

CHAPTER ONE

INTRODUCTION

This study is based on "Learning Strategies Used by Secondary Level Magar Students in Learning English". The introduction part of this study consists of background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definition of key terms.

1.1 Background of the Study

Learning strategies are the 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. Appropriate language learning strategies result in improved proficiency and greater self confidence. Learning strategies are the ways students learn a wide range of subjects, from native language through electronic troubleshooting to new languages (Oxford, 1990). Oxford (1990) takes us to a definition which breaks the term learning strategies down to its roots the word strategy. The word strategy comes from the ancient Greek term 'strategia' meaning generalship or the art of war. Strategy involves the optimal management of troops, ships or aircraft in a war situation. Oxford expands on this definition by stating that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.

Language learning strategies is a term referring to the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively. They are thoughts and actions consciously chosen and operationalized by language learners, to assist them in carrying out a multiplicity of tasks from the very outset of learning to the most advanced levels of target language performance. L2 learning strategies play a significant

role in the learning process. These strategies can be taught and acquiring them can make a substantial difference in learner achievement (Cohen, 1998).

Learning strategies are used by students to help them understand information and solve the problems. Learning strategy instruction focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. So it is a matter of interest on how secondary level learning has been going on, particularly in the field of English language learning. Cohen (1998, as cited in Gass & Selinker, 2008, p. 439) defines learning strategies as those processes which may enhance the learning and use of L2, through storage, retention, recall, hypothesis making are the only ones who can actually do the learning. When a learner consciously chooses, strategies become a useful toolkit for active, conscious and purposeful self-regulation of learning.

Language learning theories almost agree to the point that language acquisition process is generally same for all the learners, however, what actually found in practice is that different learners learn the same second/foreign language in different ways with different level of success. Such variation in the success is based on learning strategies which are employed by the learners to learn the second/foreign language. Students, almost in every discipline need to understand the importance of English. The question is what strategies do they use to learn English. It seems very important to find out the learning strategies used by the learners.

So, I was interested to find out how the secondary level Magar students study English in government school. This was the reason why I choose the area of learning strategies adopted by the students in a tutored setting.

1.2 Statement of the Problems

Learning English as a foreign language is not an easy task. Though, the students actively participate in learning. They may not learn whatever they need to learn. English plays a vital role in the modern era of science and

technology. So, how the learners learn English is the most important and focal point. Learners use various learning strategies in the process of learning language but they are facing some problems due to the nature of heterogeneous classes, unavailability of resources, learner's readiness, existing teaching trends, materials used, feelings of competition among the students, etc.

Learning strategies are the constituents of effective learning style. It is the mental and physical actions of the learners. Strategic efforts are needed to develop the ability to make meaningful connections between skills, ideas and real life situations. It also helps to encourage the students for self monitoring, self correction and to maximize the effectiveness of learning and communication. But there are lots of problems behind the use of adequate strategies because we find heterogeneous classes where students show different disruptive behaviours such as unwilling to speak in target language, inaudible responses, producing unnecessary sounds and not paying attention in learning. It is extremely difficult to apply different learning strategies in such situations. The frequency of language learning strategy use may not be the same across all L2 learners, but rather individual learner variables seem to affect their strategy use. Strategy use differs according to many learners variables, such as learners' gender, motivation, ethnicity, age, proficiency levels (Oxford, 1996, p. xi). Among these learners' variables, ethnicity is one of the those variables that has strong influence on the kinds of strategies they use. Magar is one of the ethnicities of Nepal with their own cultural values. The curiosity of what kinds of learning strategies do the Magar students use to learn English and if ethnicity affects the learners' choice of learning strategy has drawn me for this study.

1.3 Objectives of the Study

The objectives of this study were as follows:

- (i) To find out the learning strategies used by Magar students.
- (ii) To explore whether the ethnicity has any influence in the choice of language learning strategy of Magar students.
- (iii) To suggest some pedagogical implications based on findings.

1.4 Research Questions

The study brought the answer of the following questions:

- (i) What are the learning strategies used by Magar students in learning the English language?
- (ii) Does ethnicity affect language learning strategy use in language learning?
- (ii) What pedagogical implications can be derived from the findings?

