LEARNING STRATEGIES ADOPTED BY SECONDARY LEVEL DOTELI LEARNERS OF ENGLISH

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Dilli Raj Paneru

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2016

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dilli Raj Paneru** has prepared this thesis entitled **'Learning Strategies Adopted by Secondary Level Doteli Learners of English '** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 07 -07-2016

……………………………….

Mrs. Madhu Neupane (supervisor)

Lecturer

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Anjana Bhattarai   …………………

Professor and Head   (Chairperson)

Department of English Education

T.U., Kirtipur Kathmandu

Mrs. Madhu Neupane (Supervisor)   ………..……………..

Lecturer   (Member)

Department of English Education

T.U., Kirtipur Kathmandu

Mr. Guru Prasad Paudel   ………...………………

Teaching Assistant   (Member)

Department of English Education

T.U., Kirtipur Kathmandu

Date: 07-07-2016

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

	Signature
Dr. Anjana Bhattarai	……………………
Professor and Head	(Chairperson)
Department of English Education	
T.U., Kirtipur, Kathmandu	
Dr. Anju Giri	…………………..
Professor	(Member)
Department of English Education	
T.U., Kirtipur, Kathmandu	
Mrs. Madhu Neupane (Supervisor)	………………….
Lecturer	(Member)
Department of English Education	
T.U. Kirtipur, Kathmandu	

Date: 14-07-2016

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 to any university.

Date: 05-07-2016

Dilli Raj Paneru

DEDICATION

Dedicated

to

My parents and family who devoted their entire life to uplift me.

ACKNOWLEDGEMENT

It is a newer task for me to write a thesis that gave a different type of experience and knowledge in my whole academic life. In course of writing thesis, I have greatly been inspired by invaluable suggestions, guidance, encouragement, cooperation of various persons. Therefore, at first, I would like to extend deep sense of gratitude to my honorable Guruma and thesis supervisor **Mrs. Madhu Neupane,** Lecturer of Department of English Education who provided me lot insights, guided me and supervised my work from beginning to the end and enabled me to complete the thesis.

I would like to express my sincere gratitude to **Professor Dr. Anjana Bhattarai,** Head of the Department of English Education and chairman of research guidance committee, for her inspirations, ideas and constructive feedbacks to carry out my study. I am also indebted to **Mr. Guru Prashad Paudel,** Teaching Assistant of the Department of English Education and my respected teacher, for his academic guidance and support to carry out this research work.

Similarly, I am indebted to honorable Guru **Prof. Dr. Govind RAj Bhattarai, Prof. Dr. Chandreshwar Mishra, Prof. Dr. Laxmi Bahadur Maharjan,Prof. Dr. Tara Datta Bhatta, Dr. Ram Ekwal singh, Dr. Anju Giri, Mr. Raj Narayan Yadav,Mr. Bhesh Raj Pokharel, Mrs. Saraswati Dawadi, Mrs. Hima Rawal, Mr. Asok Sapkota, Mr.Khem Raj Joshi, Mr. Laxmi Raj Ojha,** and all the members of Department of English Education who taught me and suggested me to carry out this study. I'm also grateful to **Mrs. Madhavi Khanal,** Assistant librarian of Department of English Education.

I can never miss this opportunity to extend my heartily gratitude to my parents and brothers who always do their best to uplift me. Similarly I am always grateful to my senior brother **Hari Narayan Shrestha** who always guided me in every step for my betterment. Nephew **Mukunda Peneru** and brother **Tilak**

B.K. deserve special thanks. I am highly indebted to all my kith and kin for their inspirations and cooperation.

Likewise, I would like to thank my colleagues, **Khagendra Balayar, Shanta Batala, Lal Bahadur Dhami, Mahesh Upadhyaya, Jaya Raj Jaishi, Asmita Dahal, Saraswati Paudel, Khem Ojha** and other friends for their kind cooperation to present this research in this form. All the respondents from those concerned schools and school authorities are also thanked.

Date: July 2016   Dilli Raj Paneru

ABSTRACT

The present study entitled 'Learning Strategies Adopted by Secondary Level Doteli Learners of English ' is an attempt to find out the strategies adopted by Doteli learners of English. For this research, I selected forty students from four different schools of Doti district. I used non-random purposive sampling procedure to select schools and simple random sampling procedure to select the students. I used a set of questionnaire for the students to collect the data. The obtained data from the informants were analyzed and interpreted descriptively using simple statistical tool viz. tables. On the basis of the data interpretation, it was found that students used all the three types of strategies i.e. cognitive, metacognitive and socio-affective. They used used mainly, note taking, imagery, memorization, deducing, under cognitive strategies. Under metacognitive strategies, they used selective attention, planning, evaluation mainly. Under socio-affective strategies, they used questioning for clarification. Among the given three types of strategies, cognitive strategies were used in a greater extent in comparison to metacognitive and socio-affective strategies.

This research consists of five chapters. First introductory part includes general background, statement of problems, objectives of the study, research questions, significance of study, delimitations of study and operational definitions of key terms. The second chapter consists of review of related theoretical and empirical literature, implications of the study and conceptual framework. Likewise, the third chapter is related with methodology which includes design of the study, population, sample and sampling strategy, tools and techniques of data collection, data collection procedure and analysis and interpretation procedure. Similarly chapter four consists of analysis and interpretations of results and summary of findings. Finally, the fifth or last chapter deals with conclusions and recommendations of the study followed by reference and appendices.

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ABBREVIATIONS

Dr.	Doctor
e.g.	For example
et al.	and other people (Latin et alia)
Etc.	et cetera
Freq	Frequency
i. e.	That is to say
M.Ed.	Master in Education
p.	page
pp.	pages
Per	Percentage
SLA	Second Language Acquisition
SLC	School Leaving Certificate
TV	Television
Viz.	Namely (Latin-Videlicet)

CHAPTER ONE

INTRODUCTION

This study is about 'Learning Strategies Adopted by the Secondary Level Doteli Learners of English'. This first chapter consists of general background, statement of problems, research questions, significance of the study, delimitation of the study, and operational definitions of the key terms.

1.1 Background of the Study

Second Language Acquisition is the effortful process of learning any language after the first language that is learnt before that language either in a natural or a tutored setting. It needs an extra effort to learn language after being competent in the first language in the early stage of life. To define SLA, Mitchells and Myles (2004, p.5) state, "It refers to the learning of any language, to any level, provided only that the learning of the 'second' language takes place sometimes later than the acquisition of the first language". They prefer the term the second language learning. In the similar way, Gass and Selinker (2009, p.7) write, "SLA refers to the process of learning another language after native language have been learnt sometimes; the term refers to a third or fourth language". From these definitions, the general inference can be made that to learn a second language, all the learners have to make some effort to achieve some level of competence in it. To be a competent language user, learners have to adopt several techniques, styles and ways. These all the ways to learn language are the language learning strategies used by learners.

Nepalese learners are learning English as a foreign language from school level to University level. It means they have some competence of another language before they learn English. Within Nepal, there are many students who belong to diverse backgrounds. Some learners learn English after learning the first language that is their mother tongue and there is a mass of students who learn English after two languages already learnt before that is mother tongue and

Nepali. Background of the learner influences the choice of learning strategies. Hence, it is necessary to find out language learning strategies adopted by the learners from different language background.

