65% responses were adopted by her regarding self-encouragement. Likewise during their learning the researcher found 70% responses in favour of anxiety reduction.

In the case of R2 with reference to self-reward the researcher got out of 40, 21 responses (52.5%). In the same way out of 40, 35 responses (87.5%) were found in favour of self-encouragement. Likewise with reference to anxiety reduction out of 40, 27 responses (67.5%) were found favourable.

In the case of R3 regarding self-reward the researcher found out of 40, 24 responses (60%) favourable. Similarly in the case of self-encouragement the researcher found out of 40, 29 responses (72.5%) adopted. Lastly regarding self-encouragement 62.5% responses were found as favourable response.

In the case of R4 out of 40, 18 responses (45%) were found favourable with reference to self-reward. Similarly the researcher got out of 40, 34 responses (85%) were adopted in the case of self-encouragement. In the same way 20 responses (50%) were found in favour of anxiety reduction.

In the case of R5 with reference to self-reward the researcher got out of 40, 28 responses (70%) responses as favourable response. Regarding self-encouragement the researcher got out 40, 21 responses (52.5%) adopted. In this way 25 responses (62.5%) were found regarding anxiety reduction.

From the above mentioned analysis the researcher found students using self encouragement to a greater extent. Students adopted self reward for their own motivation. More or less they also reduce their anxiety while learning language.

C. Social Strategy

This strategy is comprised of four different sub strategies viz thanking, greeting, interacting and clarification. In the case of R1 with reference to thanking, the researcher found 95% responses adopted by her. Similarly 70% responses were found in the case of greeting. Likewise, out of 40, 36 responses (90%) were adopted by her regarding interaction. Finally, 57.5% responses were found given by her regarding the last strategy included in the checklist i.e., clarification under social strategy.

In the case of R2 with reference to thanking the researcher got out of 40, 35 responses (87.5%) adopted by the student. Similarly out of 40, again 35 responses (87.5%) were adopted by him with reference to greeting. In the same way out 40, 36 responses (90%) were found regarding interaction. Lastly in the case of clarification the researcher found 62.5% responses favourable.

In the case of R3 with reference to thanking out of 40, the researcher found 36 responses (90%) adopted. In the same way 31 responses (77.5%) were adopted by him regarding greeting. Similarly 33 responses (82.5%) were found in favour of interaction. Finally regarding clarification out of 40, 21 responses (52.5%) were found favourable.

In the case of R4 with reference to thanking out of 40, 34 responses (85%) were found as favourable responses. In the same way out of 40, again 34

responses (85%) were found adopted with reference to greeting. Similarly 75% responses were found adopted in the case of interaction. Finally, again 30 responses (75%) were found adopted by him regarding the sub strategy clarification.

In the case of R5 with reference to thanking out of 40, 30 responses (75%) were found as favourable response. In the same way regarding greeting out of 40, 32 responses (80%) responses adopted. Similarly 95% responses were found as favourable response regarding interaction. Lastly 67.5% responses were found adopted by him in the case of clarification.

From the above mentioned analysis the researcher found students adopted thanking, greeting and interaction to a greater extent under social strategy where fewer responses were found regarding clarification. What the researcher got from this study is students really found doing interaction with friends and teachers using greeting and thanking.

4.1.2 Analysis of the Class Diary

To find the learning strategies used by students in learning English, the researcher maintained diary writing as well. The researcher observed the class for 40 days and kept diary recording daily. During the classroom observation the activities and strategies adopted by the students were analyzed here descriptively. The following issues which are categorized on major ones have been discussed.

A. A Language Function (How are you?....Greeting)

On the 1st day the students were suggested to find out the answer of the question 'How are you?' in the classroom. The students were discussing on the forms of greetings and how to answer the question how are you. The following are the common greeting forms adopted by the students.

- i. I am fine.

ii. I am pretty well.

iii. I am excellent.

iv. I am sick.

v. I am tired.

