LEARNING STRATEGIES ADOPTED BY THARU LEARNERS AT SECONDARY LEVEL

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

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

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DEDICATION

Dedicated To

My parents who devoted their entire life for my study and made me what I am today.

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ABSTRACT

The present study entitled **Learning Strategies Adopted by Tharu Learners at Secondary Level** aims to identify the learning strategies used by Tharu learners at secondary level while learning English language. Survey design was followed to complete this study. The study was carried out by using both primary and secondary sources of data. For fulfilling this research, the researcher selected forty Tharu students as sample population from different five secondary level government aided schools of Banke district. The researcher applied simple random sampling procedure to select the respondents. He used a set of questionnaire consisting of close-ended questions for the students only as a tool for data collection. The data were analyzed and interpreted by using simple statistical tool like percentage and presented with the help of tables. From the obtained data, it was found that all kinds of learning strategies such as cognitive, metacognitive and socio-affective were used by the Tharu students, but among these, cognitive strategies were used much by the Tharu students. However, they did not use socio-affective to a greater extent.

This study consists of five chapters viz. introduction, review of related literature, methods and procedures of the study, analysis and interpretation of data, and findings, conclusion and recommendations. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. In the second chapter, the researcher has mentioned the review of theoretical literature, review of the empirical literature related to this research, implication of the review for the study and conceptual framework. The third chapter consists of method and procedures of the study, under which, design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation procedures and ethical considerations. The four chapter presents the analysis and interpretation of results. Finally, the fifth chapter includes the findings, conclusion and recommendations of the study.

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LIST OF ABBREVIATIONS

%	-	Percentage
CBS	-	Central Bureau of Statistics
CPU	-	Cambridge University Press
Dr.	-	Doctor
DEO	-	District Education Office
ETC	-	Etcetra
ESL	-	English as a Second Language
Freq	-	Frequency
i.e.	-	That is to say
M.Ed.	-	Master in Education
No.	-	Number
p.	-	Page
pp.	-	Pages
per.	-	Percentage
SLA	-	Second Language Acquisition
SLL	-	Second Language Learning
SLC	-	School Leaving Certificate
T.U.	-	Tribhuvan University
viz.	-	Namely

CHAPTER ONE

INTRODUCTION

This study is concerned with "Learning Strategies Adopted by Tharu Learners at Secondary level". In this study, the researcher attempts to identify learning strategies, techniques and styles used by the Tharu learners at Secondary level. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Language is a means of human communication through which we express our desires, feelings, emotions and thoughts. Wardhaugh (1986, p. 23) defines, "language as a system of arbitrary vocal symbols used for human communication." It means language is the medium through which we can express our views. Nepal is a multilingual country. Though small in size, a large number of languages are spoken in this country. All these languages fall under four language families. viz., Indo-European family, Sino-Tibetan family, Austro-Asiastic family and Dravidian family. In Nepal, Indo-European languages are spoken by nearly 80% of the total population. Nepali, Maithili, Bhojpuri, Tharu and Awadhi languages are spoken under this family. Similarly, Tharu language also falls under Indo-European language family. The Tharu speaking learners learn English as a foreign language in Nepalese context.

Second language acquisition (SLA) refers to the process of acquiring the language, which is other than the first language. Gass and Selinker (2008, p. 7) define SLA as "the process of learning another language after the native language has been learned." According to them, SLA sometimes refers to the learning of a third or fourth language, too. Mitchell and Myles (2004, p. 5) prefer the term second language learning (SLL) and say: "the learning of the 'second' language takes place sometimes later than the acquisition of the first language". They further state that a second language may be a second language in a literal sense. Similarly, Ellis (1985, p. 6) says, "second language acquisition refers to the subconscious or conscious processes by which a language other than the mother tongue is learnt in a natural or a tutored setting.". By this statement, we can understand that SLA is used as a general term that includes the acquisition of second language either in natural setting or in a tutored setting. It includes both learning and acquisition. Krashen (as cited in Richards and Rodgers, 2001, p. 181) shows two distinct

processes between acquisition and learning. Acquisition occurs subconsciously in a natural situation in which meaning is focused but learning occurs consciously in a formal setting in which the focus is on grammatical rules or structure. It means acquisition is similar to child's first language acquisition whereas learning is different and related to artificial process.

SLA is an emerging discipline in the field of applied linguistics and language learning. Cohen (1998) states:

> SLA is thought of as a discipline devoted to discovery and characterizing how it is that a human being is able to learn a second language: what knowledge does he or she brings to the task, what set of learning procedures does he or she use, what strategies are appropriate for certain phenomena and not others, etc. (p. 76)

SLA is a growing discipline which is drawing the knowledge of several other disciplines. It is also related to other areas such as sociology, education, sociolinguistics, psychology, linguistics, discourse analysis and psycholinguistics.

Most of the scholars such as Gass and Selinker and Ellis have given similar definitions of SLA. The important aspect is that SLA refers to learning of a non-native language after learning the native language. As Gass and Selinker (2008) say:

> SLA is the study of the acquisition of a non-primary language; that is, the acquisition of a language beyond the native language. it is the study of how learners create a new language system with only limited exposure to a second language. It is the study of what is learned of a second language and what is not learned: it is the study of why most second language learners do not achieve the same degree of knowledge and proficiency in a second language as they do in their native language. (p. 1)

SLA is a new discipline which was developed only after the Second World War and developed as a full-fledged discipline. It is also drawing the knowledge from different disciplines. In this regard, Larsen-Freeman (2000, p. 165) states, "SLA draws on multidisciplinary theoretical and empirical perspectives to address the specific issues of how people acquire a second language" (as cited in Rawal and Joshi, 2011, p. 4). Thus, SLA is an interdisciplinary field. SLA is taking different theoretical and practical subject from other related disciplines. Under SLA, we can study different theories, principles, aspects and factors related to second language acquisition. Among them, learning strategy is one. Most of the learners learn English but how they learn and what learning strategies and techniques they follow need to be explored.

1.2 Statement of the Problem

English is taught as a compulsory subject from grade one to Bachelor level. It deserves the position of foreign language in the Nepalese context. Nepalese people learn English for communication with the native and non-native English speakers. They learn English for good job, abroad study and personality development.

Tharu learners also learn English as a foreign language in the formal or tutored setting i.e. schools, colleges, campus and university level. Most of the Tharu learners are poor in terms of socio-economic and education. Their parents can't afford fees for tuition and practice book. That is why, Tharu learners are deprived of good learning environment. They do not get English environment in the home due to their uneducated parents. Tharu students have to support their family in the agriculture field. So, they do not get sufficient time for study and practice.

The status of result of English in secondary level government aided schools in Banke district is poor. The data show that 7178 students attended in SLC examination from Banke district in 2072. Public schools obtained 35% result whereas private schools obtained 65% result in SLC examination (Source: DEO SLC result, 2073, Banke). It shows that the students from public schools are weaker than the students from private schools. The Tharu learners are under the same level because most of them study in government aided schools due to their poor socio-economic background and poor learning strategies. Learning strategies are applied by each and every learner in learning activities but they differ while using learning strategies. Thus, the researcher, belonging himself to the Tharu community of Banke district, is interested to carryout research on "Learning Strategies Adopted by Tharu Learners at Secondary Level".

1.3 Objective of the Study

The objectives of the study were as follows:

i. To identify the learning strategies used by Tharu learners at secondary level and
ii. To suggest some pedagogical implications for the improvement of teaching learning process.

1.4 Research Questions

The research question of my study was as follow:

i. What are the learning strategies employed by Tharu students at secondary level?

1.5 Significance of the Study

Every individual has his/her own learning strategy that makes him/her different from other learners of the same level. The rate of learning depends on the nature of the learning strategy. Strategies are the ways or techniques the learners use to learn any language. There might be different learners with different learning capacity in the classroom. Thus, a poor learners will come to know what strategy a successful learner uses and adopts while learning. Brown (1994, p. 124) states that teachers can benefit from an understanding of what makes learners successful and unsuccessful, and establishes in the classroom a milieu for the realization of successful strategies." Thus, it will be significant to the teachers to teach according to the strategies that the learners adopt while learning English and also help them to suggest their students to use the effective learning strategy.

This study will equally be helpful for course designers to design course, material producers and text book writers to devise materials according to the learners' strategies. Moreover, it will be significant to syllabus designers, teaching materials producers, teacher trainers and English language experts to see the status of the learning of the learners. This study is also beneficial for those who are directly or indirectly involved in teaching and learning area.