Learning strategies are the consciously or subconsciously chosen processes by learners. All the learners do not have the similar type of learning techniques and they are different in terms of ways they learn language. These involve internal mental action as well as physical actions. Learning strategies make a good learner different from a poor one. The strategies adopted by good learners are more appropriate and effective than the poor learners. Cohen (1998, as cited in Gass and Selinker 2009, p. 439) writes, "Those processes which are consciously selected by learners and which may result in an action taken to enhance the learning or use of second or foreign language, through the storage, retention, recall and application of information about that language".

So, learners learn language effectively as they use the strategies or the ways they adopt to learn. The strategies affect the way of learning and the speed of second language acquisition. The success and failure of second language depends on the strategies learners use along with other factors in the course of learning language. Some learners use cognitive strategies, some use meta-cognitive strategies and others socio affective strategies according to their learning style, personality and many factors have the determining role for choosing appropriate strategies. To find out these facts, adopting different types of strategies and their frequency of using them is necessary to find out the success and failure of Doteli students who are learning English. To answer these questions, this research has been carried out.

1.2 Statement of the Problem

Learning a second language is thought to be a difficult process in comparison to the first language, since the first language is acquired through subconscious process and any conscious effort is not required unlike the second language. Due to various reasons, learning becomes slow and sometimes a failure.

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Because of the choice of inappropriate strategies there may be the possibility of failure in language learning. To select the appropriate learning strategies, the learners should be familiar about the term 'learning strategies' and the teacher also should be knowledgeable in this area. The teachers should understand the knowledge level, the learning style of students and analyzing all the factors they should suggest some appropriate strategies for learners. Thus, the study in this field is necessary. Because of their insufficient knowledge in this area, students are facing many problems. They still have lack of sufficient knowledge to adopt better strategies for the betterment of their learning English. Teachers seem less sensitive towards this area. They are still using 'one for all' strategies for all the situation and levels. They are not teaching English language according to learners' different learning style and strategies. To promote their learning, we need to know what strategies they are using and the promotion of appropriate learning strategies helps to boost up their learning.

1.3 Objectives of the Study

The objectives of the study were as follows:

i)   To find out the language learning strategies adopted by Doteli learners of English.

ii)   To suggest some pedagogical implication based on the findings of the study.

1.4 Research Questions

The research questions of this study were as follows:

i)   What are the learning strategies used by Doteli learners of English?

ii)   What type of learning strategies do they use most frequently?

1.5 Significance of the Study

English is the foreign language for the Doteli learners of English since they are learning this in non native setting. Before learning this they have some level of competence over two languages that are Doteli and Nepali. The learners are adopting several strategies to learn English to get mastery over this. To find out the strategies and to treat the students according to the level, and learning ability of the learners, teachers should be familiar about learning strategies. So this study will be beneficial for English teachers of secondary level of that area. Similarly, learners of the English language of that area will also be benefited from this study, when they become aware of the strategies they use and how other good language learners learn the language by adopting various learning strategies. Similarly, this study will be useful for course designers, material writers and personals related this area.

1.6 Delimitations of the Study

The delimitations of the study were as follows:

   i)   The research field was limited to the four schools of Doti district.

   ii) The study was limited within the strategies adopted by the Doteli learners of English.

   iii) The analysis was limited to the data collected from the respondents from those four schools.

   iv) The study was limited to the government aided schools.

   v)   The data was limited to the responses from class ten students.

1.7 Operational Definitions of the Key Terms

Second Language Acquisition: Learning of another language after the first language has been learned, either in a native or foreign setting.

Government aided Schools: Schools funded by the government of Nepal.

Learning Strategies: Learning strategies refer to particular ways actions or techniques used by the learners to make their learning easier, enjoyable, faster, effective and transferable.

Cognitive Strategies: Cognitive strategies refer to the operations used in problem solving which requires direct analysis, synthesis and transformation etc. of learning materials. They are more limited to specific learning tasks which involve more direct manipulation of learning materials itself.

Metacognitive Strategies: Metacognitive strategies refer to the attempts of regulating language learning by means of planning, monitoring and evaluating. These strategies deal with assessment, planning, evaluation, and monitoring of language learning activities.

Socio-affective Strategies: Socio-affective strategies refer to the ways in which learners choose to interact with the learners and speakers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review and conceptual framework are two essential aspects of the research study. This chapter consists of review of the related theoretical literature, review of empirical literature, implications of the review of the study and conceptual framework.

2.1 Review of the Related Theoretical Literature

This section includes the following theoretical reviews in relation to learning strategies

2.1.1 Language Learning Strategies

All the learners have unique way to accomplish the language learning goal. Consciously or subconsciously, every learner chooses any process of learning this is called learning strategy. Language learners adopt not only a single strategy but the multiple strategies. Learning strategies include all the processes that learners take to improve their learning. It involves internal mental actions as well as physical effort by learners. Learning strategies have very crucial role in language learning. They are the key factors for making learners either good or poor learners. A good language learner always adopts very different techniques and strategies than that of the learners who have the weaker position in language learning. So, learning strategies are the subconscious/conscious or deliberate actions that learners use while learning a language. Language learning strategies are variously defined by various scholars. Some definitions given by some scholars are as follows:

According to Oxford (1999, as cited in Gass and Selinker 2009, p. 439), language learning strategies are "specific actions, behaviors, steps, or techniques that students use to improve their own progress in developing skills

in a second or foreign language". In this definition, she has focused on the techniques to improve the language skills.

In a similar vein, Rubin (1987, as cited in Griffiths 2004, p.18) states, "Language learning strategies are the strategies, which contribute to the development of the language system, which the learner construct and affect learning directly". Both, Oxford and Rubin focus on the improvements the progress of learners' language and developing language system. Both of them talk about the contribution of learning strategies in the improvements in language learning and use.

Being concerned with learning strategies, Cohen (1988, as cited in Gass and Selinker 2009, p. 439) presents his ideas differently and says that ''these are the consciously selected and may result in an action to enhance learning or use of second language, through storage, retention, recall and application of information about that language''.

Oxford and Rubin claim learning strategies include all the conscious and subconscious processes taken by learners to achieve particular goals where Cohen gives different idea saying that only the consciously selected processes taken by learners are learning strategies. He excludes subconscious process from learning strategies unlike Rubin and Oxford. With reference of learning strategies, Gass and Selinker (2009, p. 440) write:

> 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 integration of it in terms of learner systems. The
>
> ways in which information is selected from the input are an
>
> important part of the concept.

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They mainly focus on the internal mental actions in the mind of learners and to some extent physical actions are also necessary for potential improvements of learners in developing language system. To quote Brown (1994, p. 104), learning strategies are "Specific methods of approaching a problem or task, mode of operation for achieving a particular end, planned designs for controlling and manipulating certain information". In his definition, he emphasizes on the task to be performed for achieving some specific goals. To accomplish the language goals learners adopt some specific goals and techniques which are called learning strategies. Types of tasks and problems play greater role in adopting language learning strategies.