They learnt different vocabularies related to it. They tried to memorize those vocabularies and also tried to use them into their own sentences. After that they did interaction using those sentences. Then the teacher also facilitated to them giving more information about the vocabularies, greeting forms i.e. positive and negative responses of how are you and so on.

B. Language Skills

The different language skills used by students while learning English language have been discussed below.

i. Listening Class

On the 2nd and 3rd day the students were engaged to develop their listening skill. They listened to the teacher's instruction first. After that they tried to do listening practice with teacher's imitation. They also listened to their friends' conversation to develop their listening skill. After that the teacher played the cassette player and they wrote the small passage listening the cassette player. The teacher played it three times and finally told them to exchange the copy and check each other and provide feedback for each other's writing.

ii. Listening Class

On 34th day students were engaged in listening practice. The students were taken to the Audio- visual room. They were shown some conversation of people and speech given by native speakers. Then they were told to be ready for dictation. Then they made their copy and pen ready to write. Teacher played the audio for the first time at that time they only listened. At the second time they started to write and at last they checked their answer by listening it again.

iii. Speaking Class

On the 4th and 5th day the teacher entered in the classroom and did motivation for about five minutes. After that students are suggested to deliver short speech on different topics. Then they were divided into different groups and told to discuss each other on certain topics. Students interacted with friends with some gestures or postures. After that some students went in front of the classroom and did conversation taking an interesting topic. Then again students in their turn went in front of the class and asked different questions to their friends and tried to get the different answers from them.

iv. Reading Class

On 6th day the teacher entered in the classroom and cracked a joke and made laughter in the classroom. She wrote bold topic on the board 'Just Read' and distributed cutouts of newspaper to the students and told to scan it. Students also rapidly read it. They read the given piece of news in their own way rapidly and listed down the main ideas in the copy. After that students were given the biography of famous persons and suggested to read. Students read the given biography very carefully with loud voice.

v. Paragraph Writing (My Family)

On 11th and 12th day the students were engaging to learn about their family relations and their introduction. At first three students were told to deliver speech about their family. They introduced their family randomly. Then the teacher provided the ideas about how to write about family creating mind map of family on the board. They kept their ideas in order and started to write in paragraph. After finishing their writing the teacher advised them to deliver speech on the same topic.

Vi. Guided Writing (My Daily Activities)

On the 18th day the teacher entered in the classroom and did motivation to the students for two minutes. After that she told her own daily activities from getting up at 5 o'clock to before going to bed. Then she introduced some vocabularies of daily activities writing on the board. Then she told to make the time frame to the students like:

Time	Activities
6:00	Get up
6:30	Freshen up
7:00	Take breakfast and listen to radio
7:30	Do homework and read book
9:00	Have brunch
9:15	Go to school
10:00	Study different subjects
4:00	Return home
4:30	Wash hands and mouth, have snacks and so on.

Then with the help of time frame they wrote about their daily activities in a paragraph.

vii. Descriptive Writing

On 26th and 27th day the students were engaged in descriptive writing. They were engaged in playing game. For that they were divided into five groups and asked to draw the picture of self and write their physical appearance. Then those pictures were exchanged. One student of each group took the picture and read the description showing pictures to other and one the students from another group was told to recognize the person after observing picture and listening the description.

Then students were asked about the descriptive writing where a few students answered as it is a description of something. Then she explained what is descriptive writing and how can we describe something by using our five sense organs. They were divided into seven groups and given mysterious picture to describe using our five senses. Observing the picture and using five senses they wrote an attractive paragraph of descriptive writing.

Viii. Story Writing

On 39th day students were engaged in writing story. Students drew different pictures in their own imagination. Then using those pictures they developed their own readable story. I found students expressing their creativity in their story. After finishing writing they told their story in front of the class.

