

**LEARNING STRATEGIES USED BY SECONDARY LEVEL
MAGAR STUDENTS IN LEARNING ENGLISH**

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

**Submitted by
Ek Maya Thapa**

**Faculty of Education,
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2018

**LEARNING STRATEGIES USED BY SECONDARY LEVEL
MAGAR STUDENTS IN LEARNING ENGLISH**

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

**Submitted by
Ek Maya Thapa**

**Faculty of Education,
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2018**

T.U. Reg. No.: 9-2-48-3495-2007	Date of Approval of the thesis
Second Year Examination	Proposal Approval : 12-05-2016
Roll No.: 280251/070	Date of Submission of Thesis: 06-04-2018

DECLARATION

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

Date: 05-04-2018

Ek Maya Thapa

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Ek Maya Thapa** has completed the research entitled **Learning Strategies used by Secondary Level Magar Students in Learning English** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 06-04-2018

Dr. Prem Bahadur Phyak (Supervisor)

Department of English Education

T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Anjana Bhattarai

Professor and Head

Department of English Education

T.U., Kirtipur

Chairperson

Dr. Laxmi Bahadur Maharjan (Supervisor)

Professor

Department of English Education

T.U., Kirtipur

Member

Dr. Ram Ekwel Singh (Reader)

Department of English Education

T.U., Kirtipur

Member

Date: 12-05-2016

EVALUATION AND APPROVAL

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

Signature

Dr. Prem Bahadur Phyak (Supervisor)

Lecturer and Head

Department of English Education

T.U., Kirtipur

Chairperson

Mr. Bhim Prasad Wosti

Reader

Department of English Education

T.U., Kirtipur

Member

Dr. Purna Bahadur Kadel

Lecturer

Department of English Education

T.U., Kirtipur

Member

Date: 09-04-2018

DEDICATION

This thesis is dedicated to my parents who devoted their entire life to
make me what I am now.

ACKNOWLEDGEMENTS

First of all, I would like to extend my profound gratitude to my honorable Guru and thesis supervisor **Dr. Prem Bahadur Phyak**, Head of Department of English Education, TU, Kirtipur, who helped me from beginning to the end by providing his valuable time, different kinds of ideas, techniques and information necessary for carrying out this research work. His encouragement, invaluable guidance, co-operation, inspiration and suggestions are ever memorable.

I would like to express my sincere gratitude to **Dr. Laxmi Bahadur Maharjan**, Professor, Department of English Education and **Dr. Ram Ekwal Singh**, Reader, Department of English Education for constructive suggestions during the viva of thesis proposal.

Similarly, I am equally grateful to **Prof. Dr. Anjana Bhattarai**, **Prof. Dr. Govinda Raj Bhattarai**, **Prof. Dr. Anju Giri**, **Mrs. Hima Rawal**, **Mrs. Madhu Neupane**, **Mrs. Saraswoti Dawadi**, **Mr. Bhesh Raj Pokhrel**, **Mr. Khem Raj Joshi**, **Mr. Laxmi Prasad Ojha**, **Mr. Guru Pprasad Poudel** and **Mr. Ashok Sapkota** for their direct and indirect encouragement and valuable academic support.

I would also like to thank to **Mrs. Madhavi Khanal** and **Mrs. Nabina Shrestha** for their kind support in library work.

Ek Maya Thapa

ABSTRACT

This research work entitled "Learning Strategies Used by Secondary Level Magar Students in Learning English" is an attempt to find out the learning strategies used by Magar students while learning English language and if ethnicity has any influence on the frequency and choice of language learning strategy used by learners of English. Keeping the objectives in consideration, thirty Magar students studying in secondary level in government schools in Tanahun district were sampled through purposive nonrandom sampling procedure. In order to collect the relevant data, a set of questionnaire was administered to the students. The collected data were analyzed and interpreted quantitatively using simple statistical tools tabulation and percentage. From the obtained data it was found that students used all three types of learning strategies viz. cognitive, metacognitive and socioaffective strategies to a greater or lesser extent. Metacognitive strategy was the least used strategy and cognitive strategy was the most highly used strategy.