From all these definitions, it can be said that learning strategies are the particular actions employed by the learners to make their learning faster successful and goal oriented. Ellis (1985, p. 164) said, "The internal mechanisms to process input and turn it into intake". In this term, he mentioned that learning strategies concerns about how the input is shaped to make learnable and how the learners work on input to change it into intake. All the processes that take place from getting the input and the way to changing into intake are the learning strategies. He used more comprehensive term 'Learner Strategies' which include; reception strategies, production strategies, and communication strategies. Learning strategies are mainly reception strategies and to some extent production strategies. But communication strategies are social strategies that one uses to establish interaction. Making differences between learning strategies, Brown (1994, p. 118) states "While learning strategies deal with the receptive domain of intake, memory, storage and recall; communication strategies pertain to the employment of verbal or nonverbal mechanisms for the productive communication of information." In his words, learning strategies are the ways to the communication strategies.

2.1.2 Characteristics of the Learning Strategies

As discussed by the scholars learning strategies clearly involve internal mental actions but they may also involve physical actions as well. They are concerned

with process of the selection of right information as input and transfer to the intake. Mainly, they are related to the internal process of the learning; how a learner acquires knowledge from the materials available to them. What processes and methods or ways are taken into account for achieving the goal of learning is considered under learning strategies.

Learning strategies are characterized differently by various scholars and no uniformity can be found in their characterization. Oxford (2003) and Rubin (1987, as cited in Griffiths 2004) have characterized the learning strategies as they include conscious and subconscious processes. Cohen states that only the conscious strategies are language learning strategies, so there must be the choice of the learners. Others say that not only the conscious but all the subconscious strategies as well are included within the learning strategies because the learners use many strategies, techniques and processes unknowingly. According to the context of learning a language they may be used differently. They are not static and rigid instead they are used in accordance with the level, needs, interests and personality of the students and many more.

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

• Strategies refer to both general approaches and specific actions or techniques used to learn the second language.

• Strategies are problem-oriented: the learner employs strategies to overcome particular learning problem.

• Learners are generally aware of the strategies they use and can identify what they consist of.
• Strategies involves linguistic behaviors (Such as requesting the name of the object) and non- linguistic (pointing to an object so as to be told it's same).

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

• Strategies contribute indirectly to learning by providing learners with data about the second language, which they can process.

Being based on the above points, given by Ellis (1985, p. 532), we can conclude the characteristics of language learning strategies in our own way. Language-learning strategies are learner generated; they are steps taken by the language learners. They 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. Language learning strategies may be visible (behaviors, steps, techniques etc) or invisible (thoughts, mental processes). They involve information and memory (Vocabulary knowledge, grammar rules, etc.)

2.1.3 Importance of Learning Strategies for Second Language Learning and Teaching

Language learning strategies help learners to be good learners. Various types of strategies are used by the learners to perform the single task. Learning strategies are variously taken by various scholars. To quote Weden, (1985, as cited in Brown 1994, p. 107), "Learning strategies are the key to learner autonomy and that one of the most important goals of the language training should be the facilitating of that autonomy". Language learning strategies make the distinction between good language learners and slow learners of language. The strategies make difference and affect the speed and styles of second language learning.

The very dominant role of the learning strategies over the SLA shows that all the teachers should be knowledgeable and familiar about the learning strategies and their importance and effect on teaching learning. Not only for the teachers in language teaching field but also it is important for the learners to select the appropriate methods, techniques and ways to achieve the goals. If the learners are familiar with the strategies they are adopting and can make comparison

with the others obviously they can improve their learning. When they get appropriate guidance from their teachers they become aware of the good learning strategies and adopt the same that improves their language learning.

Definitely, trained learners have greater number of improvements than the untrained learners. So, it is necessary to train learners about the strategies they adopt and suggest some good language learning strategies. Language learning strategies are not good and bad in themselves. They are determined by the context and situations. So, considering the context we should suggest the learners the strategies.

Brown (1994, p.125) defines these about strategies by three terms 'profiles' 'successful' and 'unsuccessful'. In this statement, he talks about the cognitive profiles to be identified and classify the learners according to their level of cognitive development. There are several cognitive variables in learning. The teachers need to recognize and understand a multiplicity of cognitive variables active in the second language learning process and to make appropriate judgment about individual learners, meeting them where they are and providing them with the best possible opportunities for learning.

Hence, learning strategies have the vital role in learning language. Although all the learners may not be conscious of the strategies they use, they are adopting some of them unknowingly. Therefore, the knowledge of learning strategies should be must for both learners and teachers. Not only for them but also for course designers, material writers and all the people related to this field.

2.1.4 Types of Learning Strategies

Several taxonomies of learning strategies have been developed by many scholars. There are hundreds of different, yet interrelated learning strategies. Scholars have categorized into several types of learning strategies as they

perceived and defined differently. Oxford (2003, pp.12-14) has categorized language learning strategies in to two types and three sub-types of each.

I.   Direct Learning Strategies

The direct learning strategies consist of the strategies that directly involve the subject matter of the target language in the sense that they require mental processing of language. They are concerned with the language knowledge and using in appropriate situation. They are further categorized into three sub types as:

a) Memory Strategies

Memory strategies help learners to link one second language item with another. They enable learners learn and store the information in long term memory and retrieve for communication which has already been learnt.

b) Cognitive Strategies

Cognitive strategies help learners manipulate materials in a direct way. They are mental strategies to make sense of learning. Through reasoning, analyzing, note taking, summarizing and synthesizing, etc. learners develop mental structure for the particular language items.

c) Compensation Strategies

Those strategies which are intended to make up for missing knowledge are called compensation strategies. These strategies are to overcome the gaps made in the communication. The examples of these strategies are guessing, the meaning based on the context, rephrasing body languages etc.

II. Indirect Learning Strategies

Those strategies which provide indirect support for learning and using language through cooperation by seeking opportunities are indirect learning strategies. They do not involve subject matter directly but are essential for learning a

language. These strategies are to support and manage learning. They are further categorized into the following three sub types:

a) Metacognitive Strategies

Metacognitive strategies mean strategies beyond the cognitive strategies. They are related to how learners manage the learning process. They include planning, organizing, monitoring and evaluating one's own language.

b) Affective Strategies

Affective learning strategies are concerned with the learners own feeling, emotions, attitudes etc. about the learning. They enable learners to control their feelings emotions, attitudes, motivation etc. These strategies include anxiety reduction, self encouragement, self reward etc.

c) Social Strategies

These strategies help learners to work with others and understand the target cultures. These strategies include interaction with others through co-operating with other, asking for help in doing a language task and talking with a native speaker.

Similarly, O'Malley and Chamot (1990) have classified learning strategies into three types. Under their classification, mainly there are three types of learning strategies; cognitive strategies, metacognitive strategies, and socio-affective strategies. All the three strategies have their own characteristics and functions. Cognitive strategies help for learning and using language efficiently. Metacognitive strategies help learners to plan and monitor the learning. They make learners independent and help to personalize their learning by allowing them control over their learning. In the similar way, socio-affective strategies help learners to find opportunities to use language and learn in a new culture. They make learners to learn language in the community by interacting with native and nonnative speakers of English.