1.6 Delimitations of the Study

- The research was delimited to five secondary level government aided schools of Banke district.

- The respondents were forty Tharu students of secondary level.
- The study was delimited to find out strategies used by Tharu learners.
- Data was collected only from the Tharu learner's at secondary level.
- It was delimited to questionnaire for students only.

1.7 Operational Definition of Key Terms

The definitions of some of the relevant terms were as follows:

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

Cognitive Strategies: The term 'cognitive strategy' is the strategy used for forming and revising internal mental models and receiving and producing message in target language such as analyzing, summarizing and practicing.

Direct Learning Strategy: Direct learning strategy can be defined as a strategy which directly involves the target language.

Indirect Learning Strategy: The strategy which provides indirect support for languages learning such as planning, cooperating and seeking opportunities.

Learning Strategy: The term 'Learning strategy' in this study refers to the particular action, behaviour or technique employed by the learners to make their learning easier, faster, more enjoyable, more effective and more transferable to new situation.

Memory Strategy: Memory strategy refers to the ways which aid in entering information into long term memory and retrieving information when needed.

Metacognitive Strategy: This term in this study can be defined as a strategy which helps the learners to control their own recognition by coordinating, planning, organizing and evaluating the learning process.

Social Strategy: Social strategy in this study refers to the strategy which facilitates interaction with others often in discourse situation.

Tharu Learners: This term in this study refers to the Tharu indigenous students of Banke district.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the details of reviewed studies and their implications for the study. Furthermore, the theoretical and conceptual frameworks are also included under this unit.

2.1 Review of Related Theoretical Literature

This sub-chapter deals with different theoretical perspectives related to the learning strategies while learning English language by the learners. The theoretical review of the related literature is mentioned under the following headings:

2.1.1 Learning strategies

Language learning is influenced by the strategies that a learner adopts while learning a second language. The more selective they become while using language strategy, the better proficiency they gain in learning language. Learning strategies refer to the techniques or deliberate actions that the learners use to make language learning successful and enjoyable. According to Brown (1994, p. 104), "strategies are the specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information." Strategies are contextualized "battle plans" that might vary from moment to moment, or day to day. A strategy consists of mental or behavioral activity related to some specific stages in the overall process of language acquisition or language use. Stern (1992, as cited in Hismanoglu, 2000) states, "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques." All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in language classroom. In this way, most of the students are involved consciously and unconsciously involved in teaching learning activities.

Similarly, Cohen (1998) defines:

> Language learning strategies are those process which are consciously selected by learners and which may result in action taken to enhance the

> learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language (as cited in Gass and Selinker, 2008, p. 439).

He further says strategies include process of identifying the materials that needs to be learned, distinguished it from other materials if need be and grouped for easier learning having repeated contact with materials and formally committing the materials to memory when it does not seem to be acquired naturally. O'malley and Chamot (1990, p. 1) state learning strategies as "the special thoughts or behaviors the individuals use to help them comprehend, learn or retain new information". He says that learning strategies are special way of processing information that enhance comprehension, learning or retention of the information. Rubin (1975) defines learning strategies as "the techniques or devices which a learner may use to acquire knowledge" (as cited in Griffiths, 2004, p. 11).

In a similar way, Oxford (1990) refers to learning strategies as: "specific action, behaviours, steps, or techniques that students use to improve their own progress in developing skills in a second or foreign language" (as cited in Gass & Selinker, 2008, p. 439). The students use various techniques and steps in language learning activities where they differ in terms of their behavior. Ellis (1985, p. 165) uses more comprehensive term "learner strategies", which include; reception strategies, production strategies and communication strategies. Learning strategies are mainly reception strategies and, to some extent, production strategies. However communication strategies are social strategies that one uses to establish interaction.

There is difference between learning strategies and communication strategies. Brown (1994, p. 118) says, "while learning strategies deal with the receptive domain of intake, memory, storage and recall, communication strategies pertain to the employment of verbal or non-verbal mechanisms for the productive communication of information". Gases and Selinker (2008, p. 48) says, "Learning strategies are not the strategies that are used for communication but they are the ways learners adopt to receive input and produce output". Shiffrin and Schneider (1977) state, "The way in which we process information may be either controlled or automatic, and that learning involves a shift from controlled towards automatic processing" (as cited in Mitchell and Myles, 2004, p. 100). They claim that learners first resort to controlled processing then they shift towards automatic processing

where automatized sequences are stored as units in the long-term memory. It means the learners are not fully prepared initially to utter the language. However, the regular use of language makes their learning automatic.

Thus, all language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the classroom. Strategies are the ways in which a learner attempts to work out the meaning and use of words, grammatical rules and other aspects of language. The importance, characteristics and classification of second language learning strategies are explained below.

2.1.1.1 Characteristics of Learning Strategies

Language learning strategies are oriented towards communicative competence. Oxford (1990) states that communicative competence is the desired goals of learning strategies so that it requires realistic interaction among learners using meaningful, contextualized language. Learning strategies help learners to participate actively in communication. Cohen (1998) insists that only conscious strategies are language learning strategies, and that there must be a choice involved on the part of the learners. Transfer of a strategy from one language or language skill to another is a related goal of language learning strategy. In addition to the characteristics noted above, Oxford (1990, p. 9) states that language learning strategies:

a. Contribute to the main goal, communicative competence.
b. Allow learners to become more self-directed.
c. Expand the role of teachers.
d. Are problem oriented.
e. Are specific actions taken by the learner.
f. Involve many aspects of the learner, not just the congnitive.
g. Support learning both directly and indirectly.
h. Are not always observable.
i. Can be taught.
j. Are flexible.
k. Are influenced by a variety of factors.

On the basic of above discussion, we can conclude the basic characteristics of language learning strategies in this way:

a. Language learning strategies are learner oriented, they are steps taken by the language learners.
b. Language learning strategies enhance language learning and help to develop language competence, as reflected in the learners' skills like listening, speaking, reading or writing.
c. Language learning strategies may be visible (behaviours, steps and techniques) or unseen (thoughts, mental process)
d. Language learning strategies involve information and memory (vocabulary knowledge, grammar rules)

2.1.1.2 Importance of Language Learning Strategies in Language Learning and Teaching

Language learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self directed involvement, which is essential for developing communicative competence. Wender (1985) asserts: “Learner strategies are the key to learners' autonomy, and that one of the most important goals of language training should be the facilitating of that autonomy” (as cited in Brown, 1994, p. 124). The teachers can be benefited from an understanding of what types of strategies make learners successful and unsuccessful which help them to establish successful strategies in the classroom.

Language learning strategies are becoming widely recognized throughout education in all areas. According to Oxford (1990, pp. 1-2), “under various names such as learning skills, learning -to learn skills, thinking skills, and problem- solving skills, learning strategies are the way students learn a wide range of subjects, from native language reading through electronic troubleshooting to new languages”. Brown (1994, p. 125) says, “with many styles and strategies operating within a person, hundreds of cognitive “profiles” might be identified if we could discover some overriding and all- pervading variables that classify learners neatly into categories of “successful” and “unsuccessful”. Language learning is concerned with the assistance given to the learners to learn that language more effectively and successfully. In language learning, researchers have shown that some language learners are more successful than other because they are different in terms of learning ability. If poor learners are suggested to adopt learning strategies adopted by good or successful learners, then they can improve their language learning.

Language learning strategies help to enhance communicative competence, which is the overall goal of language teaching and learning. It helps the learners to become good language learners. Since the amount of information to be processed by language learners is high in classroom, learners use different language learning strategies in performing the new input they face. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, 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 skill so as to understand, learn, or remember

new input presented in the language classroom. According to Fedderholdt(1997, p. 1 as cited in Hismanoglu 2000), "The language learner capable of using a wide variety of language learning strategies can appropriately improve his language skills in a better way. Metacognitive strategies improve organization of learning time, self-monitoring and self- evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Socio affective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular, or asking a classmate to work together on a particular language problem. Developing skills in three areas such as cognitive, metacognitive and socio-affective can help the language learners build up learner independence and autonomy whereby they can take control of their own learning.

Thus, language learning strategy is important for both teachers and students directly or indirectly. Strategies help teachers to make lesson according to the strategies of the learners. There might be poor and good learners in terms of learning ability. Therefore, learners also take benefit from learning strategies as they can leave some strategies and adopt new strategies to become successful learners and learn language easily. Thus, language learning strategies are important for learners, teachers, course designers and all other related people.