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

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Symbols and Abbreviations</i>	<i>xii</i>
CHAPTER ONE : INTRODUCTION	1-5
1.1 Background of the Study	1
1.2 Statement of the Problems	2
1.3 Objectives of the Study	3
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Delimitations of the Study	4
1.7 Operational Definition of the Key Terms	4
CHAPTER TWO : REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	6-20
2.1 Review of Related Theoretical Literature	6
2.1.1 Learning Strategies	6
2.1.1.1 Characteristics of Learning Strategies	7
2.1.1.2 Type of Learning Strategies	8
2.1.2 Importance of Learning Strategies	14
2.1.3 Factors influencing the Choice of L2 Learning Strategies	14

2.1.4	Learning Strategy and Ethnicity	16
2.1.5	Magar Ethnicity: An Introduction	17
2.2	Review of the Related Empirical Literature	17
2.3	Implication of the Review for the Study	19
2.4	Conceptual Framework	20
CHAPTER THREE : METHODS AND PROCEDURES OF THE STUDY		21-23
3.1	Design and Method of the Study	21
3.2	Population, Sample and Sampling Strategy	22
3.3	Study Area/Field	22
3.4	Data Collection Tools and Techniques	22
3.5	Data Collection Procedure	22
3.6	Data Analysis and Interpretation Procedure	23
CHAPTER FOUR : ANALYSIS AND INTERPRETATION OF RESULTS		24-66
4.1	Analysis of Data and Interpretation of the Results	24
4.1.1	Learning Strategies used to Develop Listening Skill	25
4.1.1.1	Listening to the English news	25
4.1.1.2	Listening to the recorded materials by the native speakers of English	26
4.1.1.3	Listening to the BBC world service	26
4.1.1.4	Listening to the English songs	27
4.1.1.5	Watching English Movies	28
4.1.2	The Strategy Used in Developing Speaking Skill	29
4.1.2.1	Speaking English with Friends	29
4.1.2.2	Interacting with Teachers in English	30
4.1.2.3	Recording their own Speech and Listen to it	30
4.1.2.4	Taking Part in Speech or Debate Contest	31
4.1.2.5	Singing English Songs	32
4.1.3	Learning Strategies Used in Developing Reading Skill	33
4.1.3.1	Reading English Newspapers and magazines	33

4.1.3.2	Reading the Text Silently	34
4.1.3.3	Reading the text Loudly	35
4.1.3.4	Reading the English Stories	36
4.1.3.5	Reading the English Poems	36
4.1.4	Learning Strategies Used in Developing Writing Skill	37
4.1.4.1	Preparing their Own Note	37
4.1.4.2	Noting Down the Main Points During Teachers Explanation	38
4.1.4.3	Taking Part in Essay Writing Competition Organized by the School	39
4.1.4.4	Dong their Homework	40
4.1.4.5	Practicing Writing Skill by Different Guided and Free Writing	40
4.1.5	Learning Strategy Used in Learning Vocabulary	41
4.1.5.1	Noting down the Difficult Words and Asking to their Teacher	41
4.1.5.2	Noting Down the Difficult Words and Consulting the Dictionary	42
4.1.5.3	Using Reference Materials as Glossaries to Help Them Get the Meaning	43
4.1.5.4	Using the New Words in Writing	44
4.1.5.5	Discussing Difficult Words 'Meaning with Friends	45
4.1.6	The Strategies Used in Learning Grammatical Items	46
4.1.6.1	Memorizing the Grammatical Rules	46
4.1.6.2	Generalizing the Rules From the Context	47
4.1.6.3	Translating Grammatical Items into their Mother Tongue	47
4.1.6.4	Using Grammatical Items While Communicating with Others	48
4.1.6.5	Using Short-cut Key of Grammatical Rules while Memorizing Formula	49
4.1.7	The Strategy Used in Learning Pronunciation	49

