

USE OF META-COGNITIVE STRATEGIES IN LEARNING GRAMMAR: An Experiment

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

Submitted by
Yamuna Neupane

Faculty of Education
Saptagandaki Multiple Campus, Bharatpur
Chitwan, Nepal
2013

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Yamuna Neupane** has prepared the thesis entitled **Use of Meta-cognitive Strategies in Learning Grammar: An Experiment** under my guidance and supervision.

I recommend the thesis for acceptance.

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DECLARATION

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

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Yamuna Neupane

DEDICATION

Dedicated to
My Parents, Teachers and Well Wishers

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ABSTRACT

The present study entitled '**Use of Meta-Cognitive Strategies In Learning Grammar: An Experiment**' is an attempt to find out the effectiveness of meta-cognitive strategies in learning grammar in general and question tag in particular. It is an experimental study. The researcher tried her best to use the individual learning strategies. For that, she trained the learners, especially for the experimental group to use their cognitive power while learning. The primary sources of data were the grade eight students of Purkot Land Star Boarding School in Tanahun. They were divided into experimental and control groups. The researcher administered pre-test and post-test; data was gathered. It is concluded that the implementation of meta-cognitive strategies in learning grammar is relatively more effective and successful than the usual way of teaching.

This thesis has been organized into four chapters. The first chapter deals with introduction review of the related literature, objectives of the study and significance of the study. In this chapter, the researcher has explained her background knowledge of selecting the topic. She thought herself that her pervious way of teaching was rather teacher centered. The research wanted to train the learners to use their cogitative power while learning. For that, she selected the meta-cognitive strategy (one of the learning strategies) which gives the chance to think earlier before dealing with the task. The Second chapter deals with methodology. It includes sources of data (primary and secondary), population of the study, sampling procedures, tools for data collection, process of data collection, designs and limitations of the study. The third chapter presents the analysis and interpretation of the data. It consists of holistic and item-wise comparisons of pre-test and post-test results. The data obtained have been analyzed and interpreted with the help of statistical measures. Finally, the fourth chapter presents findings and recommendations.

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ABBREVIATIONS AND SYMBOLS

A.V.	- Average Marks Obtained by the Students
CDC	- Curriculum Development Center
CG	- Control Group
CUP	- Cambridge University Press
D	- Different Between Pre-test and Post- test Result
e.g	- for example (exempli gratia)
EG	- Experimental Group
ELT	- English Language Teaching
et al.	- And Other People
F.M.	- Full Marks
HSEB	- Higher Secondary Education Board
i.e.	- That is
IELTS	- International English Language Testing System
IP	- Increased Percentage
LTD	- Limited
NESP	- National Education System Plan
No.	- Number
P	- Page
PM	- Prime Minister
Prof.	- Professor
SAARC	- South Asian Association of Regional Cooperation
S.N.	- Serial Number
SV	- Subject Verb
T.U.	- Tribhuvan University