

CHAPTER ONE

INTRODUCTION

This study was carried out on 'Learning of English as a Foreign Language in Nepalese Classroom Context'. This chapter consists of general background, learning of English as a foreign language, status of the English language in Nepalese Education System, significance of English language. Similarly, it presents English language learning in Nepal, the strategies of English language learning, review of related literature, objectives of the study, significance of the study.

1.1 General Background

English as an international language plays pivotal role in global context. It is an inseparable part of the present day world since it is a principal language for global communication and a gateway to the world body of knowledge today English has occupied the most of the top position in every sector like academics, medias, administrations, literature, international communication, information technology, human rights, business, government and non-government organizations and so on. In the past year, English was viewed as the ocean of the literature perspective but today it is not only confined within but it has infinite horizon of value in various sectors. The same view is clearly expressed by Awasthi et al. (2009, p. iii) as "English is a widely used medium of communication for different purposes not only the vehicle of writing or reading British or American literature." (as cited in Ghimire, 2011, p. 1). Due to the high value of English language, a large mass has been attracted towards it and it is considered as a first career.

Language is species specific and species uniform possession of human beings. It is the most advanced and powerful means of human communication. It is the greatest accomplishment of human civilization. It is a means by which we can perform several things- communication, thinking, group solidarity, interlinguistic conflict, nation building, control, creation and so on. We cannot think of any social, academic and artistic activities going on without language. The vast knowledge in different fields of human activity accumulated and stored by the use of language. It is the universal medium to express human thoughts, feelings, ideas and emotions. Most of the activities of the world are carried out through language such as transmitting human civilization, literature, political and diplomatic activities and human achievements. In this regards (Jespersen, 1994, p. 49) says:

Language is not an end in itself, just as little as railway tracks, it is a way of connection between souls, a means of communication Language is the most complete, the richest, the best means of communication it bridges the physical chasm between individuals.....

In the present age of globalization, the knowledge known, found, gained discovered and verified needs to be accessible to every person living in any corner of the world. So, it is essential for an individual to get mastery over any language to survive in the society.

What is communicated through language is the message. Communicators are used two or more than two languages for communication all the time between or among people. Realizing the significance of the English language, it is taught and learnt as a foreign language in Nepal.

Nowadays it has been included in the curriculum of Nepalese Education System (NES) from grade one to the University level as a compulsory subject. In order to catch the above mentioned opportunities a large mass is attracted towards the English language and there is a flow of students in schools and colleges. As a result, the number of students in the schools and colleges are multiplied every year and the institutions are enrolling students then they can accommodate.

Language comprises four skills i.e. listening, speaking, reading, and writing. Skill means to do something expertly and well. There are two types of language skills: receptive skills; listening and reading and productive skills; speaking and writing. A newly born child acquires his or her mother tongue through listening. On the basis of language learning, a person follows four skills to develop their language for communication among the people. In the sense of learning English as a foreign language we strictly follow the language skills which are given below:

1) Listening skill

According to Howatt and Datin, 1974 as cited in Bastola and Neupane , 2006 , p. 63 say, “Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciations his grammar and his vocabulary and grasping his meaning.”

Listening skill is the least stressed skill even if it is one of the most important and fundamental of the four language Skills in language learning. The reason why this skill is neglected is the feeling among language teachers that listening skill is automatically learned. This feeling may be true in case of learning first language. But students can't learn listening skill themselves in learning second language. Due to this reason

most of Nepalese students who have mastered over English Language can't understand the language spoken by native speaker of English language.

2) Speaking skill

Speaking is primary skill. When we want to express our ideas, opinions and desires to establish social relationship. When we are trying to teach our learner to speaking skill, we have to make them able to communicate what they desire to express. Most of the speaking activities are based on listening. Speaking is equated with communicative competence itself. Speaking like writing is productive skill. Let us not be under the impression that a student good at listening and understanding will also be good at speaking. There is no need to teach grammatical rules at the cost of speaking skill because it is not sure that even after learning all grammatical rules by heart learners could be able to speak in the language.

In the words of Bastola and Neupane, 2006 , p. 76 say "A discriminating ear doesn't always produce a fluent tongue. There has to be trying in productive skills of speech as well. In order to develop the speaking ability of the learner at school, a step by step training required. Though listening and speaking go together, it is the later which makes the learner more active in the learning process. Therefore, it is necessary to provide maximum opportunity to the pupils to speak the language. As a matter of the effectiveness of a language lesson is sometimes judge by the ratio of the Pupil Speaking Time (PST) to the Teacher Speaking Time (TST) in a lesson period. The greater the PST the lesson is effective."

In similar way,(Harmer,2001,p. 10) says "Speech is the spontaneous and natural way of communication . Because through speaking, we express

our emotions, opinions, desires, etc. It is productive skill. "Speaking involves language production and therefore, is often referred to as productive skill. On the other hand it is primary and inevitable skill."

3) Reading skill

When we see reading from the point of view of natural order, it is third and receptive skill. It is sometimes taken as passive skill but actually it is not true in the sense that the reader must have both mental and physical process if he wants to make comprehensive reading. Longman Dictionary of Applied Linguistics defines reading as "perceiving a written text in order to understand its content. This can be done silently (silent reading) the understanding that results is called reading comprehensive - saying a written text aloud (oral reading). This can be done with or without understanding of the contents." From the above mentioned definition we came to know that it is necessary to have silent reading if we want to understand the text we have read.

Reading can also be defined in other way. It is the combination of visual and non-deciphering print, or it is understanding interpreting or making sense of a given text; reading without understanding is only barking at prints but not reading. As with the other areas of language use, reading with direct comprehension and with fluency is a skill which are taught in progressive stages and practiced regularly and carefully graded materials. By reading the students acquire language in natural way. The aim of reading is to help the students develop good reading strategies. The purpose of reading depends on the need of the reader. In some cases, the students read for full understanding, at other time for details. Reading is totally purposeful and the teacher has to arouse interest and provide the purpose.

4) Writing skill

Writing is productive and last skill of language in natural order. While writing, we use graphic symbols that are letters or combination of letters, which relate to the sounds, we make when we speak. It is said that writing is the act of forming the symbols i.e. making marks on a flat surface of some kind. But it can't be confined only within the production of graphic symbols. The symbols, in writing have to be arranged on the basis of certain conventions of form words and words have to be arranged to form sentences. In order to get controlled over the skill of language, it is necessary to teach the students writing at two levels i.e. as a mechanical level and as an intellectual activity. In its simplest form, writing can be the act of putting down in conventional graphic form something, which has been spoken. In its specific form, writing is the expression to the ideas in a consecutive way, according to the graphic convention of language.

Byrne (1982, p. 113) says “ The symbols have to be arranged ,according to certain form words convention to form a sentence.” Similarly, Rivers (1972, p. 241) says “writing uses not only linguistic resources but also makes use of graphological devices at the same time. Further, writing is a process and involves several elements. The writer follows a systematic approach and thinks about the content, audience, purpose, grammar, lexis, and control and overall organization of the text. At the same time, she\he also thinks and uses some graphological devices punctuation, spelling, and rhetorical devices.”

1.1.1 Learning of English Language as a Foreign Language

A foreign language is a language indigenous to another country. It is also a language not spoken in the native country of the person referred to, i.e. an English speaker living in Nepal can we say that Nepali language is a foreign language to him or her?

Some children learn more than one language from birth or from a very age; they are bilingual or multilingual. These children can be said to have two, three or more mother tongues: neither language is foreign to that child, even if one language is a foreign language for the vast majority of people in the child's birth country. For example, from a Tamang language speaker child speaks by birth Tamang language as a mother tongue, after that he/she learns other languages such as Nepali language, Hindi language and English language respectively. In that case, can we say that to Tamang language speakers, others languages are foreign language for them? In this regards (Closkey et. al., 2006, p. 74) says:

Foreign language learning is the part of a whole cognitive and affective learning experience which is one of the learning tools, another opportunity to further enhance children's cognitive and affective development.

Foreign language learning is much more meaningful and productive. It is carried out with an interdisciplinary perspective and a content theme or topic based approach.

Foreign language is much more significant for children if it is carried out through motivating and entertaining activities, such as storytelling, songs, drama and mime.

Foreign language learning is a part of language education because it is based on communication and language awareness. It is also aimed at multicultural and intercultural comprehension and understanding. It is a powerful tool to overcome racial prejudices and barriers. It primarily focuses on the development of aural and oral skills through an approach that is facilitated by establishing meaningful connections with other subjects. It is enhanced through self-assessment procedures and by the use of multimodal and multisensory approaches.