1.5 Significance of the Study

The present study aimed to explore the existing trends of the students' learning strategies in the EFL learning process. The findings and suggestions derived from this study will be useful for teachers, students, school administrations, course designers, textbook writers and policy makers. This study will be helpful to get clear picture of the trends in learning strategies and to think of improvement in the field of language learning. Moreover this study will be significant for all those who are directly and indirectly involved in English language teaching and learning.

1.6 Delimitations of the Study

This study had the following delimitations:

- (i) This study was limited to Bhanu municipality of Tanahun district.
- (ii) This study was limited to thirty secondary level Magar students.
- (iii) This study was limited to the data collected through questionnaire.
- (iv) This study was limited to the learning strategies used by Magar students.

1.7 Operational Definitions of the Key terms

The key terms used to this study are defined from the following operational perspectives.

Learning Strategies: The term refers to the learning styles followed by the secondary level Magar students to make their learning easier, faster, more enjoyable, more effective and more transferable.

Cognitive strategies: In this study cognitive strategies are related to the operations used by Magar students to receive and produce message in target language by forming and revising internal mental models.

Meta-cognitive strategies: The term refer to the learner's attempt of regulating language learning by means of planning, monitoring and evaluating.

Socio-affective strategies: The ways in which learners choose to interact with others in various social environments.

Magar: An indigenous group of people having common racial, national, religious or cultural origins and spread through out the country.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes review of the related literature, empirical literature, implications of the reviewed literature and conceptual framework of the study.

2.1 Review of Related Theoretical Literature

This sub-section deals with different theoretical perspectives related to English language learning strategies.

2.1.1 Learning Strategies

Learning strategies refer to the deliberate actions and attempts of the learners which are intended to promote the learning of the new features of the target language. Whatever the second language learners do and act for the acquisition of the second language system or features is known as learning strategy.

Several researches have studied what leaning strategies are, why they are effective in the learning process.

According to Wenden (1987a), language learning strategies can be defined from the aspect of language learning behaviours, such as learning and regulating the meaning of a second or foreign language, cognitive theory, such as learners' strategic knowledge of language learning, and the affective view, such as learners' motivation, attitude etc. It is argued that three points of views can improve language learning. Rubin (1987) defines language learning strategy as behaviours, steps or techniques that language learners apply to facilitate language learning. Ghani (2003) defines language learning strategies as specific actions, behaviours, steps or techniques that students frequently use to improve their progress in L2 developing skills; these can facilitate the internalization, storage, retrieval, or use of new language. Similarly Rigney (1978) defines language learning strategies as the often-conscious steps or

behaviours used by language learners to enhance the acquisition, storage, retention, recall and use of new information.

Learning strategies are systematic and conscious plans, actions and thoughts that learners select and adopt to each task. They are often described as knowing what to do, how to do it, when to do it and why it is useful. Students use various strategies to maximize the effectiveness of learning and communication. According to Ellis (ibid) to become successful strategic learning, students need:

- Step by step strategy instructions.
- A wide array of instructional approaches and learning materials.
- Modeling guide practice and independent practice.
- Opportunities to transfer skills and ideas from one situation to another.
- To develop the ability to make meaningful connections between skills and ideas and real life situation.
- Encouragement to self-monitor and self-correct.
- Tools for reflecting on and assessing their own learning.

2.1.1.1 Characteristics of Learning Strategies

Learning strategies clearly involve internal mental actions but they may also involve physical actions as well. The claim made in the literature involve potential improvements in language learning related to the selection and information from the input and the organization and integrations of it in terms of learner's systems. The way in which information is selected from the input in an important part of the concept.

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

- Strategies include both general approaches and specific actions or techniques used to learn an L2.

- Strategies are problem-oriented: the learner employs strategies to overcome particular learning problem.
- Learners are generally aware of the strategies they use and can identify what they consist of.
- Linguistic strategies can be performed in the L1 and in the L2.
- Strategies involve linguistic behaviour (such as requesting the name of the object) and non-linguistic (pointing to an object so as to be told its name)
- Some strategies are behaviours while others are mental.

Thus, some strategies are directly observable, while others are not.