C. The Major Language Aspects

The major aspects of language grammar and vocabularies used by students while learning English language have been discussed below.

i. Grammar (Present Tense)

On 8th, 9th and 10th day students were engaged to learn the present tense. Firstly they were given the text including present activities to read. After that the teacher introduced present tense in a simple way. The teacher wrote some examples of present tense on the white board and asked students to create more similar sentences and the students did so. Then she told students to study the present continuous tense for about 10 minutes. Students discussed in a group. She facilitated them providing the ideas about present continuous tense.

Next day students were come up with homework done i.e. making ten sentences of simple present tense and continuous tense. Then she suggested them to write the structure analyzing those sentences. Some students tried to memorize the structure but some generalized the structures themselves.

The students were advised to study the text including present perfect and perfect continuous tense then they were facilitated by the teacher and suggested to underline the sentences. Then the teacher introduced the board game. She wrote different types of sentences on the board and called three students out of the bench and told to show the correct sentence running to the board told by the teacher. Among three students who show the correct sentence first he/she will be the winner. They played this game with much fun.

ii. Grammar (Past Tense)

On 16th and 17th day the teacher discussed about the time in the classroom. She told a short story including the structure of simple past and past continuous tense. Then she asked some questions from the same story but some students answered in a present form and some in past form. So they were introduced with the verb table of present and past tense. Students learnt the forms of verbs in that day.

Next day the teacher simply explained about the past tense and asked different related questions such as:

- i. Where did you go yesterday?
- ii. What were you doing yesterday evening?
- iii. How did you spend your last holiday?

Students answered the questions very interestingly. They did pair work for asking and answering the questions. The teacher wrote the sentences on the board and generalized the structure of simple past and past continuous tense asking with students.

iii. Grammar (Adjectives)

On 19th and 20th day the teacher started the class by introducing the word adjective by giving examples from the class room. Students read the book silently and note down the main points about adjectives like:

- Describing words are adjectives.
- Adjectives describes noun.
- Long, big, beautiful, clever etc. are adjectives. And so on.

They learnt many words of adjectives from the book and from the classroom. They made the list of adjectives and find out the different types of adjectives such as quality, quantity, material, origin, number etc. Then they tried to find out the opposites of those where teacher also facilitated to them.

Then they were introduced about degrees of adjectives. Three students were called in front of the class and compared them regarding their height and size. After that they learnt how to form positive, comparative and superlative degrees of adjectives.

iv. Grammar (Article)

On 23rd, 24th and 25th day the students were engaged to learn article. At first they were told to read the text given in the book. Then the teacher asked about article. Students told answers in their own way. Then the teacher explained about the types of article i.e. definite and indefinite article. She generally introduced 'a' and 'an' and their use in the class. Then students were given lots of examples to fill up the article in the blanks specially a or an.

After that students learnt the use of 'the' article with certain rules. Then they learnt about no use of the article. They read and discussed in group. The teacher facilitated them.

The students did the exercises given in the book discussing in a group where teacher also facilitated to them.

v. Grammar (Pronoun)

On 29th day students engaged in learning pronoun. At first, students read the text given in the book. Then, the teacher asked what is pronoun. They answered, pronoun is replacing word it replaces the noun. They also told many

examples of pronoun like he, she, it, they, we, us, them, her, and so on. They discussed in a group and expressed various examples from the classroom.

Bidisha is a beautiful girl.

She is beautiful girl.

Powel, Rehan and Sajal are naughty boys.

They are naughty boys. And so on.

vi. Grammar (Types of pronoun)

On 30th and 31st day students learned about the types of pronoun. They read the types of pronoun namely subjective, objective, possessive and reflexive pronoun from the book. Some of them tried to memorize some rules and use them in sentences. They also discussed about first person, second person and third person pronoun with the ideas of singular and plural. The teacher only facilitated to them then they wrote those rules in chart paper with attractive handwriting and pasted on the wall of classroom.