According to the Longman Dictionary of Applied Linguistics, a language which is taught as a school subject but which is not used as a medium of instruction in schools nor as a language of communication within the country (e.g. government, business, industry), English is used primarily for international communication. Ringbom (1987, p. 44) has drawn the distinction between the second and foreign language. According to him, there are important contexts that distinguish between them which have a considerable effect on the learners. In a second language acquisition context, the language is spoken in the immediate environment of the learner, which has a good opportunity to use the language for participation in natural communication situations. Second language acquisition may or may not be supplemented by classroom teaching. In a foreign language situation, on the other hand, the language is not spoken in the immediate environment of the learner, although mass media may provide opportunities for practicing the receptive skills. There is little or no opportunity for the learner to use the language in natural communication situations." Ringbom (1987, as cited in Awasthi, 1979 p. 26)

In this context, Ringbom's distinction perfectly suits the Nepali situation in the use of English and as it certainly falls under the foreign language category.

1.1.2 Status of the English Language in Nepalese Education System

Nepal is a country of linguistic mosaic. National census report of the 2001 has noted down 92 different indigenous and vernacular languages in Nepal. Despite its small size, Nepal accommodates amazing cultural and linguistic diversity. There are more than 90 languages spoken as mother tongue and English has got the status of foreign language. It is hard to find out a particular speech community as such that uses English for day to day communication. The status of English language in Education sector is given high priority. Since the importance of English language in Nepal has assumed greater importance in view of the country. The educated mass of the present day Nepal consists of people with two types of schooling background with Nepali and English mediums and three types of schools at each level of school education, viz. government aided(public schools),community schools, private schools. The product of English medium schools feel more comfortable in using English for personal development and communication to modern scientific inventories such as email and internet due to their English language competency. They are expected to get better jobs with handsome salary and search for a new life in the world. Among them, all children are not equally capable of achieving the opportunity among them. Difference emerges due to the different facilities they get and socio-economic background they come from. There are different problems of Nepalese children. Pant and Nepal (2003,p. 296) state them as:

Children issues were not of the greater importance to Nepalese government till 1980s, children as development concern was only included for the first time in the seventh plan 1985, p.90. Nepalese children are facing various

difficulties due to social beliefs, persistence of poverty, gender discrimination and illiteracy relation to their development.....Due to the persistence poverty children's labor forms part of the family support for their subsistence.

According to 2001 census report, about 29% of children in the age group 10-14 are economically active and among them about 62% are engaged in agriculture related activities. Gender discrimination among children can be seen glaringly in Nepalese society from the time immemorial. This is true for more ethnic group in Nepal. This discrimination causes girls doubly disadvantaged as family difficulties arising from economic hardship and problems related such as poverty, disability, homelessness, orphans etc. These all show that the status of English education in the country is not in a harmonious developed way.

Some people think that the English language is taught as a second language in Nepal but the English language is not taught as a second language. English language is taught as a foreign language. The terms second language and foreign language have sometimes been used interchangeably. In fact, these two terms are not same. These terms are similar but not same. Therefore, we need to define these two terms to show the status of English language learning in Nepalese context. If we place the English language according to its chronological order with Nepali language, it holds the position of the status of second language for the Nepali native speakers and that of the third for the non-Nepali speakers because in the case of second language learning it is second in chronological order of their mother tongue. For example, Tamang language, Nepali language and English language etc.

1.1.3 Significance of English Language Learning in Nepal's Education

The English language is taken as an international language and lingua franca in the years. In this regards, (Crystal 1994, p. 360) says:

In the mind of many people, there is no longer an issue. They argue that English has already become a world language, by virtue of the political and economic progress made by English speaking nations in the past 200 ethnic group and is likely to remain so, gradually consolidating its position.....survey of range of use carried by UNESCO and other world organizations reinforce the general statistical impression.

This shows that the English language is flourished in the world as a dominant language due to the development of those countries where English is spoken as a native language. The linguistic development went alongside the physical development and the use of English language is widened all over the world.

Crystal (1997, p. 363) writes supporting this point that, English is used as an official or semi-official language in over 60 countries and has a prominent place in a future 20. It is the main language of books, newspapers, international business, and academic conferences, technology, medicine, airport, diplomacy, sports, internationals competitions, pop music advertising and over two third of the world's scientist write in English. Three quarters of world's mail is written in English. In this way, we find different uses and importance of the English language in the present day era. So, for the use of language in

international discourse is concerned it has covered almost half of the total discourse in use. It has now become such a versatile part of life that the lack of the knowledge of English means the lack of the understanding of the world and world's activities. The English language has never occupied the status of a second language but it has occupied the status of a foreign language. It has been taught and learnt to use in the restricted area. It has remained an inseparable part of Nepalese education system. In this connection, Jha (1989) says:

The purpose of teaching English language in Nepal can be seen as an effort to enable to the students to exchange their ideas and news with those who use English language and at a same time to acquire knowledge, ideas, skills and techniques imparted formally and informally through English language.
(as cited in Bhatta, 2005, p. 76).

The English language is taught to be the medium of communication and English language can be used in business, in tourism, in educational sector, in administration office and diplomacy through which international communication, business and foreign relation can be established with foreign countries. The English language is an important for the acceleration of technical development of the country, since most of the world's books in English language and it is a worldwide international language. In this regard, Malla (1977, as cited in Bhatta, p. 12) says: English language is an undoubtedly of vital importance for accelerating the modernization is an agent of such a process the place of English language in Nepalese education as a foreign language in secure and unassailable.

From an economic point of view, English has become inevitable for tourism and international trade. Therefore, Nepal has to employ English to transact business and deal with matters of commercial concern. The teaching of English language has a global importance and people's attachment with it is very high for having the knowledge of the outside world through modern communication technology. In this regard, Hall (1999, as cited in Bhatta, 2005, p. 65) says:

Globalization has a widely used term within media, business, financial and intellectual circles, reflecting a fairly widespread perception that modern communication technology has shrunk the globe.

In addition to this, "The need for English in Nepal is strong and likely to become stronger, seems more meaningful today." They have said that despite the difficulties of teaching and learning should not be abandoned. Therefore, the continuity of English accompanied by its improvement in its present condition is only option left for the government and people of Nepal. No section of the population wants to be deprived of it, no matter how difficult; it may..... (Davies et al. (1984 p.4, as cited in Bhatta, 2005).

1.1.4 English Language Learning in Nepal

English language entered in the Nepalese education system when English medium school called Durbar High School had established in 1983. The introduction of ELT in Nepalese education started only in 1971 with implementation of National Education system plan (NESP). Thus English language has been taught and learnt as the major foreign language for a century now, more as the result of practice than planning.

Nowadays, English language is introduced to the students at grade one as opposed to the previous of doing so from grade four. Crystal (1997, p. 246) claims, "the reasons for choosing a particular language as the favored foreign language include historical tradition, political expediency and the desire for commercial, cultural and technological contact" applied to the context of Nepal. English language is not taught in school only but also graduate/Bachelor level in government and private or boarding schools, Colleges and Universities in Nepal.

Moreover, English language teaching should be based on real language in real life situation. The cultural and societal aspects cannot be ignored in the teaching of any foreign language.

1.1.5 The Strategies of English Language Learning

Language learning strategies are specific actions, behaviors, tactics or techniques used in learning a language. They are specific tasks that we make on a given problem. All language learners use language learning strategies in learning process. Since the factors like age, gender, personality, motivation, self concept, life experience, learning style, excitement, anxiety etc. affect the way in which language learners use the same good learning strategies or should be trained in using and developing the same strategies to become successful learners. Learning strategies are actions or activities employed by learner directed towards more effective and more transferable to a new situation. O'Malley and Chamot (1990, as cited in Griffiths, 2004, p. 5) define language strategies as the special thoughts of behavior that individual use to help them, comprehend, learn or retain new information. For example, asking students to guess the meaning of a new word from context rather than just looking it up in the dictionary is a popular cognitive strategy.

Some efforts have been made to define language learning style and learning strategy in their own style. Many writers seem to use style, learning behaviors, techniques to give similar sense. Thus, I have used these term synonymously, however strategy is the term which is used for the technique of the language learning. Different scholars have defined learning strategies in different ways.

Wenden and Rubin (1987, p. 19) define learning strategies as "... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information."

Richards et al. (1990 p. 208) defines learning strategy as "a way in which a learner attempts to work out the meaning and use of words, grammatical rules and other aspects of language". Similarly, O'Malley et al. (1985, pp. 557-584) say "language learning strategies are operations or steps used by learners that will facilitate the storage retrieval or use of information."