2.1.1.3 Types of Learning Strategies

Language learning strategies help to enhance communicative ability of the learners. Different Scholars have classified learning strategies into different types. However, most of the attempts to classify language learning strategies reflect more or less the same categorizations without any radical chances. Rubin (1981, as cited in Griffiths, 2004, p. 2) has identified two kinds of learning strategies:

i) Direct Learning Strategies

Those strategies which contribute directly to learning are called direct learning strategies. She has divided direct learning strategies into six types. They are clarification/ verification, monitoring, memorization, guessing/ inductive /inferencing, deductive reasoning and practice.

ii) Indirect Learning Strategies

Those strategies which contribute indirectly to learning are called indirect learning strategies. She has divided indirect learning strategies into two types. They are creating opportunities for practice and production tricks. Under production tricks, Rubin has included communication strategies. Brown (1980, as cited in Griffiths,

2004, p. 2) draws a clear distinction between learning strategies and communication strategies on the ground that “communication is the output modality and learning is the input modality”.

Stern (1992, as cited in Hismanoglu, 2000) has classified learning strategies into five types. These are as follows:

(i) Management and Planning Strategies

These strategies are related with the learner’s intention to direct his own learning. The learner must decide what commitment to make to language learning, set reasonable goals, decide on an appropriate methodology, select appropriate resources and monitor progress and evaluate his achievement in the light of previously determined goals and expectations.

(ii) Cognitive Strategies

They are steps or operations used in learning or problem solving that requires direct analysis, transformation or synthesis of learning materials. Some cognitive strategies are exhibited: clarification/ verification, Guessing/ inductive inferencing, deductive reasoning, practice, memorization and monitoring.

(iii) Communicative-Experimental Strategies

Communication strategies such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners to keep conversation going.

(iv) Interpersonal Strategies

Learners should monitor their own development and evaluate their own performance. They should contact with native speakers and cooperate with them.

(v) Affective Strategies

Good language learners employ distinct affective strategies. They are more or less conscious of the emotional problems and try to create associations of positive affect towards the foreign language and its speakers. Learning training helps students to face up to the emotional difficulties.

O'malley and Chamot Classification of Learning Strategies

Michael O'Malley and Anna Chamot and their colleagues have studied the use of strategies by learning of English as a second language (ESL) in the united states. O'malley and Chamot (1990, as cited in Brown, 1994, pp. 116-117) divide learning strategies into three types:

(i) Metacognitive Strategies

Meta cognitive strategies refer to the attempts of regulating language learning by means of planning, monitoring and evaluating. O'malley and Chamot (1990, as cited in Brown, 1994, p. 115) say, "metacognitive is a term used in information processing theory to indicate an "executive" function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension and evaluating learning after an activity is completed" Metacongnitive strategies include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, Delayed production and self-evaluation.

(ii) Cognitive Strategies

Cognitive strategies refer to the steps or operations used in problem solving which requires direct analysis, synthesis and transformation of learning materials. O'malley and Chamot (1990, as cited in Brown, 1994) define, "cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself". Cognitive strategies are repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization elaboration, transfer and inferencing.

(iii) Socio-affective Strategies

Socio-affective strategies are related to social phenomenon. O'malley and Chamot (1990, as cited in Brown, 1994) state, "socio affective strategies have to do with social mediating activity and transacting with others". Cooperation and question for classification are the main socio affective strategies. Socio-affective strategies are concerned with the learners' emotional requirements and help learners to control feelings.

Oxford's Classification of Language Learning Strategies

Oxford (1990, p. 9, as cited in Hismanoglu, 2000) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes viz., direct and indirect, which are further subdivided into six groups. In oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication. Oxford's (1990, p. 17) taxonomy of language learning strategies is shown in the following way:

I) Direct Learning Strategies

Those strategies which directly involve the target language learners, come under direct language learning strategies. It has three sub types:

(a) Memory Strategies

This strategy includes creating mental linkages, applying images and sounds, reviewing well and employing action.

(b) Cognitive Strategies

It consists practicing, receiving and sending messages strategies, analysing and reasoning and creating structure for input and output.

(c) Compensation Strategies

This strategy consists guessing intelligently and overcoming limitations in speaking and writing.

II) Indirect Learning Strategies

Those strategies which provide indirect support for language learning such as planning, cooperating and seeking opportunities are indirect learning strategies is also subdivided into three strategies.

(a) Metacognitive Strategies

Centering your learning, arranging and planning your learning and evaluating your learning come under this strategy.

(b) Affective Strategies

This strategy encompasses lowering your anxiety, encouraging yourself and taking your emotional temperature.

(c) Social strategies

This strategy is related with asking questions, cooperating with others and emphathising with others.

2.1.1.4 Background of Tharu People

Nepal is a multicultural, multi-religious, multiracial and most importantly it is multi-lingual country. There are 123 languages spoken as mother tongues, 125 castes/ethnic groups and ten types of religion categories (census report, 2011).

The origin of Tharu people is claimed that they migrated from the Thar Desert to Nepal's Far Western Terai region. Tharu people belong to the indigenous group in Nepal. The Tharu population of Nepal was censused at 17,37,470 people, or 6.6% of the total population of 2,64,94,504. They belong to the Hindu religion and Tharu language is spoken 6.5% as mother tongue in Nepal (Census Report, 2011).

They use to live in far-western and mid-western part of Nepal and inner Terai. They depend mainly on agriculture and they have their own culture, custom, and language which is different from other groups. But through the history of Nepal they are backward in education, politics and economics. They live in Terai and very first settlers of that area.

There are sub group of Tharu people like: Dangaura Tharu, Rana Tharu, Kathoriya Tharu, Sonha Tharu, Chitwani Tharu and Rautar Tharu. Tharu from mid-western and far-western part of Nepal have been practicing the Badghar system, where a Badghar is the elected chief of a village for a year. The election generally takes place in the month of Magh (January/February). The Badghar direct the villagers to repair canals or streets when needed.

2.2 Review of the Related Empirical Literature

Here, this section is an attempt to review the related studies, articles and reports. I have reviewed some articles, theses and book to facilitate my research work directly or indirectly. Some of them are as follows:

O'malley and his colleagues (1990, as cited in Griffiths, 2004, p.16) conducted a research on "Effectiveness of Language Learning Strategy Instruction." It was an experimental research. They randomly assigned 75 students to one of three instructional groups where they received training in (1) metacognitive, Cognitive and socio affective strategies, (2) Cognitive and socioaffective strategies, or (3) no special instruction in language learning strategies (control group). They conducted research for listening, speaking and vocabulary acquisition skills. The first and second were experimental groups but the third group was control group. The findings of their study showed that the control group vocabulary 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, who continued to use rote repetitive strategies and were unwilling to adopt the strategies presented in training, especially when they knew they would be tested within only a few minutes.

Tang and Moore (1992, as cited in Griffiths, 2004, p.15) conducted one study on "The effects of the teaching of cognitive and metacognitive strategies on reading comprehension in the classroom". The objectives of their study was to find out the effect of the teaching of cognitive and metacognitive strategy on reading comprehension. It was experimental in nature. They had selected 80 students as the respondents. They concluded that while cognitive strategy instruction (title, discussion, pre-teaching vocabulary) improved comprehension scores, the performance gains were not maintained upon the withdrawal of the treatment. Metacognitive strategy instruction, on the other hand, involving the teaching of self-monitoring strategies, appeared to lead to improvements in comprehension ability which were maintained beyond the end of the treatment. This finding accords with that of O'malley and Chamot (1985) who discovered that higher level students are more able than lower level students to exercise metacognitive control over their learning.

Chaudhary (2009) carried out research on "Learning Strategies used by the class toppers of higher education". She aimed to find out the learning strategies used by the class toppers of higher education to learn the English language. She had selected sixty five students as the sample of the study through the use of random sampling procedure. She used a set of questionnaire as a tool for data collection.

She found that metacognitive (rehearsal) strategies were used by the class toppers of higher education to a great extent. She also concluded that the class toppers had a strong desire to communicate and were willing to guess meaning when they were not sure.

Similarly, Yadav (2010) carried out research on "Learning Strategies used by Maithili Learners of English at Higher Secondary Level". His purpose was to find out the learning strategies used by maithili learners of English at higher secondary level. He selected 100 Maithili native speakers from five colleges of Dhanusha district through the use of simple random sampling procedure. He used a set of questionnaires and structured interview schedule as a tool for data collection. He found that Maithili learners were highly interested to utilize metacognitive strategies such as participating in speech, debate contest and essay competition. The learners also used socio affective strategies to discuss the different sections of language with their friends and teachers.