4.1.7.1	Trying to Spell the Words	50
4.1.7.2	Using Correct Stress, Pause, Tone and Intonation	50
4.1.7.3	Watching English News Broadcasted by Television	51
4.1.7.4	Listening to the English News Broadcasted by the Radios	52
4.1.7.5	Listening to the Recorded Materials by the Native Speakers of English	53
4.1.8	The Strategies Used in Learning Language Function	54
4.1.8.1	Greeting to their Teachers	54
4.1.8.2	Helping Friends' Problems in English Subject	54
4.1.8.3	Paying much Attention to their Study	55
4.1.8.4	Threatening their Friends Having Bad Habit	56
4.1.8.5	Seeking Specific Details (Consulting Reference Materials) in what they read	57
4.2	Classification of the Strategies Used by the Students	57
4.2.1	Metacognitive Strategies Used by the Students	58
4.2.2	Cognitive Strategies Used by the Students	60
4.2.3	Socioaffective Strategies Used by the Students	62
4.2.4	Overall Analysis of the Strategies used by Magar Students	63
4.3	Summary/Discussion of the Findings	65
CHAPTER FIVE : CONCLUSION AND RECOMMENDATIONS		67-69
5.1	Conclusion	67
5.2	Recommendations	68
5.2.1	Policy Related Level	68
5.2.2	Practice Related Level	68
5.2.3	Implication for the Further Research	69
REFERENCES		70-72
APPENDICES		
QUESTIONNAIRE		

LIST OF TABLES

	Pages
Table 1 :	Listening to the English news 25
Table 2 :	Listening to the recorded materials by the native speakers of English 26
Table 3 :	Listening to the BBC World service 27
Table 4 :	Listening to the English songs 27
Table 5 :	Watching English movies 28
Table 6 :	Speaking English with Friends 29
Table 7 :	Interacting with teachers in English 30
Table 8 :	Recording their own speech and listen to it 31
Table 9 :	Taking part in speech or debate contest 32
Table 10 :	Singing English Songs 33
Table 11 :	Reading English newspapers and magazines 34
Table 12 :	Reading the text silently 34
Table 13 :	Reading the text loudly 35
Table 14 :	Reading the English stories 36
Table 15 :	Reading the English Poems 37
Table 16 :	Preparing their own note 38
Table 17 :	Noting down the main points during teachers explanation 38
Table 18 :	Taking part in essay writing competition organized by the school 39
Table 19 :	Doing their homework 40
Table 20 :	Practicing writing skill by different guided and free writing 41
Table 21 :	Noting down the difficult words and asking to their teacher 42
Table 22 :	Noting the difficult words and consulting the dictionary 43
Table 23 :	Using reference materials as glossaries to help them get the meaning 44
Table 24 :	Using the new words in writing 44
Table 25 :	Discussing difficult words 'meaning with friends 45
Table 26 :	Memorizing the grammatical rules 46

Table 27 :	Generalizing the rules from the context	47
Table 28 :	Translating grammatical items into their mother tongue	47
Table 29 :	Using grammatical items while communicating with others	48
Table 30 :	Using short-cut key of grammatical rules while memorizing formula	49
Table 31 :	Trying to spell the words	50
Table 32 :	Using correct stress, pause, tone and intonation	51
Table 33 :	Watching English news broadcasted by television	51
Table 34 :	Listening to the English news broadcasted by the radios	52
Table 35 :	Listening to the recorded materials by the native speakers of English	53
Table 36 :	Greeting to their teacher	54
Table 37 :	Helping friends' problem in English subject	55
Table 38 :	Paying much attention to their study	55
Table 39 :	Threatening their friends having bad habit	56
Table 40 :	Seeking specific details in what they read	57
Table 41 :	Metacognitive Strategies Used by the Students	58
Table 42 :	Cognitive Strategies Used by the Students	60
Table 43 :	Socioaffective Strategies Used by the Students	62
Table 44:	Overall Strategies used by the Magar Students	64