Being based on the above features given by Ellis (1985, p. 532), we can conclude the features of language learning strategies in our own way. First, language learning strategies are learner generated; they are steps taken by the language learners. Second, strategies enhance language learning and help to develop language competence as reflected in the learners' skills in listening, speaking, reading or writing the target language. Third, language learning strategies may be visible (behaviours, steps, techniques, etc) or unseen (thoughts or mental processes). Fourth, learning strategies involve information and memory (vocabulary knowledge, grammar rules, etc.)

2.1.1.2 Type of Learning Strategies

Language learning strategies refer to the actions taken by learners to enhance their own language learning. Learning strategies are classified in different ways. Ellis (1985) presents two frameworks of classification they are:

- (i) O'Malley and Chamot's framework
- (ii) Oxford's framework

O'Malley and Chamot(1985b, as cited in Brown, 1994) have studied the use of strategies by learners of English as a second language (ESL) in the United

States. According to O'Malley and Chamot (ibid, as cited in Brown, 1994, pp. 116-117), learning strategies are broadly divided into three types.

Cognitive strategies

Cognitive language learning strategies include use of different techniques such as remembering new words and phrases, deducing grammar rules, applying previously learned rules, guessing the meaning of unknown words and using a variety of ways of organize new information and link the new information to previously learned language. It is used in problem solving which requires direct analysis, synthesis and transformation of learning materials. They are more limited to specific learning tasks that involve more direct manipulation of the learning materials itself. O'Malley and Chamot (1990, as cited in Brown, 1994, pp. 116-117) have identified translation, grouping, note taking, deduction, recombination, imagery, auditory, representation, keywords contextualization, elaboration, transfer, inference as cognitive strategies.

So, cognitive strategies refer to the operation used in problem solving. These strategies require direct analysis, synthesis and transformation of learning materials. According to O'Malley et al. (1985). "These strategies are more limited to specific learning tasks which involve more direct manipulation of the learning materials." Rubin (1987), as cited in Brown, 1994) defines these strategies in similar way as O'Malley does.

To sum up, cognitive strategies encompass the language learning strategies of identification, grouping, retention and storage of language materials. These are the language use strategies of retrieval, rehearsal and compensation of production of words, phrases and other elements of the second language.

Meta-cognitive strategies

Meta-cognitive language learning strategies are higher order thinking skills that students use to manage their own language learning. Such as planning, monitoring and evaluating success in language learning. They are strategies about learning rather than learning strategies themselves. According to

O'Malley and Chamot (ibid) meta-cognitive learning strategies are: advance organizers, direct attention, selective attention, self management, functional planning self-monitoring, delayed production and self-evaluation.

Meta-cognitive strategies are the strategies that the learners use to control their own cognition by coordinating the planning, organizing and evaluating the learning process. These strategies deal with pre-assessment and pre planning, online planning and evaluation and post evaluation of language learning activities. As O'Malley et al. (1985, as cited in brown, 1994) write, "Metacognitive is a term to express executive function, strategies which require planning for learning, thinking about learning process as it is taking place, monitoring of one's production of comprehension and evaluating learning after an activity is completed."

Thus meta-cognitive strategies refer to the attempts of regulating language learning by means of planning, monitoring and evaluating. Such strategies help learners to pay attention consciously, search for practice opportunities, plan for language tasks, arranging, focus and evaluating their own learning and monitoring errors.

Socio-affective strategies

Socio-affective strategies are the actions that the learners take during or related to interactions with other to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation and attitude to help them learn the language. O'Malley and Chamot (1985, as cited in Brown, 1994, pp. 116-117) state socio-affective strategies are related with social mediating activities and translating with others." These are concerned with learner's emotional requirements. The strategies help learners to control feelings, motivations and attitudes related to language learning. So these strategies are sometimes described as affective strategies. Anxiety reduction, self-encouragement and self-reward come under these strategies.