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I.   Cognitive Strategies

Cognitive strategies are related to problem solving techniques through various cognitive processes such as, repetition, deduction, elaboration etc. They have an operative or cognitive process. They enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing. They are mental strategies which involve direct manipulation and memorizing the language items.

II.   Metacognitive Strategies

Metacognitive strategies include an attempt to regulate language learning   by means of planning, monitoring and evaluating. They have an executive function. They are concerned with the overuse of language, regulating the language and make learners self dependent. These strategies pay attention towards planning and managing or facilitating learning of language.

III.   Socio-affective Strategies

Socio affective strategies are related to the interaction with others in the way of learning. Cooperation, questioning, clarifications are the examples of these strategies. These strategies are related with social mediating activities and transacting with others. They provide opportunities to be exposed to and practice their knowledge. They involve learning by interaction with others. These lead to increased interaction in target language and are less directly related to language.

There are many classification of learning strategies classified by various scholars. Many types of classification are given in several studies. Among them I have followed the classification of O'Malley and Chamot (1990) in my study. They have given three types of learning strategies namely, cognitive, metacognitive and social affective strategies.

2.1.5 Introduction of Doteli Dialect and Doteli Speakers

Doteli is the regional dialect of Nepali which is used in Far western part of Nepal. It is written in Devnagari script. It has wider coverage over all hilly region of far west and very similar to the language used in Karnali region which is known as 'Khasa Bhasa', the origin of the present Nepali language. So, Doteli dialect is thought to be the older form of the Nepali. Doteli is supposed to the oldest form of the Nepali language. Pant (2010, p.1) claims, since Doteli dialect has long history and so many linguistic units of Nepali are derived from Doteli, it is known as the mother of Nepali language. Although it is recognized as the dialect of Nepali because of the similarity with Nepali, it is also more similar to the Kumauni language used in northern part of India. The language used in this area is very similar to the Pithauragarh and Kumaun of the India. To support this point, Sarma (1985, p. 39) Says, "According to Rahul Sankrityanan, Doteli is the dialect of the Kumauni language which was brought to Doti by a section of Katyuri dynasty of Kumaun, which have ruled over Doti until 1790 B.S. This shows the relation of Doteli with Kumauni language.

Among this debate whether this is the dialect of Nepali 'Khasa Bhasa' or Indian 'Kumauni Bhasa', Doteli dialect is the language variety used in far west Nepal and all the speakers of this variety are the Doteli speakers. According to National Population Census-2068 B.S., the 3% (887,827) of the total population of Nepal speak Doteli as their mother tongue. Therefore, the population of my study was the learners of English who use Doteli as their mother tongue.

The performance of Doteli learners of English is not satisfactory. According to the data of Office of Controller of examination, Sanothimi, Bhaktpur, students of Doti district got 25% result in English in S.L.C. examination in 2069 B.S. and only 24% in 2070 B.S. It shows that Doteli learners of English are getting low performance. Behind their low performance, it is fair to say that learning strategies adopted by them have the significant role.

2.2 Review of Related Empirical Literature

Many research studies have been carried out by various researchers on learning strategies in different universities around the world. In the Department of English Education, there are many research works related to this topic. So, these researches, books, articles and journals have been consulted and different related web sites have been visited while reviewing the literature. Some of them are discussed in two parts as the researches carried out nationally and internationally.

2.2.1 Research Studies Conducted Internationally

There are several researches conducted on learning strategies in international arena. Among them, I have reviewed the following research works carried out by O'Malley et al. (1987) and Nunan (1995) from Griffiths (2004):

O'Malley et al. (1987, in Griffiths 2004, p.16) conducted an experimental research on 'Effectiveness of Language Learning Strategies Instruction'. They randomly assigned seventy five students to one of the three groups where they were treated differently. The first group was assigned three strategies that are metacognitive, cognitive and socio-affective strategies. The second group was assigned with two strategies; cognitive and socio-affective strategies. And the third group was assigned with no special treatment. It was a controlled group. The control group for vocabulary actually scored slightly higher marks than the treatment groups. From this experimental research, they found an unexpected result due to the persistence of familiar strategies and among certain students who continued rote respective strategies and willing to adopt the strategies presented in training, especially when they knew that they will be tested within few minutes.

Nunan (1995, as given in the Griffiths 2004, p.16) carried out a classroom based research, which was aimed to find out whether learning strategy training makes a difference in terms of knowledge. In this study he took 60 students and

experimented for 12 months program that designed to help them reflect on their own learning, develop knowledge and ability to apply learning strategies to assess their own progress and to apply their knowledge beyond the classroom. He found that language classroom should have dual focus, teaching both content and an awareness of language processes.

2.2.2 Research Studies Conducted Nationally

Following are the researches carried out nationally that I have consulted for the review of literature for this research study:

Rain (2006) carried out a research study on 'Learning Strategies Used by Maithili Learners of English'. His aim was to find out the learning strategies used by Maithili learners of English. For this study, he used random sampling for selecting the 100 informants and purposive sampling process for the selection of the six schools and teachers. He used structured interview for the teachers, a set of questionnaire and classroom observation as the tools of data collection. From this study, he found that Maithili learners of English adopted only a few strategies and teachers and learners do not use communicative strategies in the classroom.

Bista (2008) carried out a research entitled 'Reading Strategies Employed by Ninth Graders'. It was based on government-aided schools. She conducted the research by a set of questionnaire for the students and interview with the teachers. She used simple random sampling process for selecting the 50 students to collect the data. She found that students learn English as second language by metacognitive strategies e.g. guessing strategies, reading exam point of view notes and reading mostly at the time of exam.

Chaudhary (2009) conducted a research on 'Learning Strategies Used by Class Toppers'. She proposed to find out the learning strategies adopted by the class toppers at higher education to learn English language. She used simple random sampling for selecting the 100 informants. She used a set of questionnaire for

data collection and found that the class toppers of higher education are willing to use metacognitive strategies mostly.

Poudel (2010) carried a research work on 'Learning Strategies Adopted by Grade Ten'. His aim was to identify the strategies adopted by the English of grade ten. He selected 80 students (forty students from each government-aided and private school) and four teachers from those schools. He used purposive sampling to select schools and teachers and random sampling to select the students. He used questionnaire for teachers and students, structured interview for the teachers and class observation as the research tools. He found that teachers and students make more interactive class in private schools than the government-aided schools. Metacognitive strategies were used in a great extent by both private and government-aided students.

In the same way, Khanal (2011) carried out a research entitled 'Learning Strategies Adopted by Grade Ten Students'. It was also based on the government aided schools. The purpose of her study was to find out the learning strategies used by grade ten students. She administered two sets of questionnaire for students and teachers separately. Structured classroom observation was also done. She found that students preferred communicative method for learning English and adopted metacognitive strategies mostly.

Bhandari (2012) carried out a research on 'Learning Strategies Used by Grade Seven Students'. He aimed to find out learning strategies used by the seventh graders in government-aided schools. He used judgmental sampling to select five schools and random sampling for the 100 students. He used two sets of questionnaire, open ended for teachers and closed type of questionnaire for the students. He found that cognitive strategies were used in a great extent.