In a similar, Oxford (1999, as cited in Gass and Selinker p. 439) refers to learning strategies as "specific actions, behaviors steps or techniques that students use to improve their own progress in developing skills in a second or foreign language".

Thus, learning strategies are particular actions or activities employed by learners to make their learning easier, faster, more enjoyable, more directed more effective and more transferable to new situation. It is an extremely powerful learning tool.

What commonly found is that, some language learners are more successful than others but also those good language learners sometimes do different things than proper language learners. This is all due to what

is commonly called learning strategies in foreign language learning. Generally learning strategies refer to the techniques or deliberate learning successful and enjoyable. Learning strategies are procedures undertaken by the learner in order to make their own language learning as effective. Cohen (1998, p.4) defines language learning strategies as those processes which are consciously selected by learners and which may result in action to enhance the learning or use of a second or foreign language through the storage, retention, recall and application of information about that language.

According to Mayar (1988, as cited in Clouston , 1997, p. 122), "learning strategies are behaviors of learners that the intended to influence how the learner process information."

Similarly, Brown (1993, p. 104) defines strategies as "specific methods of approaching a problem or task, mode of operation for achieving a particular end, planned designs for controlling and manipulating certain information."

According to Rubin and Wenden (1987, pp. 23-27) "language strategies are strategies contribute to development of the language system, which the learner constructs and affects learning directly. As, O'Malley and Chamot (1990, as cited in Griffiths, 2004, p. 5) put, "Strategies are the tools for active, self directed involvement needed for developing L₂ communication ability." For Skehan (1989, p. 73), "Learning strategies are the choices that the learners make and the possibility the efficiency with which the learners' capacities and use can be change." This definition highlights the importance of learning strategies for effective learning. Strategies in foreign language learning are the 'layers of Onion.' For this students are to be encouraged to use a variety of learning styles

such as applying prior knowledge, scanning for specific information in graphs, charts, getting meaning from the context etc.

According to Gass and Selinker (2008, p. 440), learning strategies clearly involve internal mental action, but they may also involve physical actions as well. Thus, learning strategies are particular action employed by learners to make their learning faster, easier and more effective. These do not imply overall plans, but rather methods using which one can comprehend and remember the language while she/he is learning it. 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' attempts to find the easiest way to do what is required, that is, using language learning strategy is inescapable. Research has repeatedly shown that the conscious, tailored use of such strategy is related to language achievement and proficiency.

1.1.5.1 Importance of Learning Strategies

Oxford (1990,p.1) puts it, "language learning strategies are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence." According to this definition, language learning strategies develop communicative competence, which is the overall goal of teaching or learning language.

To develop student's communicative competence learning strategies are important because the use of learning strategies help students to become better language learners. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. Language learning strategies while non observable or unconsciously used in some cases, give language teachers

valuable clues about how their students assess the situation plan, select appropriate skills so as to understand learn or remember new input presented in the language classroom.

Thus, language learning strategies are very much important for language learners. Being specific actions, behaviors tactics or techniques, learning strategies facilitate the learning of the target language of language learners.

Learning strategies help both teachers and students in language class. They can adopt some strategies to become successful learner and learn language easily. Thus, language learning strategies are important for all language learners.

1.1.5.2 Characteristics of English Language Learning Strategies

The terminology is not always uniform. Some writers use the term "learner strategies" (O'Malley and Chamot) and still others "language learning strategies (Oxford, 1990 or 1996). However, there are a number of basic characteristics in generally accepted view of language learning strategies (LLS) ". They are as follows:

- i. Language learner strategies (LLS) are learner generated; they are steps taken by language learners.
- ii. LLS enhance language learning and help to develop language competence, as reflected in the learners' skills in listening, speaking, reading or writing the Foreign Language.
- iii. LLS may be visible behaviors, steps, techniques etc or unseen thoughts and mental process.

- iv. LLS involve information and memory (vocabulary, knowledge, grammar rules etc.)

1.1.5.3 Types of Language Learning Strategies

Different scholars have classified learning strategies into different types. Rubin (1987, p. 19) has identified two kinds of learning strategies and three sub-types of each. They are as follows:

1) Direct Language Learning Strategies

The direct strategy is beneficial to the students because they help to store and recover information. This strategy helps learners to produce language even when there is gap in the knowledge. They also help to understand and use the new language.

i. Memory Strategy

Memory is based on simple principles like laying things out in order, making association and reviewing. These principles are vocabulary learning. The words and phrases can be associated with visual images that can be stored and retrieved for communication. Many learners make use of visual images, but some find it easy to connect words and phrases with sounds, motion or touch.

The use of memory strategy is most frequently applied in the beginning process of the learning. As the learners advance to higher level of proficiency memory strategy is mentioned very little. It is not that use ceases, but the awareness of its use becomes less.

Here is an example to apply memory strategy by making association. If learner wants to remember the name Solange of a French person, it could be associated by saying Solanges face are so long.

ii. Cognitive Strategy

This is perhaps the most popular strategy with language learners. The target language is manipulated or transformed by repeating, analyzing or summarizing. The four steps in this group are practicing, receiving and sending messages analyzing and reasoning and creating structure for input and output practicing is the most important in this group which can be achieved by repeating, working with sounds and writing and using patterns. The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning. It is not necessary to check every word. The adult learners commonly use analyzing and reasoning strategies. They are used to understand the meaning and expression of the target language. They are also used to make new expression.

Here is an example of a learner who practices with sounds of words that have letter 'ough'. The words through, though and trough contains ough but sound different. To understand them better the learner may make own phonetic spelling. Thoo, thow, tuff and troff.

iii. Compensation Strategy

The strategy which is used to overcome the gaps in knowledge of the language is called compensation strategy for comprehension of the target language when they have insufficient knowledge of the target language. The strategy make up for the deficiency in the grammar and vocabulary. When learner doesn't know new words and expressions. They guess the meaning learner brings own life experience to interpret data by guessing.

Compensation strategy is also used in production when grammatical knowledge is incomplete. When the learner does not know the

subjunctive (meaning dictionary) form of verb a different form may be used to convey the message.

Here is an example of guessing based on partial knowledge of the target language. When a learner recognizes the words shovel, grass, mower and lawn in a conversation, it could be understood that it is about gardening.

2) Indirect Language Learning Strategy

The indirect language learning strategy works together with the direct strategy. They help learner to regulate the learning process. The strategy supports and manages language learning without direct engagement and therefore called indirect strategy.

i. Metacognitive Strategy

Meta cognitive strategy goes beyond the cognitive mechanism and gives learners to coordinate their learning. This helps them to plan language learning in an efficient way. When new vocabulary rules and writing system confuse the learner this strategy become vital to learn language.

Three sets of strategy belong to this group and they are; centering your learning, arranging and planning your learning and evaluating your learning. The aim of centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills. Arranging and planning learning help learners to benefit from their energy and effort. Evaluating learning helps learners with problems like monitoring errors and evaluation of progress. Research has found that compared to cognitive strategies. Meta cognitive strategy is used less consistently by the learners.

Here is an example of arranging and planning learning. For a learner who wants to listen to the news in the target language can plan the task by first determining what topics might be covered in the program. Most of the news programs have segments of politics and economics. The learner can look up the words related to the topics before listening to the news. This would better prepare the learner.

ii. Affective Strategy

The affective factors like emotion, attitude, motivation and values influence learning is an important way. Three sets of strategy are included in this group;

- lowering your anxiety
- encouraging yourself
- taking your emotional temperature
- good language learners control their attitudes and emotional about learning and understand that negative feeling retard learning.

Teachers can help generating positive feeling in class by giving students more responsibility, increasing the amount of natural communication and teaching affective strategies.

Anxiety would be both helpful and harmful. It is felt that a certain amount of anxiety is helpful for learners because it help them obtain their optimum level of performance. Too much anxiety has the opposite effect where it hinders language learning. Anxiety often takes from a worry, frustration, insecurity, fear and self doubt. A common high anxiety

creating situation for learners to perform before the peers and teachers when they are not well prepared.

Here is an example of how learners try to lower the anxiety. Some listen to their favorite music for minutes before practicing the target language.

iii. Social Strategy

Social strategy is very important in learning a language because language is used in communication and communication occurs between people.

Three sets of strategies are included in this group.

- asking questions
- cooperation with others
- empathizing with others

Among three asking question is most helpful and comes closest to understand the meaning. It also helps in conversation by generating responses from the partner and shows interest and involvement.