Next day, students were divided into five groups to play a game. They were given the text to read. After reading the text they were suggested to underline the pronouns and write their types. Which group can come up with least errors will be the winner. So did by group D and they became winner.

vii. Grammar (Reported Speech)

On 37th and 38th day students engaged in learning reported speech. Some students started to read the text given in the book and some tried to memorize the rules whereas some tried to generalize the rules from the text. The teacher made clear about the reported speech and its types direct and indirect speech. Students wrote many examples of direct speech and some changed them into indirect speech.

D. Genres of Literature

Students consulted different genres to learn English languages which have been discussed below.

i. Story (The Royal Barber)

On 13th, 14th and 15th day students were engaging in the story 'The Royal Barber'. The first day students were suggested to read the whole story silently. After that they underlined the difficult vocabularies. They discussed with friends about the meaning of the words and searched in dictionary. Students turn wise explained the meaning of the difficult words in the classroom where teacher also facilitated. After discussing about those words teacher concentrated their attention towards her and asked about the topic of the story 'The Royal Barber' and to describe the pictures given in the book. They interpreted the picture in different way.

Next day, students were divided into seven groups and suggested each group to read the separate paragraphs of story and find out the main ideas form there. Then they wrote them in copy. Then each group told their ideas and the teacher wrote those ideas on the board in order. She also explained their ideas to support them. In that way they discussed the whole story in the classroom.

Next day, students were asked to write the characters of the story and their role separately. She asked various factual and inferential questions to them. They also expressed their ideas for the same question. It was very interesting class.

ii. Comprehension Class (Poem)

On 21st and 22nd day the teacher cracked a joke to motivate the students and wrote his topic 'The World from the Railway Carriage'. Then, she asked them the following questions in group and took the answer individually.

- i. Have you ever travelled in a train?
- ii. Have you ever observed the scene around you while travelling?

The students answered as yes...no... Then she explained the background of the poet along with introduction of the poem. Then, she wrote the terms railway, carriage, hedges, charging, troops in a battle, lumping and so on. Then she asked them to discuss and guess the meaning of the written terms. Students discussed and told some meanings. She picked up the meanings told by the students on the board. Then she told the meaning of those words relating to the context including the students' meaning. She asked them to read the poem carefully and predict the theme of the poem. They wrote an interpretation of the poem in their own words. At last they read the poem in chorus with rhyme and rhythm.

iii. Comprehensive Class (Unseen passage)

On 32nd and 33rd day students were engaged to learn how to comprehend the unseen passage. The teacher motivated the students by cracking a joke. After that she gave information about the work which they were going to do. Then the copies of unseen passage were distributed to the students and they read it silently. After reading the passage once they tried to do exercises but couldn't do all at once so they again read passage and did exercises. Then one of the students went in front of the class and started to tell the answer that he had written and other students corrected him in his mistakes. In that way students enjoyed learning by co-operating each other.

iv. Comprehension Class (Poem)

On 35th and 36th day students were engaged in learning poem. The students read the poem 'Day by Day I Float my Paper Boat' by Rabindranath Tagore. They tried to find out the meaning of the difficult words discussing each other and consulting dictionary. Then they tried to find out theme of each stanza. They wrote those points in their copy and discussed in the classroom where teacher also facilitated to them. At last they read the poem with rhyme and rhythm.

The teacher asked some questions from the poem such as:

- i. Who is the poet of this poem?
- ii. What is the theme of the Poem?
- iii. What did he write in that paper boat? And so on.

Students answered inferential and factual questions asked by teacher.