Joshi (2012) carried out a research study entitled 'Learning strategies adopted by Introvert Learners in the English Classroom'. His objective was to find out the strategies used by the introvert learners in English language learning. He used two sets of questionnaire, one for the students and another for the

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teachers. The questionnaire for the teachers was open ended and for the students, it was closed type of questionnaire. He found that the introvert learners used metacognitive and cognitive strategies. Introvert learners preferred reading books and wanted self reading activities. Their language progress was satisfactory but not as good as extrovert learners.

Dhami (2015) carried out a research study on 'Strategies Adopted by Doteli Learners in Learning English Vocabulary'. Purpose of his study was to find out the strategies adopted while learning vocabulary. He used a set of questionnaire for the students studying at four different schools of Kanchanpur district. He found students used metacognitive strategies used in a great extent to develop their vocabulary in English.

Many research studies have been carried out in this field. Moreover, many researches have been conducted to analyze learning strategies adopted by learners at different levels and classes with different parts of Nepal. So far no research has been carried on strategies adopted by Doteli learners of, who are learning English as a foreign language. The study is necessary to find out the strategies used by the learners of this area and suggest some implications for the teachers. The learners have many difficulties while learning English for many reasons related to learning strategies. To overcome these problems the research study is a must. Therefore, this topic has been selected to conduct the research study.

2.3 Implications of the Review for the Study

Literature review means to evaluate and examine the previous researches studies and review of what has the relevance of these topics for present research. Many sources have to be consulted including books, articles, journals etc. These sources give direction to go ahead for new research area by giving sufficient knowledge and insight in related field. In short, the studies which

have been conducted prior to this research have the greater significance in this field. These researches, books and other materials have their value and importance in their own respective fields. These works have provided the base for research. Review of theoretical literature provided the guidelines for meaning, importance and types of learning strategies as well as conceptual framework. The review of the empirical literature gave the guideline for developing data collection tools, procedure of data collection and methodology for the study.

To be more specific, the ideas of literature review and conceptual framework have been taken from O'Malley and Chamot (1990) and Oxford (2003). Similarly, for the clear methodology I consulted Nunan (1992). Besides, I consulted Rain (2006), Griffiths (2004), Joshi (2012) and Dhami (2015) for the review of empirical literature and questionnaire.

2.4 Conceptual Framework

Conceptual framework describes the research at a glance. It shows the main things presented in the thesis. This research study is on learning strategies that are used by learners in foreign setting. This includes the strategies adopted by Doteli learners to learn English language. As I have followed the model of O'malley and Chamot (1990) these strategies are classified as cognitive, metacognitive and socio-affective strategies. The conceptual framework of this study is as follows:

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                    ┌──────────────────────────┐
                    │   LEARNING STRATEGIES    │
                    └──────────────────────────┘
                     /           |           \
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Cognitive Strategies	Metacognitive Strategies	Socio-affective Strategies
Rehearsal	Selective attention	Self talk
Imagery	Planning	Questioning for clarification
Summarizing	Organizing	Co-operation
Deducing	Monitoring	Asking for help
Transfer	Evaluation	
Note taking		
Reasoning		
Synthesizing		
Memorization		
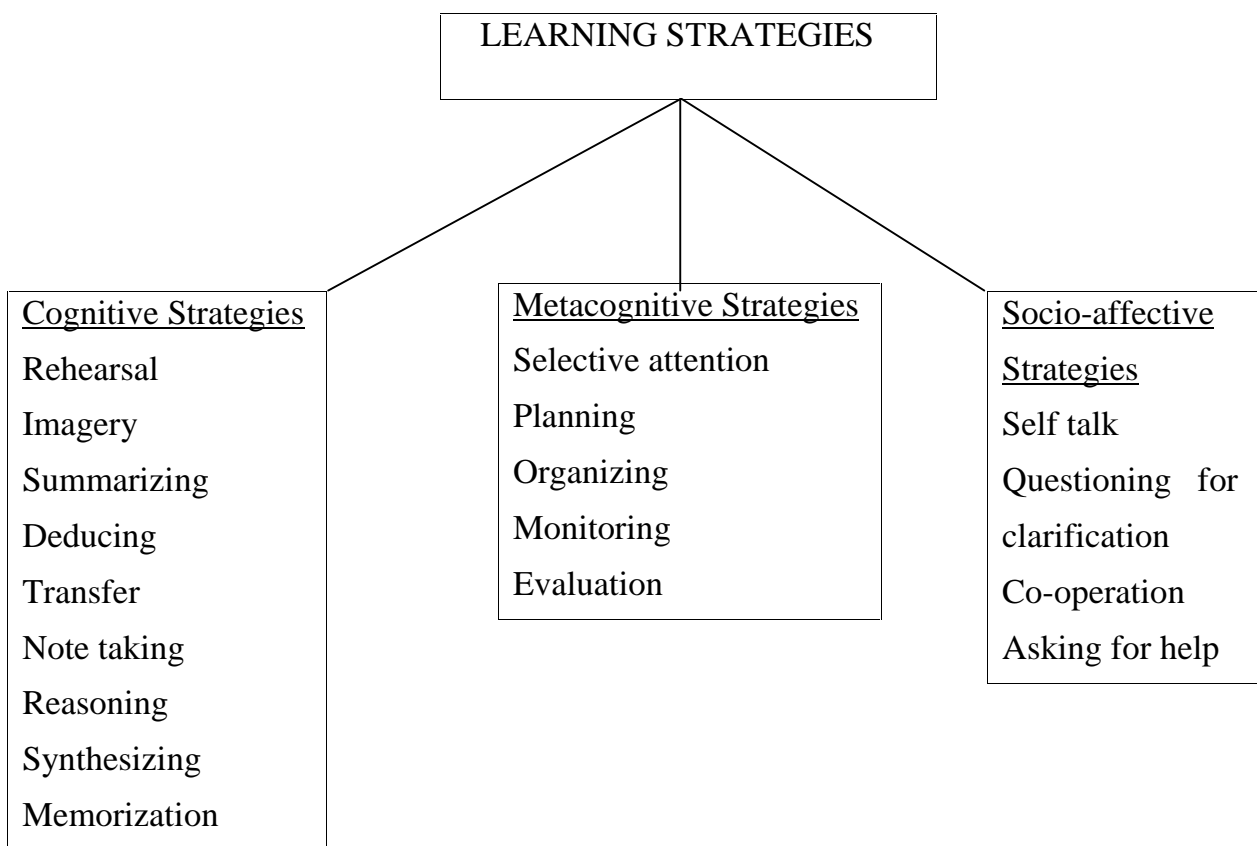
CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

The chapter methodology is an important part of any kind of research. This chapter deals with the methodology the research adopted during this study. The following methodology and procedure was adopted to achieve the set of objectives of this study.

3.1 Design of the Study

Since the methodology and research questions of this study correspond with the survey research, this research study was based on survey design. Generally survey research is conducted in a large number of populations in order to find out public opinions on particular situation. It studies large population by selecting samples from given universe and makes generalizations.