Cooperation with others eliminates competition and in its place brings group spirit. Studies show the cooperative learning in higher self esteem, increased confidence and rapid achievement learners do not naturally apply cooperative strategy because of strong emphasis put on competition by educational in situation. Sometimes completion brings a strong wish to perform better than others, but it often results in anxiety and fear in failure. It is important to help learner change their attitudes from confrontation and competition to cooperation.

Empathy is very important in communication. Empathy means put oneself in someone else situation to understand that person's point of view. Learners can use social strategies to develop cultural understanding

and become aware of thoughts and feelings daily telephone conversation with friend in the target language is an example of to practice listening and speaking skills.

According to Woodward (1996), Projects 'weave more variety into lessons for the benefit of students' and gradually of teachers because teachers' efficiency is linked to students' achievement and students with a positive attitude towards what they do, usually learn better. In addition, 'in performing the performers {have} the benefit of some kind of learning - not necessarily linguistic' (Dendrinos, 1992 p. 138) - Moreover, stern (1983, p. 367) claims that 'young children respond more readily and intuitively to language acquisition in social and communicative situations.

1.2 Review of Related Literature

Learning strategy has been widely accepted by both teachers and researchers as one of the keys that influence the rate and success of second/foreign language learning. Researchers at several universities in the world have carried out research work on learning strategies studying successful and unsuccessful language learners.

Rubin (1975) concluded that successful language learners had a strong desire to communicate and they were willing to guess when unsure and were not afraid of being or appearing foolish. This does not mean that they didn't care about correctness, however good language learners also paid attention to form and meaning in their language. In addition, good language learners practice and monitor their own language and their language of those around them. Some of Rubin's findings have been by other more new researchers. Rubin (1975) noted that strong desire to communicate is a characteristic of a good language learner.

Similarly, Fillmore (1982), who reporting on "Research into Individual Differences in the University of California, paid special attention to the social strategies employed by good language learners." She reported that the good language learners spend more time in socializing with the English strategic classmate.

Another research was conducted by O'Malley and others (1985 as cited in Skehan 1989, p. 86) on "Effectiveness of Language Learning Strategy Instruction." It was an experimental research. A group of 75 ESL students were randomly assigned to one of the three groups. The first group was provided with strategy training in meta-cognitive, cognitive and socio-affective strategies, the second group was in cognitive and socio-affective strategies and third one was control group i.e. no special instruction in language learning strategies. They conducted research on listening, speaking and vocabulary acquisition skills. Among other findings, it was discovered that for vocabulary, the control group actually scored slightly higher than the treatment groups. O'Malley explains this unexpected finding as being due to the persistence of familiar strategies among certain students and who continued to use rote respective strategies and were unwilling to adopt the strategies presented in training, especially when they knew that they would be tested within only a few minutes.

A similar study which found out "The Effects of the Teaching of Cognitive and Meta-cognitive Strategies on Reading Comprehension in Classroom" was conducted by Tang and Moore (1992, as cited in Griffiths, 2004, p. 16). They concluded that, while cognitive strategy instruction (title: discussion, pre-teaching vocabulary) improve comprehension treatment. Meta-cognitive strategy instruction on the other hand, involving teaching of self monitoring strategies, appeared to a lead improvements in comprehension ability which was maintained

beyond the end of treatment. This findings accords with that of O'Mally et al. (1985), who discovered the higher level students are more able than lower level students to exercise meta-cognitive control over their learning. Beside these studies, some of the studies are also done in our countries.

In the Department of English Education of T.U., there are a few research conducted on English language learning strategies that learners adopt while learning foreign language.

Devkota (2003) carried out a research on "Learning Strategies: An Attitudinal Study." His purpose was to find out the techniques or strategies employed to learn language. He used questionnaire to collect data from students and structured interview to collect information from the teachers. He found that one of the causes of student failure is due to the lack of writing practice. Moreover after overall analysis, he found that studying texts in English was geared toward examination.

In similar way, Rein (2006) conducted a research on "Learning Strategies used by Maithili; learner of English at Secondary, Level." His study was centered on how Maithili learners of English learn English as their third language. He used questionnaire structured interview and class observation as the tools for study. He found that the learners used very few techniques to learn English language. He concluded that teachers and learners do not use communicate strategies in classroom.

In the same way, Bista (2008) carried out a research on "Reading Strategies Employed by the Ninth graders."The purpose of her study was to find out reading strategies used by the government aided school's students. She used test items and interview schedule as research tools. She found out that all students used guessing strategy; ask questions to

themselves while reading, read determining the important points and made notes for the exam.

Chaudhary (2009) carried out a research on "Learning Strategies used by toppers." She aimed to find out the learning strategies used by class toppers of higher education to learn the English. She found out that metacognitive strategies were used by the class toppers higher education to a greater extent. She concluded that the class toppers have a strong desire to communicate and are willing to guess meaning when they are not sure.

Poudel (2010) carried out a research on "Learning Strategies Adopted by the Grade Ten Students." He aimed to find out the learning strategies adopted by the tenth grade students and to prepare their examination. He used a set of checklist and questionnaires as tools for data collection. He found out that students come to school with preparation, the teachers mainly recommended textbooks and practice books.

Although some researchers have been conducted on the area of learning strategies no research study on learning strategies used by foreign language learner who are studying at grade five. Thus, the present study aimed to identify the learning strategies used by foreign language learner of class five. For this I carried out survey research and used questionnaire as the tool for data collection.

1.3 Objectives of the study

The objectives of the study were as follows:

- To analyze the techniques of learning English as a foreign language.

- To suggest some pedagogic implications.

1.4 Significance of the Study

The study will be significant to the students who are learning a second or foreign language. It will help the teachers to suggest their students to use the effective language learning strategies. The study will be significant to those learners who are interested in learning of English. It is also useful for parents, curriculum designers, trainers, text book writer, ELT practioners & researchers.

CHAPTER TWO

METHODOLOGY

I adopted the following methodology to fulfill the objectives of the study.

2.1 Sources of Data

I used both the primary and the secondary sources of data as follows.

2.1.1 Primary Sources of Data

The primary sources of data were the learners of primary level's students of government school of the Kathmandu district.

2.1.2 Secondary Sources of Data

I consulted different books, journals, articles, theses, and visited google websites to collect more information for the supporting/facilitation of the study. Some of them were Ellis (1985), Wender and Rubin (1987), Skehan (1989), Oxford (1990), Brown (1993), Clouston (1997), Gass and Selinker (2008).

2.2 Population of the Study

The students of Grade five of Kathmandu District was the population for this study.

2.3 Sampling Procedure

First of all, I purposely sampled one primary level Government aided school of Kathmandu District. Then, 20 students from grade five were randomly selected from Janapath Secondary school. The sampled students were given the close-ended questionnaire and asked to respond them.

2.4 Tools for Data Collection

I used one set of close-ended questionnaire as a tool in order to gather required information for indentifying their learning strategies.

2.5 Process of Data Collection

I followed the following steps to collect data from the primary sources.

- After preparing research tools I visited Janapath Secondary School at Kalanki of Kathmandu district and build rapport with Head Teacher and other concerned people and I explained the purpose of my study.
- After his permission to carryout action, I informed to the students about my study.
- I responded about my purpose and terms of the questionnaire. Then I selected randomly 20 students from grade Five and I motivated the students by asking their introduction.
- Then, according to my study's tool I told them objectives of my research. Then I distributed the questionnaire and explained them what they were supposed to do.
- After completing questionnaire by each students from class five I expressed thanks them (students) for helping.
- And, then at last I expressed my gratitude to the Head Teacher and other concerned people of school.

2.6 Limitations of the Study

-) The study was limited to the learning of English as a foreign language in primary level.

-) The study was limited one government school of Kathmandu district.
-) The population of study were 20 students of grade Five.
-) The study was limited to the learning strategies used by primary level's language learners.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with analysis and interpretation of the collected data. The data for this study was collected by using one set of questionnaire. Questionnaire for the students included closed ended questions. Being based on those data, analysis and interpretation is divided into seven categories of strategies viz:

- to be familiar with new words,
- to learn grammatical items,
- to comprehend the texts,
- to develop listening skill,
- to develop speaking skill,
- to develop reading skill and
- to develop writing skill
- Metacognitive strategies
- Cognitive strategies
- Socio Affective strategies

I mainly used simple statistic like percentage and table to analyze and interpret the collected data.