E. Extra Learning Activities

To learn English language students did different extra activities with fun have been discussed below.

i. Library Class

On 7th day the students were given different books of science fiction, poems, biography of famous persons, story and so on. Then they started to read in their own way. If they felt difficult to get the meaning then they discussed with friends first if again not clear then asked with teacher. The teacher facilitated them in their reading. After reading the book they listed down the main finding in their copy and some of the students went in front of the class and shared their notes with friends..

ii. Game (Vocabulary teaching)

On 28th day the teacher entered in the classroom and told to play a game (i.e. vocabulary) in group. Students were excited to play the game. The students were divided into different groups for playing. After making groups they named as group A, B, C, D and E respectively. Then, she wrote a word i.e. 'My School' in the circle and asked them to add other words such as buildings, area, facilities, teachers, students, education, environment, physical structures and so on by making different branches. It was an example for them and he told them which group will find out as much as possible terms that group will be the winner in the game. Then she gave the words supermarket, water kingdom, zoo and fun park. Students started to play game by searching different words. She

observed and at last declared the winner team that was group 'B'. Then she gave some ideas about connecting different vocabularies with one.

iii. Fun Class

On 40th day students engaged in different interesting activities. Some students sang beautiful English song in chorus One day we'll show the world... After that, some students recited the poem, some cracked jokes, some told interesting facts and some told short stories. Students enjoyed their class with different genres of literature.

4.2 Summary of the Findings

The major aim of the present study was to find out the learning strategies used by grade five students in learning English. The data were collected from five students studying in grade five at Creative Academy of Kathmandu district.

To find out the learning strategies used by grade five students in learning English language, observation checklists were used as the research tools. It would be fair to say that to a greater or lesser extent the students used language learning strategies of all kinds i.e., memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies and social strategies. The following findings have been drawn after completion of analysis and interpretation of the data. The findings of learning strategies are listed after the careful observation, analysis and interpretation of the data obtained from the observation checklist for the students.

1. In order to create mental linkage and to keep the learning items in their memory repeating and matching were the strategies mostly used by the students. Likewise the researcher found fewer frequencies regarding memorizing rules. This mean to say most of the students did not like to memorize rules while learning instead they liked to generalize the rules.

2. To **organize new information** and to link that information to previously learned **language** students adopted the sub strategy grouping to a greater extent. In the same way reasoning and identification were also found highly used by the students
3. Demonstration was the sub strategy used by the students in a greater extent under compensation strategy. The researcher found fewer frequencies with reference to other strategies.
4. To think and to manage their own learning, the students adopted planning and organization of the learning items to a greater extent as the highest frequencies were found adopted by them. Only two students were found used evaluation and monitoring to a greater extent.
5. Somehow students were found reducing their anxiety and encourage self for better learning. Student 1 highly used the sub strategy self reward while learning.
6. Students adopted thanking, greeting and interaction to a greater extent under social strategy where fewer responses were found regarding clarification. What the researcher got from that study was students really found doing interaction with friends and teachers using greeting and thanking.
7. Students were found making different meaningful sentences after generalizing the rules interestingly.
8. In order to comprehend the texts, most of the students always discussed with friends and tried to read the text again with more sensation. After comprehending the meaning of the words they made other sensible sentences in their own words.
9. To develop listening skill they listened the conversation of people and audio played carefully.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

This chapter **consists** of conclusion, recommendation, policy related, practice related and **further** research related.

5.1 Conclusion

After analyzing and interpreting the data, it was found out that students use indirect learning strategies to a great extent following direct learning strategies. The conclusions of the study are encapsulated point wise as below.

1. Students used repeating and matching strategies to create mental linkage as memory strategy. They mostly used grouping and identification to organize the new ideas.
2. Students first made plan and organize their ideas for developing good writing skill with the help of guided writing and some pictures.
3. Students were found enjoying learning English by applying the social strategies while doing conversation. They interacted with their friends and teachers using greeting and thanking in most of the cases for developing speaking skill.
4. Audio –Visual class was found the most effective way to develop the speaking and listening skill.
5. Students were found preferring to learn grammar inductively with sufficient examples. Games were found most effective learning way to learn vocabularies.
6. Group discussion was found mostly preferred by the students while learning language.