Cohen and Manion (1985, as given in Nunan 1992 p. 140) write:

> The descriptive method in educational research and may vary in scope from a large governmental investigation to small scale studies carried out by a researcher. The purpose of the survey research is generally to obtain the snap shot of condition, attitudes and events at a single time.

From the definition given above, we can say that survey research is a research type which is carried out by the researcher by finding out population/universe, and sample is selected from that universe. The sample must be the representative of the population. From the samples the researcher makes generalizations to the whole population. Then a research tool is used to collect the data from that sample to take their opinions on any issues or events at a single time. Finally the data collected from the respondents is analyzed and interpreted and result is found out.

According to Nunan (1992, p. 141) these eight steps procedure is adopted for survey research as; Defining objectives, Identifying target population, Literature review, Determining sample, Identifying survey instruments, Designing survey procedure, Identifying analytical procedure and Determining reporting procedure.

The discussion above entails that survey is one of the important research methods used in educational investigation. It is mainly carried out to find out public attitudes, opinions and specified behavior on certain issues, phenomena, events or situations. The finding of survey is generalized to whole group. For this reason, I have chosen this design in this study.

3.2 Population, Sample and Sampling Strategy

The population of the present study was all the Doteli learners of English of the secondary level studying in government aided schools. The sample consisted of 40 students from four schools; ten students from each school who use Doteli as their mother tongue. I used non random purposive sampling to select schools and simple random sampling procedure to select students.

3.3 Study Area/ Fields

According to the purpose of the study, this study was carried out in Doti district. This means four government aided schools of Doti district were the areas of this study and field of it was concerned with learning strategies.

3.4 Data Collection Tools and Techniques

Questionnaire for the students were the major tools of data collection. The close ended questions for the students were administered collectively. The students were asked to tick the one of the given option for an item. In addition to the data collected from these questionnaires, the secondary sources of data were collected from related research works and literature.

3.5 Data Collection Procedure

I followed the following procedure to collect the primary data;

-) At first, I prepared research tools and went to the concerned schools and built rapport with concerned people.

-) Then I requested the school authority for permission to collect the data for the study.

-) After that I built the rapport with students and told them purpose of my study and samples were taken from the students.

-) I distributed the questionnaire to them and instructed them in order to administer them.

-) Then I collected the questionnaire from the students and lastly, all the respondents and school authority were given thanks for their kind cooperation.

3.6 Data Analysis and Interpretation

I interpreted and analyzed the data using simple statistical tools as frequency and percentage table. The data were interpreted analytically and descriptively.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter deals with the analysis and interpretation of the data collected in unit three. The detailed interpretation and analysis of data and summary of findings have been discussed and presented below:

4.1 Analysis of Data and Interpretation of the Results

Altogether 29 questions were asked to find out what strategies do the Doteli learners of English use to learn English language at secondary level. The set of questionnaire was divided into three types of the strategies; namely cognitive strategies, metacognitive strategies and socio-affective strategies. The presentation, analysis and interpretation of the questionnaire have been given below in three different headings:

4.1.1 Analysis and Interpretation of Responses on Cognitive Strategies:

Under this section I asked eleven questions to find out the use of cognitive strategies. All the questions under this sub-heading were with four alternatives. The analysis and interpretation of the data collected on cognitive strategies is presented in Table 1 as:

Table: 1

Responses on Cognitive Strategies

S. N.	Strategies	Rating scale							
		Always		Sometimes		Occasionally		Never	
		Freq	Per.	Freq	Per.	Freq	Per.	Freq	Per.
1	Consulting dictionary.	6	15	18	45	10	25	6	15
2	Remembering new words with clear image.	8	20	22	55	4	10	6	15
3	Guessing the meaning from the context.	8	20	16	40	14	35	2	5
4	Memorizing difficult words.	10	25	12	30	13	32.5	5	12.5
5	Translating difficult words in mother tongue.	10	25	12	30	12	30	6	15
6	Consulting guide and guess paper for understanding.	7	17.5	17	42.5	12	30	4	10
7	Reading the text several times till understanding.	16	40	14	35	6	15	4	10
8	Remembering the grammatical rules in speech.	13	32.5	13	32.5	12	30	2	5
9	Discussion about the difficult portion of the text with friends	2	5	17	42.5	15	37.5	6	15
10	Note down the main points of the lesson.	7	17.5	23	57.5	8	20	2	5
11	Memorizing the grammatical rules.	14	35	15	37.5	7	17.5	4	10
	Total	101	23	179	40.7	113	25.6	47	10.7

To analyze the Table 1, average number of the students, i.e. 45% sometimes used dictionary for developing their vocabulary power and 55% of the total students sometimes remembered the words with clear image. These strategies are commonly used by students.

The third item was related to guessing the meaning of difficult words from context. To respond this item, 40% students sometimes guessed the meaning from context. For the fourth item majority of the student sometimes and occasionally memorized the meaning of difficult words. These are the common strategies used by students.

In part of translation in their mother tongue 25% of the students always used these strategies. Similarly 42.5% of total students sometimes consulted guide and guess paper for understanding the text. These strategies are also commonly used strategies as there are no column of the table has the majority.

Regarding the seventh item, many students 40% read the text several times until they understanding where 35% students did so sometimes. To respond the eighth item, majority of the students always and sometimes remembered the grammatical rules before they used in their speech. These are the strategies commonly used by students.

The ninth question was related to discussing the difficult portion of the text with friends in leisure time. Very little percentage, i.e. 5% always used this strategy. This shows this has been used in lower range. The tenth item in Table 1 majority of students that is 57.5% of total respondents noted the main points of the lesson during of teacher. And the final item under the Table 1 was memorizing the grammatical rules. To respond this question, majority of the students memorized the grammatical rules.

To analyze all the eleven items given in the Table 1 related to cognitive strategies adopted by students, they used these sorts of strategies in common. Neither all the students always used these strategies nor never in a majority. Instead, in a greater number they sometimes or occasionally used these strategies. Among forty respondents, 23% always used these strategies and in a majority of cases 40.7% they sometimes used these where 25.6% used occasionally and 10.7% never used these strategies. In short we can say that students used cognitive strategies commonly.

4.1.2 Analysis and Interpretation of Responses on Metacognitive Strategies used by Students

Metacognitive strategies are related to how learners manage the learning process. Under this sub-heading twelve questions were asked. The item wise description of the data obtained from the responses taken through the questionnaire for the students are presented as follows:

Table: 2

Responses on Metacognitive Strategies

S.N.	Strategies	Rating scale							
		Always		Sometimes		Occasionally		Never	
		Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
1	Reading the biography of the authors and background of the text.	4	10	15	37.5	14	35	7	17.5
2	Listening to recorded speech by native speakers.	4	10	12	30	9	22.5	15	37.5
3	Listening songs and watch movies.	3	7.5	9	22.5	7	17.5	21	52.5
4	Focus on main point while reading	7	17.5	15	37.5	15	37.5	3	7.5
5	Reading stories and Essays	12	30	16	40	10	25	2	5
6	Reading magazines and newspaper	2	5	5	12.5	14	35	19	47.5
7	Listening to English songs and watch movies.	21	52.5	9	22.5	10	25	0	0
8	Focusing on the main points of the text while reading.	3	7.5	8	20	20	50	9	22.5
9	Reading English stories and essays.	33	82.5	4	10	3	7.5	0	0
10	Reading English magazines and newspapers.	6	15	17	42.5	12	30	5	12.5
11	Copying notes given by teachers.	14	35	17	42.5	7	17.5	2	5
12	Recording speech and listen to several times.	3	7.5	8	20	10	25	19	47.5
	Total	112	23.3	135	28.2	131	27.3	102	21.3

To respond the first item in Table 2, of the total students 37.5% sometimes read the biography of writer of the back ground of the text to understand that with clear understanding and very few that is, 10% always used this and. And 17.5% never used this strategy. This reveals that this is also a common strategy used by average number of students because majority of the students used this occasionally or sometimes. Regarding the second item large number of students, i.e. 37.5% never used the recorded materials by native speakers of English and only a few that is10% of total students always used this strategy. This reveals that students are rarely using this strategy.