3.1 Identification of the Learning Strategies Used by the Students

The students studying in the grade five in government aided school was my study population. I collected data from them. The students employed many strategies while learning English as a foreign language. Different schools may have followed different models of learning strategies. That the students use and those models are more or less similar to each other. Here I followed the model given by O'Malley and Chamot (1985) in which learning strategies have been divided into three types. Based on that model, the identification of the learning strategies used by the students has been defined through analysis of the collected data. The data has been analyzed and interpreted under the following two main headings.

3.1.1 Analysis of the Data Obtained from the Questionnaire for the Students

For this study there were altogether 20 sample students from government aided school of Kathmandu district who were studying in grade 5 in Janapath Secondary School at Kalanki. Altogether 39 questions were asked to the sampled students. The learning strategies that the students of grade 5 used while learning English language have been identified being based on the response collected through the questionnaire distributed to them. The interpretation has been done under seven separate categories.

3.1.1.1 The Strategies Used to be Familiar with New Words

There were 9 items in the questionnaire to find out the strategies that the students used to be familiar with new words. From the careful observation of the responses given by the students, the following table shows frequencies and their percentage of the strategies used by students.

Table No. 1
The Strategies Used to be Familiar with New Words

Strategies	Rating Scale					
	Always		Sometimes		Never	
	Frequency	(%)	Frequency	(%)	Frequency	(%)
Translation	9	45	7	35	4	20
Consulting dictionary	6	30	8	40	6	30
Asking meaning with teacher	5	25	8	40	7	35
Using reference materials	6	30	6	30	8	40
Consulting literary words	3	15	6	30	11	55
Guessing meaning in context	6	30	9	45	5	25
Reading newspapers	0	0	4	20	16	80
Asking friends	8	40	10	50	2	10
Using words in writing	6	30	9	45	5	25

The first item in the questionnaire included the strategy of translating new words in the students' mother tongue. The above mentioned table shows that 45% of the total students always used this strategy, 35% of them sometimes used this strategy and 20% of them never used this strategy. It shows the fact that majority of the students always used this strategy.

The second item in the questionnaire was about noting down the difficult words immediately and consulting dictionary. As indicated in the above table 30% of the students always used this strategy, 40% of them

sometimes used this strategy and 30% of them never used this strategy. It proves that majority of the students sometimes adopted this strategy.

The third item in the questionnaire consisted of the strategy of asking meaning with teacher. The majority 40% of the students sometimes noted down the words and asked teacher the meaning of difficult words. Thirty-five percent of them never used this strategy and only twenty five percent of them used always this strategy. It shows that the majority of the students used this strategy sometimes.

The next item in the questionnaire inquired whether the students used reference materials to get the meaning of new words. While responding to it, majority 40% of the students said that they never adopted this strategy. Thirty percent of them mentioned that they adopted sometimes strategy and 30% of them adopted always it. Similarly as mentioned in the above table 30% of the students sometimes noted down the literary words and consulted the literary dictionary, 15% of them always adopted this strategy and 55% of them never used this strategy.

The sixth item in the questionnaire consisted of the strategy of guessing meaning in context. The responses towards the strategy of guessing the meaning of new words with the help of given context showed that majority of the students, i.e. 45% sometimes employed this strategy. Thirty percent of them always and 25% of the students never used this strategy. As can be observed in the next item, the majority (i.e. 80%) total students never read the newspapers to learn new word. Twenty percent of them sometimes read newspapers and magazines and no one of (0%) the students always used this strategy.

The Eighth item in the questionnaire was about asking the meaning of new words to their friends. The majority of the students (i.e. 50%)

sometimes asked to their friends. 40% of them always did this and only 10% of the students never used this strategy.

The final item in the questionnaire consisted of using words in writing and make their own formula. In this strategy, it was noticed that 45% of the students sometimes used this strategy. Thirty percent of them always did such kind of activities and 25% of them never used this strategy.

From the above mentioned interpretation it can be concluded that majority of the students always noted down the translating new words in their mother tongue and asking the meaning of new words to their friends. In the same way, majority of the students sometimes translated the words into their mother tongue and used reference materials to get meaning of words. Likewise, they never read newspapers and magazines to learn new words. They sometimes memorized words, used in writing activities and guessed the meaning of new words with the help of the given text.

3.1.1.2 The Strategies Used to Learn Grammatical Items

There were four items in the questionnaire to find out the strategies that the students used to learn grammatical items. The following table shows the overall analysis and interpretation of the responses regarding the strategies of the learning grammatical item.

Table No. 2

The Strategies Used to Learn Grammatical Items

Strategies	Rating Scale					
	Always		Sometimes		Never	
	Frequency	(%)	Frequency	(%)	Frequency	(%)
Memorization	11	55	7	35	2	10
Generalization	8	40	12	60	0	0
Translation	7	35	9	45	4	20
English language using in communication	2	10	6	30	12	60

The first question presented in the above table was designed to investigate whether the students memorized the grammatical rules in order to learn grammar. Out of the total students, 55% of them agreed that they always memorized grammatical rules, 35% of them sometimes adopted this strategy and very few students, i.e. 10% of them did not use this strategy. It proves that the strategy of memorizing grammatical rules was popular among the students.

The second item in the questionnaire consisted of strategy of generalizing grammatical rules from the content. Out of 20 students, the majority (60%) of the students responded that they sometimes used this strategy to learn grammar. Regarding the next items the strategy of translating grammatical items into their mother tongue, the majority of the students, (i.e. 45%) mentioned that they sometimes translated grammatical items into their mother tongue. On the other hand, 35% of them always and 20% of them never used this strategy.

The last item in the above table asked how often the students used the grammatical items when communicating with others. The table shows that 30% of the total students sometimes used this strategy where as 10%

of them always used this strategy and rest of them (i.e. 60%) never used this strategy.

According to the above data, it can be said that students memorized grammatical rules to a greater extent. They didn't generalize grammatical rule from context and translate them into their mother tongue very often.

3.1.1.3 The Strategies Used to Comprehend the Texts

Altogether four items were included in the questionnaire to elicit the responses about the strategies used by the students to comprehend the texts. The following table shows the frequencies and percentages of the strategies used by students.

Table No. 3
The Strategies Used to Comprehend the Texts

Strategies	Rating Scale					
	Always		Sometimes		Never	
	Frequency	(%)	Frequency	(%)	Frequency	(%)
Asking for summary	8	40	12	60	0	0
Consulting guides	3	15	7	35	10	50
Collecting previous summary	6	30	9	45	5	25
Reading more for understanding	12	60	8	40	0	0

Among the four items included in the above table, the first item was the strategy of asking to the teacher to write the summary of the text and learning by heart. The table shows that majority (60%) of the students adopted this strategy sometimes. whereas 40% of them always adopted

this strategy. It proves that most of the students sometimes used these strategies.

Regarding the next items, consulting guides to read the summary of the text, the majority of the students i.e. 35% of the students mentioned that they sometimes consulted the guides. On the other hand, 15% of the students always and 50% of them never did this.

The third item in the table inquired whether the students collected the summary given in the previous years and compare it to understand quickly. According to the above data, more than 40% of the total students (i.e. 45%) sometimes used this strategy, 25% of them never used this strategy and only 30% of the always used this strategy. It shows that they did not have habit to collect summary given in the previous years and compare it to understand quickly.

The last item in the questionnaire was about reading text the several times for understanding. The above table shows the majority (i.e. 60%) of the students always read the texts several times for understanding. 40% of them sometimes adopted this strategy. It shows the fact that reading more for understanding is popular among them.

From the above discussion, it can be concluded that, in order to comprehend the English texts. The students were more interested in reading texts more for understanding and they sometimes asked the teacher to write summary of the texts. Minority of the students consulted guides to read texts.

3.1.1.4 The Strategies Used to Develop Listening Skill

Altogether nine items were incorporated in the questionnaire to find out the strategies that the students employed to develop listening skill. The

following table shows the overall analysis and interpretation of the responses regarding the strategies of developing listening skill.