In the same way, Gautam (2011) carried out research entitle "Learning Strategies used by English Students at Higher Secondary Level". The main objectives of his study were to identify and classify the learning strategies used by the students of higher secondary and to suggest some pedagogical implications. To fulfill her objectives, she selected 80 students as the respondent using simple random method from different four colleges of Palpa district. She used a set of questionnaire as a tool for data collection. She found that the students revised the learnt units, guess important questions and memorized them, and solved old questions and read their own notes.

Likewise, Joshi (2012) carried out a research study on "Learning Strategies Adopted by the Introvert Learners in the English Classroom". His main purposes were to find out the learning strategies adopted by the introvert learners in English classroom, and to identify their education status in the classroom and out of the classroom. He selected 40 students of class eleven and 10 teachers from two +2 schools of Kathmandu district through the use of purposive non-random sampling procedure. He used a set of questionnaires and observation as tools for data collection. He found that the students preferred to learn new thing by reading books, not being participated in extracurricular activities regularly and introvert learners wanted to sit on the front benches. They used dictionary for new words and pronunciation.

Devkota (2015) carried out research on "Independent Learning Strategies Adopted by Higher Secondary Level Learners". He aimed to find out perception of learners

towards independent learning and learners independent practice in learning English. He had selected eighty students as the sample of the study through the use of purposive non-random sampling procedure from different four higher secondary school in the Kathmandu valley. He used a set of questionnaire with close-ended question as a tool for data collection. He found that the students' endeavor of independent learning helps their classroom learning and learning process and the learners made good practice in independent learning.

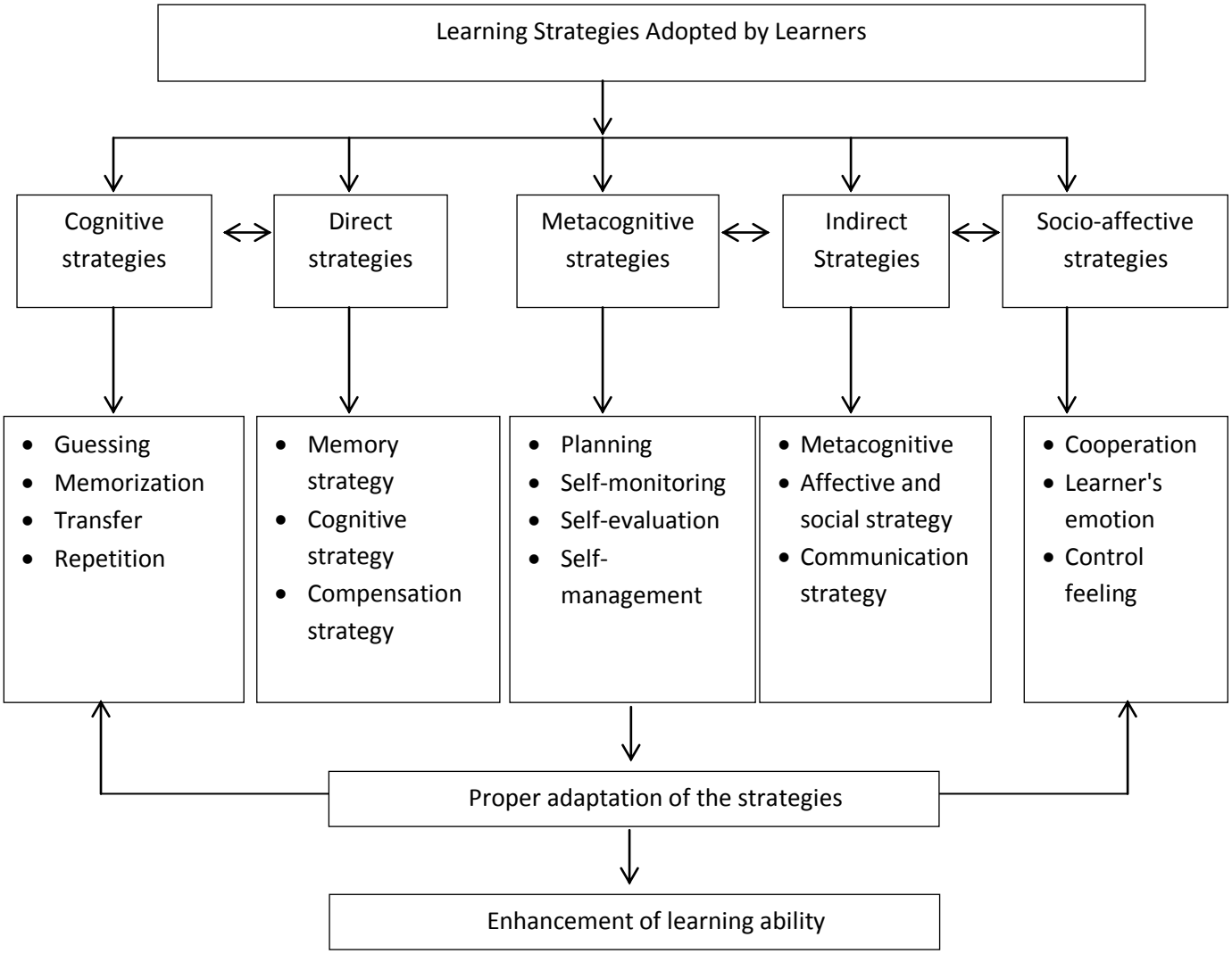
Many researches in this area have been carried out by various scholars in different universities all over the world. In the department of English Education, Faculty of Education, T.U., there are few researches on learning strategies that learners adopt while learning English as a foreign language. Although some researches are conducted in the area of learning strategies, no research is carried out to find out the learning strategies adopted by the Tharu learners at secondary level. So my study is different from any researches carried out in the department so far.

2.3 Implications of the Review of the Study

In the process of conducting this research, I reviewed different theses in the Department of English Education. Not only those theses but also books and other related materials were reviewed. I got lots of ideas from theses and other books like Brown (1994), O'Malley and Chamot (1990), Mitchell and Myles (2004). They provided knowledge on the theoretical aspects of second language acquisition and strategies used by the learners. The researcher had used survey research design to conduct this research. Therefore, I got ideas on the process of survey design after reviewing the book by Nunan (1992). In the same way, specially the study conducted by Chaudhary (2009) helped me to design questionnaire as the tool of data collection. The study conducted by Yadav (2010) expanded my horizon of knowledge on the methodological aspects of my study. Particularly, the study conducted by Gautam (2011) provided knowledge on the aspects of learning strategies and widened my concepts to write on importance of learning and teaching. Similarly, the study carried out by Joshi (2012) and Devkota (2015) expanded my horizon of knowledge on conceptual framework and theories of learning.

2.4 Conceptual Framework

The study on "Learning Strategies Adopted by Tharu Learners at Secondary Level" is based on the following conceptual framework.



Source: O'Malley and Chamot (1990, p. 198)

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter presents the procedure of the study, which involves the design of the study, population, sample and sampling strategies, research tools, data collection procedure and data analysis and interpretation procedure. The researcher adopted the following methodologies for this research work.

3.1 Design of the Study

There are various designs of the research discovered in various literatures; I selected survey research design for this study. Survey is a superficial study of an issue or phenomenon. It is widely used research design which is carried out on the existing situation of an event. Cohen and Manion (2010, p. 205) say, "Survey are the most commonly used descriptive method in educational research and may vary in scope from large-scale governmental investigations through to small scale studies carried out by a single researcher." It is commonly used method of investigation in educational research. It is mainly carried out to find out the people's attitudes, opinions and the specific behaviour on certain issues, phenomena, events and/or situations. Nunan (1992, p.140), states that the main purpose of a survey research is to obtain a snapshot of conditions, attitudes and events at a single point of time. The finding of survey is generalizable and applicable to the whole group. Similarly, Sukhia, Ranjan and Dyani (1974, p. 206) say, "Survey research is a method for collecting and analyzing data obtained from large number of respondents representing a specific population collected through highly structured questionnaire or interview schedule."

Nunan (2010, p. 141) suggests the following eight step procedures of survey research in a more comprehensive way :

Step 1 : Define objectives – What do we want to find out ?

Step 2 : Identify target population – Who do we want to know about ?

Step 3 : Literature review – What have other's said discovered about the issues?