To respond third related to metaconitive strategy that majority of the students, 52.5% never listened to the English songs and watched English movies and only 7.5% always used this. This reveals that due to many factors related to this Doteli students have not a regular access to this strategy for developing the language skills. The fourth item was focusing on main points of lesson during class. In response to this item 37.5% of the respondents sometimes and occasionally used this strategy. This shows this is commonly used strategy by students.

The fifth item was to find out whether the students whether they read English stories and essays to developing language skill. According to the response of the students to this item, majority of the students used this strategy always and sometimes. It shows that this is common strategy for the students. In response to the sixth item reading English magazines and newspapers, majority of the students, i.e. 47.5% never used this strategy, where 35% used this occasionally and 5% of the total students always used this strategy. It reveals that majority of the students are not using such strategy or they are beyond the access of English magazine and newspaper.

According to the response from the students on seventh item of Meta cognitive strategies that was reading the notes given by teachers, majority, i.e. 52.5% of total students always used this strategy to develop their language development.

This claims that this is frequently used strategy. Regarding the eighth item under metacognitive strategy, majority of the students 50% occasionally listened to the news on radio and TV, where 22.5% never did so; this shows that students rarely used this strategy.

Regarding the ninth item under metacognitive strategy majority, i.e. 82.5% of the students did their homework regularly. This shows that students used this strategy in a greater extent its positive thing for developing their learning. To analyze the response on the tenth item, this gives the mix responses that majority of the students sometimes and occasionally prepared notes and compared with their friends. This is also common strategy used by the students.

Regarding the eleventh item under this majority of the students always and sometimes copied the notes by teachers. This is frequently used strategy by students. The final item under the metacognitive strategies majority of the students, i.e. 47.5% never recorded their speech and listened that in several times and 25% used this occasionally used. It says that students rarely used this strategy.

By analyzing all these twelve items in Table 2 it can be said that students used all these strategies in common. No strategies was adopted hundred percent or in zero percent. Mix responses were found to wards using these all strategies. Data says 28.2% students sometimes used these strategies, where 27.3% occasionally, 23.3% always and 21.3% students never used these strategies. Thus these are also commonly used strategies by students.

4.1.3 Analysis and Interpretation of Responses on Socio-affective Strategies

Socio affective strategies are related to the interaction with others in the way of learning. The analyses of the responses given by students on socio-affective strategies are presented as follows:

Table: 3

Responses on Socio-affective Strategies

S. N.	Strategies	Rating Scale							
		Always		Sometimes		Occasionally		Never	
		Freq	per	Freq	Per	Freq	Per	Freq	Per
1	Asking the teacher for the explanation of the difficult words.	10	25	14	35	10	25	6	15
2	Listening to the text from the teacher's class.	22	45	9	22.5	7	17.5	2	5
3	3 Participation in the classroom discussion.	14	35	13	32.5	12	30	1	2.5
4	Talking in English outside the class as well as school boundary with English speakers.	4	10	8	20	12	30	16	40
5	Participation in many programs on speech competition organized by the school.	5	12.5	13	32.5	13	32.5	9	22.5
6	Participation in written competitions conducted by the teacher in the class.	6	15	17	42.5	15	37.5	2	5
	Total	61	25.4	74	30.8	69	28.7	36	15

To analyze the data under socio-affective strategies used by students from Table 3, altogether six questions were asked and mixed type of responses were found. Majority of the students always engaged in classroom discussions and in similar way many students listened to the teachers' class regularly. These are the strategies more frequently used by students under Table 3.

Likewise, Students sometimes asked their teacher for the explanation of difficult word meanings. They sometimes participated in speech and writing

competitions organized by the schools or by the teachers in the classrooms. Students rarely talked in English in schools or outside the school boundary with English speakers. In a greater number, they are using this strategy occasionally or they never used this strategy.

To measure the use of socio-affective strategies from Table 3, the data say that 30.8% students sometimes used these strategies where 28.7% occasionally, 25.4% always used these strategies and 15% never used these strategies. From the point wise analysis of all the items, we can conclude that socio-affective strategies are also used by Doteli learners of English as common learning strategies

4.2 Summary of Findings

On the basis of analysis, presentation and interpretation of the data obtained, the following findings have been drawn:

In order to find out the learning strategies adopted by the learners, this research study has been carried out. To achieve the goal researcher collected and analyzed the data. Students used common strategies that are available to them is. They used all three types of strategies classified in the research. Students used mainly, imagery, note taking, memorization, deducing, under cognitive strategies. Under metacognitive strategies they used selective attention, planning, evaluation mainly. Under socio-affective strategies they used questioning for clarification.

Almost all the strategies student used in a lower or greater extent in course of learning English. They used all three types of strategies, i.e. cognitive, metacognitive and socio-affective. Among them cognitive strategies were used in a greater extent in comparison to metacognitive and socio-affective strategies.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

As it needs a deliberate effort, a continuous process and it occurs in an artificial situation, it's a difficult process in comparison to the first language. To be a successful learner, one has to adopt a number of strategies to learn a second language. So this study is entitled 'Learning Strategies Adopted by Secondary Level Doteli Learners of English' to find out the learning strategies employed by Doteli learners English of studying in secondary level with reference to cognitive, meta cognitive and socio-affective strategies.

To achieve this goal I selected forty students from different four government aided schools from Doti as the sample. A set of questionnaire with close ended questions was used to collect data. From the analysis and interpretation of collected data, it was found that to a lesser or greater extent students used all kinds of strategies to learn English language. Mainly they used cognitive strategies.

5.2 Recommendations

On the basis of the above conclusions, the following recommendations have been suggested for different levels, i.e. policy level, practice level and for further research related.

5.2.1 Policy Level

The recommendations for policy level are as follows:

ﾉ As found from the data analysis that students use several strategies though they are not sufficient. To be more competent students should use the strategies as per their level standards needs. To help them adopt appropriate strategies teachers should be well aware about this fact. For

this, Ministry of education should form the appropriate policies to train the teachers and manage the appropriate materials for students related to strategies.

5.2.2 Practice Level

Following are the recommendations for the practice level

⟩ Students are not frequently using many strategies like listening English songs watch movies or news on radio or TV which really boost up their language skills. So students should be motivated to use such strategies. They should be made well aware about the importance of using such strategies.