Table No. 4
The Strategies Used to Develop Listening Skill

Strategies	Rating Scale					
	Always		Sometimes		Never	
	Frequency	(%)	Frequency	(%)	Frequency	(%)
Imitating teacher	10	50	9	45	1	5
Speaking with native speaker	0	0	2	10	18	90
Listening BBC world service	0	0	3	15	17	85
Listening native speech	0	0	5	25	15	75
Watching English movies	3	15	6	30	11	55
Listening English Songs	0	0	1	5	19	95
Speaking with teacher	5	25	15	75	0	0
Speaking with friends	2	10	5	25	13	65
Recording own speech and listen it	4	20	10	50	6	30

The first item in the above table included the strategy of doing listening practice with teacher's imitation. The data given in the table shows that majority of the student (i.e. 50%) always used this strategy, 45% of them used this strategy and very few, 5% of them never used this strategy. In respond to the second item in the questionnaire, speaking with native speakers of English, the majority of the students (i.e. 90%) never used this strategy to develop listening skill. On the other hand 10 percent of them sometimes used this strategy. The data obtained reveals that majority of the students never speak with native speaker of English. It proved that they didn't have access to meet them.

Regarding the third item, the table says that more than 80% (i.e. 85%) of the total students never listened BBC world service; 15% of them sometimes and no one of them always listened BBC world service. In the same way, it was found that 25% of the total students sometimes listened native speech with the help of recorded materials. On the other hand, 75% of them never used this strategy. Regarding the next item, the table says that 30% of the students responded that they sometimes watched English movies and listened English songs, whereas 15% of them always used this strategy and 55% of them never used this strategy.

The next item was designed to investigate whether the students spoke in English with their friends and teachers. The data shows that 25% of the students always used this strategy and 75% of them sometimes used this strategy. In the same way, 10% of the total students always spoke in English with their friends, where as 25% of them sometimes used this strategy and 65% of them never spoken in English with their friends.

As indicated in the table, 20% of the total students always recorded their own speech and listened it time and again. Whereas 50% of the students

sometimes adopted this strategy and 30% of them said that they never adopted this strategy.

The above data shows that majority of the students sometimes used all the above mentioned strategies. From it was clear that they did not do listening practice very often.

3.1.1.5 The Strategies Used to Develop Speaking Skill

There were four items in the questionnaire incorporated to find out the strategies that the students used to develop speaking skill. The following table shows the frequencies and percentages of the strategies used by the students.

Table No. 5
The Strategies Used to Develop Speaking Skill

Strategies	Rating Scale					
	Always		Sometimes		Never	
	Frequency	(%)	Frequency	(%)	Frequency	(%)
Participation in speech or debate contest	3	15	6	30	11	55
Interacting with teachers in English	1	5	17	85	2	10
Participation in classroom discussion	5	25	9	45	6	30
Singing English songs and telling English stories	0	0	12	60	8	40

Regarding the first item in the questionnaire, strategy of taking part in speech or debate contest conducted inside or outside the school. Only

15% of the students were found to use this strategy always. 30% of them sometimes and 55% of them never used this strategy. It proves that students were not participated in such type of programme in English language.

In order to find out students' interaction with the teacher, the item no. two was asked to the students to get their responses. As can be seen from the above table, all students except i.e. 85% of them said that they sometimes speak in English with their teachers. It reveals the fact most of the time students interacted with teachers in their native language. The next item included in the questionnaire inquired whether the students participated in classroom discussion in order to develop speaking skill. According to data, majority (45%) of the students sometimes employed this strategy. On the other hand, 25% of them responded that they always employed and 30% of them never employed this strategy. This information may direct us that the students participated in classroom discussion occasionally. Similarly, as presented in the last item, majority (60%) of the students sometimes did activities such as playing, singing, telling stories in English. 40% of them never used this strategy where as no none always used this strategy. It proves that they did not seem to pay much attention in such kind of extra activities handling in English language.

So, in order to develop speaking skills, the majority of the students occasionally participated in speech or debate contest conducted inside or outside the school. And there were nobody two paid attention to do different activities in English language. It can be also found that majority of the students sometimes interacted with their teachers in English but they used their own language while communicating with their fellow. Likewise, they occasionally participated in classroom discussion.

3.1.1.6 The Strategies Used to Develop Reading Skill

There were five items included in the questionnaire to inquire about the strategies that the students used to develop reading skill. The following table shows the frequencies and percentages of the strategies used by the students.

Table No. 6
The Strategies Used to Develop Reading Skill

Strategies	Rating Scale					
	Always		Sometimes		Never	
	Frequency	(%)	Frequency	(%)	Frequency	(%)
Understanding with teacher's loud reading & explanation	9	45	7	35	4	20
Reading Silently	10	50	6	30	4	20
Reading Loudly	12	60	6	30	2	10
Reading English Newspapers and magazines	2	10	10	50	8	40
Reading English stories	4	20	9	45	7	35

The first item in the above table consisted of the strategy of understanding the text through teacher's loud reading and explanation. It was found that more than forty (i.e. 45%) of the students always followed this strategy. 35% of them sometimes and only 20% of them never used this strategy. Regarding the next strategy in the questionnaire, the above data shows that 50% of them always read the English text themselves

silently whereas 30% of them sometimes read text silently. In the contract of this majority (60%) of the students occasionally read the text loudly.

The next item incorporated in the questionnaire inquired how often the students read English newspapers and magazines. Majority of the students i.e. 50% responded that they sometimes read English newspapers and magazines. On the other hand 40% of them never and 10% of them always read English newspapers and magazines in order to develop their reading skills. It shows that the students were not highly motivated in such kind of reading activities. The last item in the above table, consisted of the strategy of reading English stories. Majority (45%) of the students said that they sometimes used this strategy whereas 20% of them always and 35% of them never used this strategy. It can be seen that they occasionally told English stories with their fellow.

In this way, for developing reading skill, majority of the students tried to understand texts with teacher's loud reading and explanation and they used to read the text silently whereas majority of them didn't read English newspaper and magazines regularly and they didn't have habit of reading text loudly.

3.1.1.7 The Strategies Used to Develop Writing Skill

There were altogether seven items incorporated in the questionnaire to inquire about the strategies used by the students to develop writing skill. The following table shows the frequencies and percentages of the strategies used by the students.

Table No. 7**The Strategies Used to Develop Writing Skill**

Strategies	Rating Scale					
	Always		Sometimes		Never	
	Freq.	(%)	Freq.	(%)	Freq.	(%)
Copying	12	60	8	40	0	0
Practicing transformation exercise	13	65	5	25	2	10
Doing Homework	14	70	4	20	2	10
Practicing Writing Activities	5	25	15	75	0	0
Preparing own notes	7	35	13	65	0	0
Writing teacher's explanation	8	40	12	60	0	0
Participating in essay competition	3	15	6	30	11	55

The first item in the above table was designed in order to investigate whether the students copied whatever their teachers teach. As shown in the table, majority (60%) of the students were found to adopt always this strategy, whereas 40% of them sometimes adopted this strategy but there was nobody who were not using this strategy. It means most of the students preferred to copy whatever their teachers taught in the school. The second item that the questionnaire consisted of was the strategy of practicing transformation exercises. According to the collected data 25% of the students responded in favor of using sometimes this strategy. On the other hand 65% and 10% of them responded in favour of using this strategy always and never respectively. Similarly with reference to the strategy of doing homework regularly, as indicated above, it was found that majority (70%) of the students regularly did their homework.

The fourth item in the questionnaire was about preferred to practice writing skill by different guided and free writing activities. In respond to this strategy majority (75%) of the students mentioned that they

sometimes practice to write by such kind of activities. The next item in the questionnaire was about noting down the main points during teachers explanation and preparing own notes so that they can read it time and gain. In respond to that strategy 65% of the students said that they sometimes used this strategy, whereas 35% of them always adopted this strategy. Regarding the last item in the table, 30% of the students sometimes took part in essay competition organized by school. 55% of them never took part in such activities and 15% of them were found who always took part in writing essay competition organized by school.

On the basis of the above interpretation I conclude that majority of the students gave priority to doing homework regularly and copying whatever their teacher teaches at school. In the same way, most of the students occasionally took part in different writing activities and sometimes prepare their own note based on the teacher's explanation. So, that they could read it time and again.

3.2 Classification of the Strategies Used by the Students

I have identified the different strategies that the students employed while learning English as a foreign language. In other words, the students employed many strategies while learning the English language. Here, those strategies have been classified based on the model given by O'Malley and Chamot (1985).

3.2.1 Metacognitive Strategies Used by the English Language Learners

The metacognitive strategies that the students used while learning English language have been presented in the following table.