Step 4 : Determine sample – How many subjects should we survey, and how we identify these ?

Step 5 : Identify survey instruments – How will the data be collected ? questionnaire/interview ?

Step 6 : Design survey procedure – How will the data collection actually be carried out ?

Step 7 : Identify analytical procedure – How will the data be assembled and analyzed ?

Step 8 : Determine reporting procedure – How will results be written up and presented ?

Since survey research is a method for collecting and analyzing data obtained from large number of respondents representing a specific population collected through highly structured questionnaire or interview schedule and its findings are generalizable and applicable to the whole group, it is necessary to be followed for my research as well because my research also is generalizable and applicable to the whole group.

3.2 Population, Sample and Sampling Strategy

The Tharu students from government aided schools of Banke district were the population of the study. While doing so, forty Tharu students of Banke district were the sample of the study. For this study the respondents were selected through the use of simple random sampling procedure. Eight students were selected from each school.

3.3 Research Tools

A set of questionnaire consisting of close-ended questions for the students was used for data collection.

3.4 Sources of Data

I used both primary and secondary sources to facilitate my study.

3.4.1 Primary Sources

The primary sources of this study were the Tharu students who were studying at secondary level in government aided schools.

3.4.2 Secondary Sources of Data

Secondary Sources of data were various books especially, O'malley and Chamot (1990), Oxford (1990), Brown (1994), Hismanoglu (2000), Richards and Rodgers (2001), Griffiths (2004), Mitchels and myles (2004) and Gass and Selinker (2008) report articles, research studies internet related to the topic.

3.5 Data Collection Procedures

After preparing research tools, the researcher went to the field i.e. Banke district and he visited the selected secondary level government aided schools in order to establish rapport with the concerned authorities. Then, the researcher explained about the briefly purpose of his study to the school administration and requested them for permission to carry out research. After that, the researcher built up rapport with the concerned subject teacher and students. Then, researcher randomly selected 8 students from each school and distributed questionnaire to a tick (√) the best option. The questionnaire was collected from them and finally the researcher analyzed and interpreted the collected data and present them.

3.6 Data Analysis and Interpretation Procedure

This study, being a survey research, it has the characteristics of both qualitative and quantitative analysis. In this study, the researcher used simple statistics like percentage and table to analyze and interpret the data in simple language.

3.7 Ethical considerations

Research is a systematic and rigorous process to study on some issues. While doing research, we should bear some ethical considerations in our mind not to harm other participants from the information they provide and to avoid the case of plagiarism. The researcher established friendly relationship with his participants. The researcher was grateful even to those who denied his proposal to be informants. The researcher had fully attempted to maintain ethical standards while collecting, analyzing, interpreting the data, and he acknowledged, gave credit and references for all nationals which he had taken for his support.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 Analysis of Data and Interpretation of Results

This section is mainly concerned with the presentation, analysis and interpretation of the data collected through the questionnaire. Different tables have been mentioned to make the analysis and interpretation comprehensive.

In this chapter, the researcher has presented the analysis and interpretation of data which were collected from the sample. Interpretation is divided into three categories viz. metacognitive strategy, cognitive strategy and socio-affective strategy. The researcher has mainly used simple statistics tools like percentage and table to analyze and interpret the collected data. The analysis has been done under the following sub-headings:

a) Analysis of Metacognitive Strategies Used by Tharu Learners

b) Analysis of Cognitive Strategies Used by Tharu Learners

c) Analysis of Socio-affective Strategies Used by Tharu Learners

4.1.1 Analysis of Metacognitive Strategies Used by Tharu Learners

There are twelve items in the questionnaire to find out metacognitive strategies used by Tharu leaners at secondary level. They are as follows:

- Reading English newspapers and magazines.
- Taking part in speech or debate contest organized by the school.
- Skimming the text before teacher teaches in classroom.
- Taking part in essay competition organized by school.
- Doing homework.
- Reading notes prepared theirselves.

- Going through the examination questions of previous years and solving them to check their understanding.
- Reading the text loudly.
- Listening English news on radio and television.
- Reading English stories.
- Reading throughout the academic year regularly to refresh what I have learned.
- Writing whatever my teacher teaches at school so that I can read it time and again.

The following table shows the overall analysis and interpretation of the metacognitive strategies adopted by the students. From the careful observation of responses given by the students, the following frequencies and their percentages have been found.

Table 1

Responses of Students Regarding the Metacognitive Strategies

Rating scale	Always		Sometimes		Never	
Strategies	Freq.	Per.	Freq.	Per.	Freq.	Per.
Reading English newspapers and magazines	5	12.5	17	42.5	18	45
Participating in speech contest	14	35	18	45	8	20
Skimming texts	22	55	16	40	2	5
Participating in essay competition	15	37.5	13	32.5	12	30
Doing homework	37	92.5	2	5	1	2.5
Reading own notes	5	12.5	32	80	3	7.5

Going through the old questions	25	62.5	14	35	1	2.5
Reading loudly	22	55	14	35	4	10
Listening English news	2	5	18	45	20	50
Reading English stories	1	2.5	37	92.5	2	5
Reading throughout the year	15	37.5	24	60	1	2.5
Writing whatever teacher teaches	14	35	25	62.5	1	2.5

As mentioned in the table, more or less, the metacognitive strategies have been used by the students while learning English. The first item in the questionnaire includes the strategy of reading English newspapers and magazines. The table shows that 45% of the total respondents 'never' use this strategy, 42.5% of them 'sometimes' use this strategy and 12.5% of them 'always' use this strategy. It shows the fact that most of the students do not use this strategy.

The second item in the questionnaire inquires the strategy of taking part in speech or debate contest organized by the school. As indicated above, 45% of the respondents use this strategy 'sometimes', 35% of them 'always' use this strategy and 20% of them 'never' use this strategy. The responses towards the strategy of skimming the text before teacher teaches in the classroom shows that majority of the respondents, i.e. 55% 'always' employ this strategy. Forty percent (i.e.40%) students opined that they 'sometimes' use to employ this strategy whereas 5% of them 'never' use this strategy.

The strategy incorporated in the fourth item in the questionnaire is whether the students learn English by participating in essay competition organized by the school. According to the collected data, 37.5% of the respondents 'always' adopt this strategy 32.5% of them 'sometimes' adopt this strategy and 30% of them

'never' adopt this strategy. Similarly, as indicated in the table, the majority (i.e. 92.5%) of the respondents are found in favour of 'always' doing their homework.

The next item in the questionnaire was about reading own notes. As shown in the table, majority (i.e. 80%) of the respondents are found to adopt this strategy 'sometimes', whereas 12.5% of them 'always' and only 7.5% of them 'never' adopt this strategy. Similarly, with reference to the strategy of going through the examination questions of previous years and solving them to check their understanding, majority of the respondents (i.e. 62.5%) responded that they 'always' use this strategy. On the other hand, 35% and 2.5% of them responded in favor of using this strategy 'sometimes' and 'never' respectively. Regarding the next strategy in the questionnaire, as indicated above, it is found that majority 55% of the respondents 'always' read the text loudly.

Regarding the responses towards the strategy of listening to the English news on radio and television, half (i.e. 50%) of the total respondents responded that they do not listen to English news. On the other hand, 45% of the respondents responded that they 'sometimes' employ and only 5% of them 'always' employ this strategy. Likewise, next item included in the questionnaire is the inquiry about whether the respondents read English stories. Majority (i.e. 92.5%) of the respondents responded that they 'sometimes' adopt this strategy, 5% of the respondents do not adopt this strategy whereas only 2.5% of the respondents 'always' adopt this strategy.

The next item is designed to investigate whether the respondents read throughout the academic year regularly to refresh what I have learned. It is noticed that majority (i.e. 60%) of the respondents 'sometimes' employ this strategy, 37.5% of them 'always' employ it and 2.5% of them do not employ it. The last item incorporated in the questionnaire is the strategy of writing whatever their teacher teaches at school so that they can read it time and again. The table shows that 62.5% of the respondents 'sometimes' use this strategy. On the other

hand, 35% of the respondents 'always' use this strategy and 2.5% of them 'never' use this strategy.

From the above interpretation, it can be concluded that in order to comprehend the English texts, the students are more interested in skimming the text. Similarly, majority of them always do their homework regularly and read the text loudly. They often participate in speech contest and in essay competition organized by the school. They sometimes read English stories, solve old questions, write whatever teacher teaches and read throughout the year instead of reading only for attending the exam and read their own notes as well. They occasionally read English newspapers and magazines and listen English news. So, it can be said that metacognitive strategies are popular among the students.