⟩ Students found rarely using these strategies like magazines newspapers, recorded speech by native speakers of English to support the English language. To some extent this has been affected as there are not well facilitated libraries in schools equipped with such materials. Libraries should be made more facilitated and in the access of students.

⟩ In this research students found less interested in many language programs conducted by teachers or schools. To increase their participation, schools should conduct various co-curricular activities and students should be inspired, encouraged and motivated to participate in those programs.

⟩ The schools should call a frequent visit by guardians for making them aware about the environment to be created in the home for better development of learning language.

5.2.3 Further Research Related

⟩ This study can be the source with some importance as secondary source for other researches.

) This study is limited to forty students of class ten from different government aided schools of Doti districts. Thus, it can't be claimed that the findings of this study are applicable to all places, levels and environments students. So, researches in this field of strategies can be conducted at different levels, i.e. primary, lower secondary or higher level and other language communities such as Maithili and Tamang.

) Since this study is limited to quantitative type, qualitative study can be carried out to find out more in this field.

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Appendix-I

<u>Questionnaire for the students</u>

Dear informants,

This questionnaire is a part of my study "Learning Strategies Adopted by Secondary Level Doteli learners of English", a survey research study under the supervision of Mrs. Madhu Neupane, Lecturer of Department of English Education, T. U. Kirtipur Kathmandu. The aim of this questionnaire is to collect information for finding out the learning strategies adopted by Doteli learners of English. I eagerly wait for your kind cooperation and want to assure you that your details and responses will not be used other than the proposed research work.

<div align="right">

Researcher

Dilli Raj Paneru

TU, Kirtipur, Kathmandu

</div>

School's Name: Class:

Student's Name: Roll No.:

Please tick ( ) the appropriate options for you from the given options.

   1) I consult dictionary for difficult words.

  Always   Sometimes   Occasionally   Never

2) I remember new words with clear image.

  Always   Sometimes   Occasionally   Never

3) I guess the meaning from the context.

  Always   Sometimes   Occasionally   Never

4) I memorize the meaning of the difficult words.

Always   Sometimes   Occasionally   Never

5) I translate difficult words in my own mother tongue.

Always   Sometimes   Occasionally   Never

6) I consult guide and guess paper for understanding the text.

Always   Sometimes   Occasionally   Never

7) I read the text several times till I understand.

Always   Sometimes   Occasionally   Never

8) I read the biography of the authors and the background of the text.

Always   Sometimes   Occasionally   Never

9) I discuss about the difficult portion of the text with the friends in leisure time.

Always   Sometimes   Occasionally   Never

10) I memorize the grammatical rules.

Always   Sometimes   Occasionally   Never

11) I listen to the text from the teacher's class.

Always   Sometimes   Occasionally   Never

12) I listen to the recorded speech by the native speakers.

Always   Sometimes   Occasionally   Never

13) I remember the grammatical rules before using them in my speech.

Always   Sometimes   Occasionally   Never

14) I ask teacher for the explanation of difficult words.

Always   Sometimes   Occasionally   Never

15) I listen to English songs and watch movies.

  Always   Sometimes   Occasionally   Never

16) I focus on the main points of the text while reading.

  Always   Sometimes   Occasionally   Never

17) I participate in the classroom discussion.

  Always   Sometimes   Occasionally   Never

18) I record my speech and listen that many times.

  Always   Sometimes   Occasionally   Never

19) I talk in English outside the class as well as the school boundary with

English speakers.

  Always   Sometimes   Occasionally   Never

20) I participate in programs on speech competition organized by school.

  Always   Sometimes   Occasionally   Never

21) I listen to the English news on radio and TV.

  Always   Sometimes   Occasionally   Never

22) I read English magazines and newspapers.

  Always   Sometimes   Occasionally   Never

23) I read English stories, essays.

  Always   Sometimes   Occasionally   Never

24) I read the notes given by the teachers.

  Always   Sometimes   Occasionally   Never

25) I do my homework regularly.

  Always   Sometimes   Occasionally   Never

26) I note down the main points of the lesson during class.

Always　　　　　　Sometimes　　　　　　Occasionally　　　　　　Never

27) I prepare notes and compare them with friends.

Always　　　　　　Sometimes　　　　　　Occasionally　　　　　　Never

28) I copy the notes given by the teachers.

Always　　　　　　Sometimes　　　　　　Occasionally　　　　　　Never

29) I participate in writing competitions conducted by the teacher in the class.

Always　　　　　　Sometimes　　　　　　Occasionally　　　　　　Never

Thank You, for your kind cooperation.

Appendix- II

Cognitive strategies

I read the text several times until I understand.

I remember the grammatical rules before using them in my speech.

I remember new words with clear images.

I consult dictionary for difficult words.

I guess the meaning from the context.

I memorize difficult meaning of the words.

I translate difficult words in my own mother tongue.

I consult guide and guess paper for understanding the text.

I memorize the grammatical rules.

I note down the main points of the lesson during the class.

I discuss about the difficult portion of the text with my friends in leisure time.

Metacognitive Strategies

I read the biography of the authors and background of the text.

I listen to recorded speech by native speakers.

I listen to English songs and watch movies.

I focus on the main points of the text while reading.

I read English stories and essays.

I read English magazines and newspapers.

I read the notes given by teachers.

I listen to the English news on radio and television.

I do homework regularly.

I prepare notes and compare them with friends'.

I copy notes given by teachers.

I record own speech and listen to that recording several times.

Socio-affective Strategies

I ask the teacher for the explanation of the difficult words.

I listen to the text from the teacher's class.

I participate in the classroom discussion.

I talk in English outside the class as well as school boundary with English

speakers.

I participate in many programs on speech competition organized by the school.

I participate in written competitions conducted by the teacher in the class.

The Respondents from four schools of Doti districts:

1. Shree Sita Ram Higher Secondary School Uchchakot Doti:

Sarita B.K

Kalpana Kumari Khatri

Sailendra Dhami

Rabina Kumari Pant

Jaya Bahadur Khadka

Dilli Raj Awasthi

Santosh Balayar

Lok Raj Bhatta

Srijana Shah

Parbati Kumari Bhatta

2. Shree Ganesh Secondary School Jainoly Doti

Khaga Raj Paneru

Lok Raj Roshyara

Hema Awasthi

Sita Kumari Dhami

Bisnu KumariAwasthi

Nirmala Kumari Bhatta

Krishna Bhatta

Janaki Bhatta

Khaga Raj Bhatta

Rosni Balayar

3. Sreee Radha Krishna Higher Secondary School Gopghat Doti:

Janak Balayar

Sarada Bhul

Krishna Balayar

Kiran Pariyar

Prabin Kumar Tamrakar

Nabin Bahadur Surana

Min Bahadur Ayer

Kamal BahadurSingh

Pushpa Bohara

Ramesh Bhatta

4. Shree Siddheshwar Higher Secondary School Banedungrisain Doti:

Rupesh Balayar

Kedar Joshi

Dharma Bahadur Saud

Rupa Rokaya

Tej Bahadur Sarki

Pooja Bhatta

Hikmat Bahadur Dhami

Kanti Balayar

Durga Balayar

Tilak Nath