Table No. 8**Metacognitive Strategies Used by the English Language Learners**

Strategies	Rating Scale		
	Always	Sometimes	Never
	(%)	(%)	(%)
Comprehension			
Reading more for understanding	60	40	0
Listening Skill			
Listening BBC world Service	0	15	85
Watching English Movies	15	30	55
Listening English Songs	0	5	95
Average(%)	5	22.50	58.75
Speaking Skill			
Participation in Speech contest	15	30	55
Reading Skill			
Reading loudly	60	30	10
Reading silently	50	30	20
Reading English stories	20	45	35
Reading English Newspapers and Magazines	10	50	40
Average(%)	35	38.75	26.25
Strategies			
Writing Skill			
Doing homework	70	20	10
Participating writing activities	25	75	0
Participating in essay competition	15	30	55
Average(%)	36.67	41.67	21.67

As indicated in the above table, while learning English, metacognitive strategies were used by the students to a greater or lesser extent.

However, majority of the students always used this strategy while comprehending text and developing reading skill and those students sometimes used this strategy while developing listening skills and writing skill whereas, majority of the students didn't adopt this strategy while developing speaking skills.

For the comprehension of the text, most of the students always read more for understanding the texts. To develop listening skill, majority of the students never listened English news and English songs and in order to develop speaking skill they sometimes participated in speech contest. Similarly, most of the students always did their homework and sometimes participated in different writing activities to develop their writing skill. So, it could be said that metacognitive strategies are also popular among the students.

3.2.2 Cognitive Strategies Used by the Students

The following table shows the cognitive strategies used by the students while learning the English language.

Table No. 9
Cognitive Strategies Used by the Students

Strategies	Rating Scale		
	Always (%)	Sometimes (%)	Never (%)
Learning New Vocabulary			
Translation	45	35	20
Consulting dictionary	30	40	30
Using reference materials	30	30	40
Guessing meaning context	30	45	25
Using words in writing	30	45	25
Average (%)	33	39	28
Grammatical Items			
MomORIZATION	55	35	10
Generalization	40	60	0
Translation	35	45	20
Using Eng. lg. while communicating	10	30	60
Average(%)	35	42.5	22.5
Comprehending Text			
Asking for summary	40	60	0
Consulting guides	15	35	50
Collecting previous	30	45	25
Summary	85	140	75
	3	3	3
Average (%)	28.33	46.67	25
Listening Skill			
Imitating teachers	50	45	5
Writing Skills			
Copying	60	40	0
Practice exercise	65	25	10
Preparing own notes	35	65	0
Note down the teachers explanation	40	60	0
Total	200	190	10
Average (%)	50%	47.5%	2.5%

As mentioned in the above table, more or less the cognitive strategies were used by the students while learning the English language. However, the average percentage shows that the students used these strategies in order to develop writing skill very often. Majority (60%) of the students copied whatever their teachers taught at schools and consulted the dictionary to learn new vocabulary items and they showed their interest to practice and prepare their own note based on the teachers explanation likewise majority of the students always memorized the grammatical rules and occasionally guessed meaning of words in context.

This reveals the fact that majority of the students often use cognitive strategies while learning the English language. In other words, most of the students followed the cognitive strategy while learning English. So, it was very popular among them.

3.2.3 Socio Affective Strategies Used by the Students

The socio affective strategies that the students used while learning the English language have been mentioned as below:

Table No. 10**Socio Affective Strategies Used by the Students**

Strategies	Rating Scale		
	Always(%)	Sometimes(%)	Never(%)
Vocabulary			
Asking meaning with teachers	25	40	35
Listening Skill			
Speaking with English native speakers	0	10	90
Listening native speech	0	25	75
Speaking with friends	10	25	65
Speaking with teachers	25	75	0
Recording own speech and listen it	20	50	30
Average (%)	11	57	52
Speaking Skill			
Interacting with teachers in English	5	85	10
Participation in classroom discussion	25	45	30
Doing activities in English	0	60	40
Average (%)	10	63.33	26.67
Reading Skill			
Understanding with teacher's loud reading and explanation	45	35	20

This table shows that 25% of the students always used socio affective strategy, 40% of students used sometimes this strategy and 35% students didn't use this strategy in order to learn new vocabulary item. In the same way, to develop listening skill more than half of the students never used this strategy and only 57% of the students sometimes used this strategy and a few percent of the students (11%) used always listening strategy.

Similarly, to develop speaking skill more than 60% of the students used sometimes socio affective strategy. Only 10% of the students used always this strategy whereas 25% of them never used this strategy.

To develop reading skill, strategy, 45% of the students always used socio affective strategy in order to learn new vocabulary items and develop reading skill. Otherwise, most of the students used this strategy occasionally. They always tried to understand the texts with teacher's loud reading and explanation. In the same way they always noted down the difficult words and asked with the teachers the meaning of those words.

Majority of the students never used socio effective strategy in order to develop listening skill. And there were no students who adopt this strategy to develop writing skill. Form the above percentage of strategies, it could be said that the students occasionally used socio affective strategy while learning the English language.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research on the basis of collected data and interpretation of the data. It also incorporates some recommendation or pedagogical implications on the basis of the findings of the study.

The principle aim of the present study was to analyze the learning strategies used by the grade five students in the public aided school of Kathmandu district. The data were collected from the 20 students.

4.1 Findings

It would be fair to say that to a greater or lesser extent the students used all kinds of language learning strategies i.e. metacognitive, cognitive and socio affective strategies. The following findings have been drawn after completing analysis and interpretation of the data.

4.1.1. To be familiar with new words

-) The students translated the new words in their own language.
-) After that they immediately noted down the difficult words and consulted dictionary.
-) They asked with teachers the meaning of those words.
-) They occasionally used reference materials such as glossaries to get meaning of the new words.

4.1.2 To learn grammatical items

-) The students memorized the grammatical rules.
-) They preferred to use deductive method while learning grammar.

) They often generalized the rules from the context.

) Good learners spend much time in English to improve their lg.

4.1.3 To comprehend the texts

- The students read the text loudly.
- They occasionally asked to their teachers for summary of the texts.
- They often read English stories and poems.

4.1.4 To develop listening skill

- The students often liked to interact with their teachers and their fellow in English language.
- They liked to do listening practice with teacher's imitation.
- They watched English cartoons to improve listening skill.

4.1.5 To develop speaking skill

) The students loved to interact with their fellow in English.

) They liked to participate in classroom discussion.

4.1.6 To develop reading skill

) The students liked the teacher's loud reading and explanation.

) They often read English stories.

4.1.7 To develop writing skill

) The students did their homework regularly.

) They practiced transformation exercise.

4.2 Findings from Classification of Strategies Used by the Students

4.2.1 Metacognitive Strategy

The following are the metacognitive strategies used by the students:

- Listening English Songs
- Listening English news on radio or television.
- Participating in speech contest conducted inside or outside the school.
- Reading the texts loudly and silently themselves.
- Doing their homework regularly
- Participated in different free and guided writing activities organized by school.

4.2.2 Cognitive Strategy

The following are the cognitive strategies used by the students

- Translating the new words in their own language
- Noting down the different words and consulted dictionary
- Using reference materials such as glossaries to get meaning of the words
- Guessing the meaning of new words with the help of given context
- Using words in writing

- Memorizing the grammatical rules
- Generalizing the rules from the context
- Translating the grammatical items into their mother tongue
- Asking with teachers for summary
- Practicing transformation exercises

4.2.3 Socio affective strategy

Following are the socio affective strategies used by the students:

- Noting down the difficult words and asked the teacher the meaning of those words.
- Interacting with their teacher in English
- Speaking with their fellow in English
- Participating in classroom discussion
- Doing activities in English such as playing a game, singing a song, telling a joke and telling stories etc.
- Tried to understand the text with teacher's loud reading and explanation.

After overall analysis, it was found that the students used all types of learning strategies, viz. metacognitive, cognitive and socio affective. However cognitive strategies were used by them to a greater extent. It means cognitive strategy was popular among them.

4.3 Recommendations or Pedagogical Implications

On the basis of the findings obtained from the analysis and interpretation of the collected data, some recommendations for pedagogical implication have been suggested as follows:

- 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.
- Teacher should give group work, pair work to the students.
- The teacher have to motivate their students to initiate classroom discussion on different topics.
- The teacher should provide their students to read English texts several times and understand themselves.
- Teachers need to bring newspapers and magazines in the classroom and encourage students to read them regularly to develop vocabulary power and capacity of comprehending texts.
- The teacher has to use loud reading strategy for students' learning encouragement.
- The teacher can suggest their students to consult dictionaries.
- Students should prepare their own note for the easyness of exam.