7. **Teacher's guidance** and counseling inspire the students to learn language by using different learning strategies.
 8. If students provided with sufficient opportunities for practicing English language by creating different real life situations, then they can touch the horizon of knowledge in English language.
 9. To comprehend the text, students were found consulting dictionary, guessing meaning from the context of the text and read the text again.
- From the above mentioned points what the researcher concluded is that if the students are provided an opportunity to work themselves then they really can come up with new creativity and ideas to learn the English language.

5.2 Recommendations

On the basis of the findings of this study, some points of recommendations are pinpointed for application in the following level.

5.2.1 Policy Level

- Teachers should be provided training on the ways of engaging students in different activities.
- Tape recorder, cassettes and cassette player should be made available in all the schools for teaching listening skill. Then the learners can actively engage in listening activities.
- Well facilitated library should be established in the schools so that students can develop their reading habits which lead them towards being an independent reader.
- More writing exercises should be included in the textbook.

- The provision of learning listening and speaking skill should be well implemented.
- Students should be provided with different games and activities. So that they can actively engage in learning by playing games.
- Syllabus designers and textbook writers need to develop syllabus and textbooks which emphasize all the language skills so that the students can learn them equally.

5.2.2 Practice Level

It is always important to implement the policy or put the theory into practice. Unless the policy or theory is exercised in the practice, it becomes meaningless. So, following implication of this study can be drawn:

- The students should try to listen English news on radio and television.
- The teachers need to conduct speech or debate contest inside or outside the classroom time to time and inspire their students to take part.
- Students should prepare their own notes and do their homework regularly.
- Teachers need to organize guided and free writing programs and encourage their students to participate in them.
- New vocabularies should be taught by creating different real life situations or the teachers need to provide students with sufficient opportunities for practicing English language by creating different real life situations.
- Grammatical items should be taught inductively asking students to generalize the rules from the context. So that they could easily understand it.

- The teachers should provide their students with sufficient opportunity to listen authentic or native speech in the classroom with the help of different recorded materials.
- Teachers need to bring newspapers and magazines in the classroom and encourage students to read them regularly to develop vocabulary power and to develop the capacity of comprehending texts.
- The teachers should encourage their students to read English texts several times and understand themselves.
- The students showed their interest on consulting dictionary, asking meaning with teachers in order to know new vocabulary items. Therefore the teachers should encourage their students to consult dictionaries.

5.2.3 Further Research

No research can be final and complete in itself. Any research is carried out with certain purpose. As the time goes on changing, the teaching learning process also goes on changing. So, the door of research is always open. As this is a case study, the findings of this study may not be applicable all the time in every case as the cases may vary from one situation to another and one place to another. Further research can be carried out to explore the learning strategies used by students of any level as this study has been limited to grade five students learning English. This work can serve as a reference tool, for those who want to carry out further researches on this area.

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Appendix I

CHECKLIST FOR THE CLASSROOM OBSERVATION

Student's Name:

Date: 2072-10-12

Name of the School: Creative Academy

Time: 50 minutes

Class: Five

Period: 2nd

S.N	Observed Item	Responses									
		Yes					NO				
1.	Direct learning Strategies										
	A. Memory Strategies	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
	a. Repeating			✓	✓	✓	✓	✓			
	b. Memorizing Rules	✓		✓		✓		✓		✓	
	c. Matching	✓	✓		✓		✓		✓		
	B. Cognitive Strategies										
	a. Reasoning	✓		✓		✓		✓		✓	
	b. Identification		✓	✓	✓		✓		✓		
	c. Grouping	✓	✓	✓						✓	✓
	d. Summarizing			✓	✓	✓	✓	✓			
	e. Recombination	✓	✓						✓	✓	✓
	C. Compensation Strategies										
	a. Acting	✓	✓	✓						✓	✓
	b. Demonstrating		✓	✓	✓		✓				✓
	c. Gestures	✓						✓	✓	✓	✓
	d. Mime/Actions	✓	✓						✓	✓	✓
2.	Indirect Learning Strategies										
	A. Meta- Cognitive Strategies										
	a. Planning	✓	✓	✓	✓						✓