4.1.2 Analysis of Cognitive Strategies Used by Tharu Learners

There are thirteen items in the questionnaire to find out cognitive strategies used by Tharu learners at secondary level which are as follows:

- Guessing the important question from the text and memorize their answers.
- Guessing the meaning of new words from the context.
- Memorizing the grammatical rules.
- Writing down main points during teacher's explanation of the lesson.
- Consulting guides and practice textbook to understand the text.
- Consulting dictionary to know the meaning of new words.
- Listening practice with teachers' imitation.
- Memorizing the answers from teachers' note and guide.
- Generalizing the grammatical rules from the context.
- Translating the text into their mother tongue to understand it.
- Memorizing the meaning of new words.

- Guessing important questions and memorize their answers from the examination point of view.
- Revising the learnt units to refresh their memory by writing.

The following table shows the overall analysis and interpretation of cognitive strategies adopted by the students. From the careful observation of responses given by the students, the following frequencies and their percentages are found:

Table 2

Responses of Students Regarding the Cognitive Strategies

Rating scale	Always		Sometimes		Never	
Strategies	Freq.	Per.	Freq.	Per.	Freq.	Per.
Memorizing important answers	25	62.5	14	35	1	2.5
Guessing meaning from the context	6	15	31	77.5	3	7.5
Memorizing grammatical rules	26	65	12	30	2	5
Writing main points	14	35	25	62.5	1	2.5
Consulting guides and practice textbook	20	50	15	37.5	5	12.5
Consulting dictionary	24	60	13	32.5	3	7.5
Imitating teachers	14	35	23	57.5	3	7.5
Memorizing from teacher's note	16	40	22	55	2	5
Generalizing rules from context	1	2.5	17	42.5	22	55
Translating text into mother tongue	13	32.5	22	55	5	12.5
Memorizing meaning	24	60	15	37.5	1	2.5
Guessing important questions and memorizing them	28	70	10	25	2	5
Revising learnt units	14	35	24	60	2	5

As indicated in the above table, while learning English, cognitive strategies are used by the students to a greater or lesser extent. Item number first in the above table is designed in order to investigate whether the students guess the important question from the text and memorize their answers. As shown in the above table, majority (i.e. 62.5%) of the respondents are found to adopt this strategy 'always', whereas 35% of them 'sometimes' and 2.5% of them 'never' adopt this strategy.

The strategy included in the second item is whether the students guess the meaning of new words from the context. Out of the total informants, majority of them (i.e. 77.5%) responded that they 'sometimes' guess meaning from context, 15% responded they 'always' guess meaning from context and 7.5% of the students responded that they 'never' guess meaning from context. Likewise, the next item in the questionnaire is about memorizing the grammatical rules. Regarding this item, it is found that majority (i.e. 65%) of the respondents responded that they 'always' employ this strategy. On the contrary, 30% and 5% of them responded in favour of employing it 'sometimes' and 'never' respectively. It proves that majority of the students memorize grammatical rules.

In the same way, the fourth item in the questionnaire is to find out whether the student writes down main points during teachers' explanation. From table, it is clear that majority of the students (i.e. 62.5%) use to follow this strategy 'sometimes' whereas 35% students 'always' use to follow this strategy and only 2.5% students opined that they 'never' use to follow this strategy. Regarding the next item, "consulting guides and practice textbooks" half (i.e. 50%) of the respondents responded that they 'always' consult guides and practice textbook to understand the text. On the other hand, 37.5% of the respondents 'sometimes' and 12.5% of the students 'never' use it.

The sixth item in the questionnaire consists of the strategy of consulting dictionary to know the meaning of new words. While responding to it, majority (i.e. 60%) of the total respondents said that they 'always' adopt this strategy, 32.5% of them mentioned that they 'sometimes' adopt this strategy and 7.5% respondents said that they do not use this strategy. As can be observed in the next item, the majority (i.e. 57.5%) of the total respondents 'sometimes' like to do listening practice with teachers' imitation whereas 35% of the respondents 'always' and 7.5% of them 'never' do it. It shows that the strategy of consulting dictionary is popular among the students.

The next item incorporated in the questionnaire is memorizing the answer from teachers' note and guide. Out of the total respondents, 55% responded that they 'sometimes' memorize the answer from teacher's note and guide, 40% of them 'always' employ it and only 5% of them do not employ it. Similarly, the ninth item in the questionnaire is of generalizing the grammatical rules from the context. As indicated above, 55% of the respondents 'never' use this strategy, 42.5% of them 'sometimes' and 2.5% of them 'always' use this strategy. It can be said that most of the students do not adopt this strategy.

The tenth item included in the questionnaire is the strategy of translating the text into their mother tongue. According to the data, 55% of the total respondents 'sometimes' use this strategy whereas 32.5% of them 'always' use this strategy and remaining (i.e. 12.5%) of them 'never' use this strategy. Regarding the next item, the table shows that majority (i.e. 60%) of the respondents responded that they 'always' memorize the meaning of new words, whereas 37.5% of them 'sometimes' and 2.5% of them 'never' memorize the meaning of new words. It means this strategy is used highly by the learners.

The twelveth item given in the questionnaire encompass the strategy of guessing important questions and memorize their answers from the examination point of view. As presented in the table, it is shown that majority (i.e. 70%) of the respondents employ this strategy 'always', 25% of them responded that they 'sometimes' employ this strategy and 5% of them do not employ this strategy. The last item in the table is the strategy of revising the learnt units to refresh their memory by writing it. According to the response, 60% of the respondents 'sometimes', 35% of them 'always' and only 5% of them 'never' adopt this strategy.

From the above data, it is concluded that majority of the students guess important questions and memorize them and memorize meaning of new words. They highly give priority in memorizing grammatical rules, consulting dictionary and consulting guides and practice textbook. They often translate text into their mother tongue and memorize answers from the teachers' notes. They sometimes revise learnt units, guess meaning from the context, note main points and imitate teachers. Majority of them do not generalize the grammatical rules from the context. This reveals the fact that majority of the students often use cognitive strategies while learning the English language.

4.1.3 Analysis of Socio-affective Strategies Used by Tharu Learners

There are seven items in the questionnaire to find out socio-affective strategies used by Tharu learners at secondary level which are as follows:

- Discussing and asking difficult topics with their friends and teachers.
- Trying to speak English with their teachers and friends in the classroom.
- Noting down the difficult words and asking their teachers the meaning of those words.
- Recording their own speech and listen to it.
- Helping their friends in English subject when they feel difficult.
- Trying to communicate with the native speakers of English.

- Asking answers of the questions in English with their teachers.

The following table shows the overall analysis and interpretation of socio-affective strategies adopted by the students. From the careful observation of responses given by the students, the following frequencies and their percentage are found:

Table 3

Responses of Students Regarding the Socio-affective Strategies

Rating scale	Always		Sometimes		Never	
Strategies	Freq.	Per.	Freq.	Per.	Freq.	Per.
Discussing with friends and teachers	24	60	15	37.5	1	2.5
Speaking English with friends and teachers	5	12.5	32	80	3	7.5
Asking meaning with teachers	7	17.5	32	80	1	2.5
Recording and listening own speech	1	2.5	8	20	31	77.5
Helping friends in English	16	40	22	55	2	5
Communicating with English native speakers	1	2.5	13	32.5	26	65
Asking answers in English with teachers	2	5	28	70	10	25

The table shows that socio-affective strategies are used by the students to a greater or lesser extent while learning English. The first item in the questionnaire encompasses the strategy of discussing and asking difficult topics with their friends and teachers. From table, it is clear that majority (i.e. 60%) of the respondents 'always', 37.5% of them 'sometimes' and 2.5% of them 'never' adopt this strategy. Regarding the strategy of trying to speak English with their teachers and friends, majority of the respondents i.e. 80% responded that they 'sometimes'

use this strategy whereas 12.5% use this strategy 'always' and 7.5% 'never' use this strategy.

As indicated in the table, the majority (i.e. 80%) of the respondents are found in favor of 'sometimes' noting down the difficult words and asking their teachers the meaning of those words. On the other hand, 17.5% of them 'always' and only 2.5% of them 'never' adopt this strategy. The next item in the questionnaire is about recording their own speech and listen to it. As presented in the table, it is shown that majority (i.e. 77.5%) of the respondents responded that they 'never' employ this strategy.