- The teachers have to motivate their students to use the English language in class interaction with teacher and their friends.
- Sometimes, the teacher have to take class test and unit test for evaluation.
- The teacher have to conduct speech or debate contest inside or outside the classroom time to time and inspire their students to take part.
- The students should try to listen English news on radio and television.
- Syllabus designers and textbook writers also need to include all the language skills should be equally emphasized.
- The teacher needs to provide sufficient opportunity and conducive environment of practicing accused language by creating different real life situation.
- Most of the students read the text for preparing exam. So they should be suggested to read the text for their knowledge not for exam.
- Students sometimes focus on the teacher's lecture so they should be suggested to focus on not only lecture but also lecture an expression.
- The students should give time in study up-to date.
- The school should organize different guided and free writing programs and encourage their students to participate.

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Questionnaire for the Students

School's Name:

Student's Name:

Class

Dear Informants,

The following statements are related to you. Please circle () the option which you think is appropriate.

While reading text to be familiar with new words

1. I try to translate them in my own language
 - a. Always
 - b. Sometimes
 - c. Never

2. I immediately note down the difficult words and consult dictionary
 - a. Always
 - b. Sometimes
 - c. Never

3. I note down the difficult words and ask my teachers the meaning of those words.
 - a. Always
 - b. Sometimes
 - c. Never

4. I use reference materials such as glossaries to help myself to get the meanings.
 - a. Always
 - b. Sometimes
 - c. Never

5. I consult the dictionary of literary terms when I do not understand the literary terms.
 - a. Always
 - b. Sometimes
 - c. Never

6. I try to understand the meaning with the help of given context.

a. Always b. Sometimes c. Never

7. I read English news papers and magazine.

a. Always b. Sometimes c. Never

8. I try to talk in English with my friends.

a. Always b. Sometimes c. Never

9. I have a habit of writing using the words that I learn

a. Always b. Sometimes . Never

To learn grammatical items

1. I memorize the grammatical rules

a. Always b. Sometimes c. Never

2. I generalize the rules from the context.

a. Always b. Sometimes c. Never

3. I translate grammatical items into my mother tongue.

a. Always b. Sometimes c. Never

4. I use grammatical items while communicating with others.

a. Always b. Sometimes c. Never

To comprehend the text

1. I ask my teacher to write the summary of the text.
 - a. Always
 - b. Sometimes
 - c. Never
- 2.. I read the text several times until I can understand.
 - a. Always
 - b. Sometimes
 - c. Never

To develop listening skill

1. I like to listen radio program in English.
 - a. Always
 - b. Sometimes
 - c. Never
2. Whenever I get chance I try to speak with native speakers in English.
 - a. Always
 - b. Sometimes
 - c. Never
3. I listen to the BBC world service.
 - a. Always
 - b. Sometimes
 - c. Never
4. I listen native speech with the help of recorded materials.
 - a. Always
 - b. Sometimes
 - c. Never
5. I watch English movies.
 - a. Always
 - b. Sometimes
 - c. Never
6. I listen to English songs.
 - a. Always
 - b. Sometimes
 - c. Never

7. I speak English with my friends.
- a. Always b. Sometimes c. Never
8. I speak English with my teachers.
- a. Always b. Sometimes c. Never
9. I record my own speech and listen it.
- a. Always b. Sometimes c. Never

To develop speaking skill

1. I take part in speech or debate contest conducted inside and outside the school.
- a. Always b. Sometimes c. Never
2. I interact with teachers in English.
- a. Always b. Sometimes c. Never
3. I like to participate in classroom discussion.
- a. Always b. Sometimes c. Never
4. I sing English songs and tell English stories.
- a. Always b. Sometimes c. Never

To develop reading skill

1. I like to read English stories book .
- a. Always b. Sometimes c. Never

2. I like to read the text silently.
 - a. Always
 - b. Sometimes
 - c. Never
3. I read the text myself loudly.
 - a. Always
 - b. Sometimes
 - c. Never
4. Besides my textbooks, I read English newspapers and magazines.
 - a. Always
 - b. Sometimes
 - c. Never

6. To develop writing skill

1. I copy whatever my teacher teaches
 - a. Always
 - b. Sometimes
 - c. Never
2. I Practise transformation exercise.
 - a. Always
 - b. Sometimes
 - c. Never
3. I like to do my homework.
 - a. Always
 - b. Sometimes
 - c. Never
4. I prefer to write different guided and free compositions.
 - a. Always
 - b. Sometimes
 - c. Never
5. I note down the main points during teacher's explanation.
 - a. Always
 - b. Sometimes
 - c. Never
6. I can write whatever my teacher says in school.
 - a. Always
 - b. Sometimes
 - c. Never

7. I take part in essay competition organized by the school

a. Always

b. Sometimes

c. Never

Thank you for your kind co-operation.

(2) Questionnaire for the students

What is your name?

Which class do you read in?

How many students are there in your class?

At what time do you come to the school?

How many hours do you stay in the school?

How many subjects are taught in a day in your school?

Which subject do you like most?

Which language do you know to speak?

Which language do you speak at home?

Which language do your parents speak at home?

Which language do your parents speak with other people?

What do your parents do?

How did you learn to speak that language?

Which language do you speak with your friends in the school?

Who are your intimate friends?

How do you feel when you speak English language with your friends?

Which medium of instruction do your teachers use while teaching the English language?

Do you easily understand the taught matter if teacher uses English language?

If you don't understand what do you do?

What difficulty do you face if you are taught through English medium?

Does your language affect your second language learning?

Do you like to play a game in computer?

Which teacher do you like best?

Can you explain in three sentences about your school?

How many brothers/sisters do you have?

Which T.V. programme is your best?

Can you tell me about 'COW'.

Questionnaire for Teachers

This study aims to find out learning strategies adopted by students. The following questions as to express opinions about different aspects of the learning strategies your answers will help me to identify the different strategies learner use to learn English language. We would appreciate an honest opinion. Be assured that your responses will be completely anonymous.

Name of Teacher:

Date:

Name of School:

1. How do you teach your students to learn English language better?

.....

2. What methods do you use while teaching?

.....

3. Which method do you think is useful in learning a foreign language? Explain in brief.

.....

4. How do you prefer your students to learn English?

.....

5. What learning methods are most preferred by your students?

.....

6. How do you help your poor students to learn the language?

.....

7. What changes do you see in your students?

.....

8. Do you think learning of new strategies facilitates learned knowledge in learning a new knowledge? How?

.....

Thank You!

Shyam Maya Lama
M.Ed. 2nd Year
T.U. Kirtipur, Kathmandu

APPENDIX 1

Dear Students/informants

This questionnaire has been prepared to draw information for the research work entitled 'Learning of English as a Foreign Language.' In this set of questionnaire, my aim will be collect information about 'how to learn English language as a foreign language in Nepalese classroom context by the primary level's students.

I eagerly wait for your kind cooperation.

Sincerely Yours,

Shyam Maya Lama

Date:

M.Ed. 2nd Year

T.U., Kirtipur

Questionnaire for the government school of primary level's students

Name:

Class:

Roll No.:

School's name:

Age:

Sex:

Mother tongue:

Address:

Observation: Check List

School's Name:

Date:

Teacher's Name:

Time:

No. of students:

S.N.	Classroom Activities	Good	V.Good	Average	Poor
1.	Teacher-student interaction				
2.	Asking the questions				
3.	Answering the questions				
4.	Motivation techniques				
5.	Students activeness				
6.	Teacher speech in English				
7.	Students use of Nepali				
8.	Teacher use of Nepali				
9.	Active in group work				
10.	Feedback to the students				
11.	Use of appropriate methodology				
12.	Use of appropriate materials				
13.	The style of presentation				

14.	Standard of the language use				
15.	Behaviour to the students				
16.	Lesson related to curriculum				
17.	Attraction of the students' attention				
18.	Student centered learning				
19.	Classroom management				
20.	Teacher activeness				

Techniques

S.N.	Particulars	Frequently	Rarely	Always	Never	Sometimes
I	Direct language learning strategies					
1	Cognitive learning strategies - Clarification - Guessing - Deductive reasoning - Practice - Memorization - Mentoring					
2	Memory Strategies - Creating mental linkages - Applying images and sounds - Employed action					
3	Compensation strategy - Guessing intelligently - Overcoming limitations in speaking & writing					
II.	Indirect Language Learning Strategies					
4	Metacognitive Strategies - Self management - Self monitoring - Self evaluation - Delayed production					

5	<p>Affective Strategies</p> <ul style="list-style-type: none"> - Lowering your anxiety - Encouraging yourself - Taking your emotional temperature 					
6	<p>Social strategy</p> <ul style="list-style-type: none"> - Asking questions - Cooperating with others - Empathizing 					