Regarding the responses towards the strategy of helping their friends in English subject when they feel difficult, 55% of the total respondents are found to use this strategy 'sometimes', 40% of them 'always' and only 5% of them 'never' use this strategy. Similarly, with reference to the next item incorporated in the questionnaire i.e., the strategy of trying to communicate with the native speakers of English. Majority (i.e. 65%) of the total students responded that they do not employ this strategy. However, 32.5% of them resonded that they 'sometimes' use this strategy.

The last item in the table consists of the strategy of asking answers of the questions in English with their teachers. It is clear that majority (i.e. 70%) of the respondents 'sometimes' follow this strategy, only 5% of them 'always' and 25% of them 'never' use this strategy.

On the basis of the above interpretation, we can be concluded that most of the students always discuss difficult topics with their teachers and friends. They sometimes speak English with their friends and teachers and ask meaning with the teachers. They often help their friends in English subject and also ask answers of the questions in English language. They occasionally communicate with English native speakers when they get chance to speak. In this way, we can say that

students occasionally use socio-affective strategy while learning the English language.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the major findings of the research on the basis of analysis and interpretation of the data. It also incorporates conclusion and recommendation on the basis of findings of the study.

The major aim of this research was to find out the learning strategies used by Tharu learners at secondary level with reference to cognitive, metacognitive and socio-affective strategies. The data were collected from forty Tharu students studying at secondary level. The data were carefully presented in tables and have been analyzed and interpreted to accomplish the objectives using simple statistical tool like percentage.

5.1 Findings

On the basis of the analysis of the data, the following findings have been summarized:

a) Cognitive Strategy

It would be fair to say that to greater or lesser extent, the Tharu students used language learning strategy of all kinds. After comprehensive analysis and interpretation of the raw data, the researcher came to know that the following cognitive strategies have been found which were adopted by Tharu students:

- Many of the students (i.e. 60%) always used the technique of memorizing the meaning of new words.
- It was found that 70% of the Tharu learners used the strategy of guessing important questions and memorize their answers from the examination point of view.

- The analysis shows that 50% of the students adopted the strategy of consulting guides and practice textbook to understand the text.
- It was found that only 35% students always employed the strategy of revising learnt unit to refresh their memory.
- Regarding memorizing the grammatical rules, 65% of the Tharu learners were found to adopt this strategy.
- The analysis shows that 60% of the students used the strategy consulting dictionary to know the meaning of new words.
- Only 40% of the students always used the strategy of memorizing the answers from teacher's note and guides.
- Very few number of students (i.e. 2.5%) used the strategy of generalizing the grammatical rules from the context.
- Only 32.5% of the students always used the strategy of translating the text into their mother tongue to understand it.

From the analysis, the researcher came to point out that Tharu learners highly utilized cognitive strategies to foster the pace of learning of the English language. Out of all the strategies, they highly emphasized on memorizing the grammatical rules and guessing important questions and memorizing their answers from the examination point of view. However, they did not show much interest in generalizing the grammatical rules from the context.

b) Meta-Cognitive Strategy

It was found that metacognitive strategies were often used by the Tharu learners to learn the English language. The following metacognitive strategies were found to be followed:

- It was found that 92.5% students always used the strategy of doing their homework regularly.

- Regarding skimming the text before teacher teaches them in classroom, it was found that 55% students used it.
- Few of the students (i.e. 37.5%) used the strategy of reading throughout the academic year regularly to refresh what they had learned,
- Nearly, 63% of the students followed the strategy of going through the examination questions of previous years and solving them to check their understanding.
- The minority of the students (i.e. 35%) used the strategy of participating in speech or debate contest organized by the school.
- It was found that 55% of the students always used the techniques of reading the text loudly.
- It was also found that only 5% of the students listened to the English news on radio and television.
- Only 12.5% of the students were found to be reading newspapers regularly.

Thus, the learners highly interested to do their homework regularly and went through the examination questions of previous years and solved them to check their understanding. However, they did not become highly motivated to read English newspapers and magazines. They were also not highly interested to listen news on radio and television.

c) Socio-affective Strategy

The Tharu learners of English comparatively made less use of socio-affective strategies to learn the English language. The following socio-affective strategies were found to be adopted:

- It was found that 60% of the students always used the strategy of discussing the difficult topics with their friends and teachers.
- Only 40% of the students followed the strategy of helping their friends in English when they felt difficult.

- Very few students (i.e. 17.5%) used the strategy of noting down difficult words and asking their teachers the meaning of those words.
- It was found that 12.5% of the students used the strategy of trying to speak English with their teachers and friends in the classroom.
- The minority of the students (i.e. 2.5%) used the strategy of communicating with native English speakers.
- Only 5% of students always showed interest to ask answer in English with their teachers.

The learners highly emphasized to discuss the difficult topics with their friends and teachers. However, they did not show much interest to ask answers of the questions in English with their teachers. They did not focus on communicating with English native speakers.

Overall, it was found that the Tharu students used all types of learning strategies, viz. cognitive, metacognitive and socio-affective. However, cognitive strategies were used by them to a great extent.

5.2 Conclusion

The present research work is based on learning strategies which are used by the Tharu students. This study has found that cognitive, metacognitive and socio-affective strategies are used by the students to a greater or lesser extent while learning English. It is concluded that while adopting cognitive strategies, the learners guess important questions and memorize their answers, memorize meaning, consult dictionary, memorize grammatical rules, consult guides and practice textbook. Majority of the learners do not generalize the grammatical rules from the context. While employing metacognitive strategies, the learners skim the text, do their homework regularly, read loudly, participate in essay competition and in speech contest and solve old questions. They occasionally read English newspapers and listen to the news on radio and television. The learners discuss the difficult topics and help their friends in English subject while using socio-affective strategies. They do not give much interest to ask answers in English and focus to communicate with their teachers and native speakers of English. Thus, we can conclude that all types of learning strategies such cognitive, metacognitive and socio-affective are used by the Tharu students. Cognitive strategies are used by the students to a great extent whereas metacognitive

strategies are also popular among the students and socio-affective strategies are less used by them.

5.3 Recommendations

On the basis of the above findings and conclusion, following recommendations for pedagogical implication have been suggested:

5.3.1 Policy Related

Based on the findings and conclusion of this research, the following policy related recommendations can be made:

i. It seems essential to incorporate the contents in the curriculum that encourages the utilization of socio-affective strategies.

ii. The syllabus designers and textbook writers need to develop syllabus and textbooks which emphasize all the language skills, i.e. listening, speaking, reading and writing equally.

iii. It is necessary to make such educational policies in which our curriculum should focus on communicative approach, inductive method to teach grammar and appropriate teaching materials.

iv. It is necessary to bridge the gap between policy and practice which lacks in the context.

5.3.2 Practice Related

The recommendations at practice level are as follows:

i. The study shows that cognitive strategies are used by the secondary level of Tharu learners to a great extent. So, such strategies should be emphasized and teachers should suggest the students to use them in their real behaviour.

ii. The teacher needs to inspire the students to go through the questions of previous exam and try to solve them within a limited time to evaluate themselves.

iii. Teachers need to bring newspapers and magazines in the classroom and encourage students to read them regularly to develop vocabulary power and to develop the capacity of comprehending the texts.

iv. The teachers need to conduct speech or debate contests inside or outside the classroom time and again and inspire their students to take part.

v. The teacher needs to provide students with ample opportunity for practicing the English language by creating different real life situations.

vi. The teachers should encourage the students to interact in a friendly environment.

vii. The teachers need to motivate the students to initiate classroom discussion on different topics.

viii. The learners should try to speak with English native speakers whenever possible.

ix. They need to motivate their students to use the English language while interacting with teachers and while communicating with their friends.

x. The teachers need to inspire their students to prepare their own notes and go through their course books continuously throughout the academic year for better result.

xi. They need to motivate their students to consult dictionary to memorize new words.

5.3.3 Further Research Related

Learning strategy is a broad area to study. This research is just a small part of it. There are so many things left to be studied. So the following further research related recommendations can be made on the basis of above mentioned findings and conclusions of this research.

i. The researchers can study and compare the learning strategy used by the students of private and public schools.

ii. The researchers can study the learning strategies adopted by other indigenous learners of any level.

iii. It will provide new research areas such as learning strategies followed by SLC students, learning strategies used by poor learners and school toppers in English language and so on which are left to be investigated.

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Appendix-I

Participant Consent Form

Faculty of Education

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

Thesis Supervisor

Mr. Raj Narayan Yadav, Reader

Learning Strategies Adopted by Tharu Learners at Secondary Level

I, ..., agree to take part in this research study.

In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risk/benefits involved.

1. I have read the participant information statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part.
4. I understand that I can with draw from the study at any time before I submit my responses to the researcher.
5. I understand that personal information about me that is collected over the course of this project will be started securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
6. I understand that the result of this study may be published, and that publications will not contain my name or any identifiable information about me.

   I consent to:

Completing questionnaire **Yes** **No**

Signature .....

Name .....

Date .....

Appendix-II

Participant Information Statement

Faculty of Education

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

Thesis Supervisor

Mr. Raj Narayan Yadav, Reader

Learning Strategies Adopted by Tharu Learners at Secondary Level

1. What is this study about ?

You are requested to take part in a research entitled 'Learning Strategies Adopted by Tharu Learners at Secondary Level'. Which aims to identify the learning strategies used by Tharu learners at secondary level. Up to now, there has not been sufficient research related to this topic in this area. Therefore, it is helpful to make the students familiar about their learning strategies.

You have been requested to participate in this study because I am interested in finding out what sorts of strategies techniques, and styles have been employed by Tharu learners at secondary level in government aided school to become a successful learner your responses will be helpful to suggest for effect learning strategies to the teachers and students.

This participant information statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the research. Please read this sheet carefully and ask questions about anything that you do not understand or what to know more about the study. Participation in this research is voluntary. So it is up to you whether you wish to take part or not.

By giving your consent to take part in his study, you are telling us that you :

- ✓ Understand what you have read.
- ✓ Agree to take part in the research study as outlined below.
- ✓ Agree to the use of your personal information as described.

You will be given a copy of this participant information statement to keep.

2. Who is carrying out the study ?

The study is being carried out by Mr. Ramesh Tharu, as the master of Education in English at the Tribhuvan University of Kathmandu. This study will take place under the supervision of **Mr. Raj Narayan Yadav, Reader** Department of English Education, T.U., Kirtipur.

3. What will the study involve for me ?

This study involves completing a set of questionnaire. The questionnaire contains 32 close-ended questions divided into three parts: a) Metacognitive strategies b) Cognitive strategies c) Socio-affective strategies

4. How much of my time will the study take ?

It will take you about 30 minutes to complete the questionnaire.

5. Who can take part in the study ?

The Tharu students who are studying in secondary level government aided schools of Banke district can participate in this study.

6. Do I have to be in the study ? Can I withdraw from the study once I've started ?

Participation in this study is completely voluntarily. Your participation in this study will not harm in your career and future it will help to understand about the learning strategies for teaching learning activities. If you decide to withdraw from study, you are free but submitting your completed questionnaire is your consent to participate in the study.

7. Are there any risks or costs associated with being in the study ?

Beside from your time investing to response questionnaire, there will not be any risks or costs associated with taking part in this study.

8. Are there any benefits associated with being in the study ?

This study will help you improve in your effective learning activity. Furthermore, the findings of the research will be helpful you what types of learning strategies lead towards successful learners.

9. What will happen to information about me that is collected during the study ?

Your information will only be used for the purposes outlined in this participation information statement. Your information will be stored securely and your identity/information will be kept strictly confidential, except as required by law. Finding of study may be published, but you will not be individually identifiable in these publications.

10. Can I tell other people about the study ?

Yes, you are welcome to tell other people about the study.

11. What if I would like further information about the study ?

If you would like to know more at any stage during the study, please feel free to contact Mr. Ramesh Tharu (email: rameshchau.75@gmail.com)

12. Will I be told the results of the study ?

You will get the summary of the overall findings of the study and whole thesis paper through the Department of English Education, T.U., Kirtipur, Kathmandu.

13. What if I have a complaint or any concerns about the study ?

The ethical aspects of this study have been approved by the Tribhuvan University Department of English Education, Kirtipur, Kathmandu. Any person with concerns or complaints about the conduct of a research study can contact the researcher.

Appendix- III

Questionnaire for Students

Dear respondents,

This questionnaire is a research tool for getting information for my research entitled **Learning Strategies Adopted by Tharu Learners at Secondary Level** under the supervision of **Mr. Raj Narayan Yadav**, Reader, Department of English Education, T.U. Kirtipur. Your co-operation in responding the questionnaire and your response will have a great value in accomplishing my research. I appreciate your perception and assure you that your response will be completely anonymous. Please feel free to put your responses as required by the questionnaire. I honestly assure you that the responses made by you will be used only for the present study and remain confidential.

Researcher

Ramesh Tharu

Appendix - IV

Questionnaire for Students

School's Name: Date:

Student's Name Class:

English Teacher's Name

Please, read the following learning strategies and tick (√) any appropriate option you agree with.

A. Metacognitive Strategy

1. I often read English newspaper and magazines.

   a) Always b) Sometimes c) Never

2. I take part in speech or debate contest organized by the school

   a) Always b) Sometimes c) Never

3. I skim the text before teacher teaches in classroom

   a) Always b) Sometimes c) Never

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

   a) Always b) Sometimes c) Never

5. I often do my homework.

   a) Always b) Sometimes c) Never

6. I read notes prepared myself.

   a) Always b) Sometimes c) Never

7. I go through the examination questions of previous years and solve them check my understanding.

   a) Always b) Sometimes c) Never

8. Generally, I read the texts loudly.

a) Always b) Sometimes c) Never

9. I often listen English news on radio and television.

a) Always b) Sometimes c) Never

10. I read English stories.

a) Always b) Sometimes c) Never

11. I read throughout the academic year regularly to refresh what I have learned.

a) Always b) Sometimes c) Never

12. I write whatever my teacher teaches at school so that I can read it time and again.

a) Always b) Sometimes c) Never

B. Cognitive Strategy

1. I guess the important question from the text and memorize their answers.

a) Always b) Sometimes c) Never

2. I guess the meaning of new words from the context.

a) Always b) Sometimes c) Never

3. I memorize the grammatical rules.

a) Always b) Sometimes c) Never

4. I write down main points during teacher's explanation of the lesson.

a) Always b) Sometimes c) Never

5. I consult guides and practice textbook to understand the text.

a) Always b) Sometimes c) Never

6. I consult dictionary to know the meaning of new words.

a) Always b) Sometimes c) Never

7. I like to do listening practice imitation.

a) Always b) Some c) Never

8. I memorize the answers from teacher's note and guide.

a) Always b) Sometimes c) Never

9. I generalize the grammatical rules from the context.

a) Always b) Sometimes c) Never

10. I translate the text into my mother tongue to understand it.

a) Always b) Sometimes c) Never

11. I memorize the meaning of new words.

a) Always b) Sometimes c) Never

12. I guess important questions and memorize their answers from the examination point of view.

a) Always b) Sometimes c) Never

13. I revise the learnt units to refresh my memory by writing it.

a) Always b) Sometimes c) Never

C. Socio-affective Strategy

1. I discuss and ask difficult topics with my friends & teachers.

a) Always b) Sometimes c) Never

2. I try to speak English with my teachers and friends in the classroom.

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 to record my own speech and listen it.

a) Always b) Sometimes c) Never

5. I help my friends in English subject when they feel difficult.

a) Always b) Som c) Never

6. Whenever I get Chance, I try to communicate with the native speakers of English.

a) Always b) Sometimes c) Never

7. I ask answers of the questions in English with my teachers.

a) Always b) Sometimes c) Never

Appendix – IV

Questionnaire for Students

School's Name: shree Janashakti High School Date: 2072-6-13

Student's Name Shyam Kumar Tharu Class: 10

English Teacher's Name Deepak Chaudhary

Please, read the following learning strategies and tick (√) any appropriate option you agree with.

A. Metacognitive Strategy

1. I often read English newspaper and magazines.
   a) Always b) Sometimes c) Never

2. I take part in speech or debate contest organized by the school
   a) Always b) Sometimes c) Never

3. I skim the text before teacher teaches in classroom
   a) Always b) Sometimes c) Never

4. I take part in essay competition organized by the school.
   a) Always b) Sometimes c) Never

5. I often do my homework.
   a) Always b) Sometimes c) Never

6. I read notes prepared myself.
   a) Always b) Sometimes c) Never

7. I go through the examination questions of previous years and solve them check my understanding.
   a) Always b) Sometimes c) Never

8. Generally, I read the texts loudly.
   a) Always b) Sometimes c) Never