Socio-affective strategies are also described as social strategies because such strategies afford the learner's opportunities to be exposed to and practice their knowledge. Social strategies involve learning by interaction with others. Asking questions, co-operating with native speakers of that language and becoming culturally aware come under social strategies. These strategies are mostly known as communication strategies since the learners use these strategies in order to be engaged in communication and establish relation with others. Rubin (1997, as cited in Skehan, 1992) says "These strategies are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across clarifying what the speaker intended." These strategies are used by the speakers while being faced with some difficulties due to communication means or when confronted misunderstanding by a co-speaker.

Another framework for classification of learner strategies is the one which is suggested by Oxford (1990). According to Oxford's framework, a general distinction is made between direct and indirect strategies.

Direct Learning Strategies

Language learning strategies that directly involve the target language and directly support the learners to learn the subject matter are direct learning strategies. Direct strategies are of assistance to the learners because they help to store and recover information. The strategies help learners to generate language, even when there is a knowledge gap. They also help learners to understand and use the new language. Direct strategies are classified into the following:

(a) Memory strategies

Memory strategies are used for entering new information into memory storage and for retrieving it when needed for communication. Memory strategies employ mental processing for associating the language information, memorizing the language rules, systems and information. It includes the

activities such as grouping, representing sounds in memory, structured reviewing, using physical response. Memory strategies help learners link one L2 item or concept with another. They enable learners to learn and retrieve information. For example, to make association with what has already been learned, to repeatedly pronounce new words in order to remember them.

(b) Cognitive Strategies

Those strategies which relate to how students think about their learning are cognitive strategies. Cognitive strategies are used for revising internal mental models receiving and producing messages in the target language (e.g. repeating, getting the idea quickly, analysis and taking notes). The target language is distorted or manipulated by repeating analyzing or summarizing. They are related to working out with language knowledge, information and ideas such as reasoning, synthesizing, summarizing and analyzing.

(c) Compensation Strategies

There are two types of compensation in SLA delineated by Oxford (1990): guessing strategies and overcoming strategies. Guessing strategies include the use of linguistic clues such as more familiar elements of language or elements approximately similar to one's native language. Overcoming strategies include switching to one's mother tongue in case of necessity. Compensation strategies enable students to make up for limited knowledge from the context in reading and listening and using synonyms and gestures to convey meaning when the precise expression is not known. They are needed to overcome any gaps in knowledge of the language (Oxford 1990, P. 91). These strategies complement the meaning of language through the use of different non-verbal devices and paralinguistic features such as gestures, pitch and volume.

Indirect Learning Strategies

Indirect learning strategies are those strategies, which do not directly involve the subject matter itself, but are essential to language learning. Indirect language learning strategies work together with direct strategies by helping the

learner to regulate the learning process. These strategies support an manage language learning without direct engagement and are therefore, called indirect strategies. Indirect strategies are classified into the following:

(a) *Meta-cognitive strategies*

Metacognitive strategies are techniques used for organizing, planning, focusing and evaluating one's own learning e.g. linking new information with already known information, seeking practice opportunitiesj and self-monitoring. Oxford (1990) gave the following definition of metacognitive strategies, "actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process" (p. 136). Metacognitive strategies are those strategies, which are related to how students manage the learning process. These strategies encourage the learners to plan and monitor the their learning. It helps learners exercise executive control through planning, arranging, focusing and evaluating their own learning.

(b) *Affective Strategies*

The term affective refers to emotions, attitudes, motivations and values. It is impossible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies. The three affective strategies lowering the anxiety, self-encouragement and self-reward enable learners to control feelings, motivations and attitudes related to the language learning.

(c) *Social Strategies*

Social strategies are used for facilitating interaction by asking questions an cooperating with others in the learning process. Asking question to get verification, asking the clarification of a confusing point, talking with native speakers and explaining cultural and social norms, cooperating with peers and being aware of others thoughts and feelings come under social strategies. Social strategies are very important in learning a language because language is used in communication and communication occurs between people.

2.1.2 Importance of Learning Strategies

Learning strategies are steps taken by students to enhance their own learning. Language learning strategies play crucial role in second language learning. They facilitate students to become more aware of their own learning style. Wenden (1989) asserts, "Learning strategies are the key to learn 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).

In the words of Brown (ibid) "With many styles and strategies operating within a person hundreds of cognitive profiles might be identified, if we could make a case for typing language learners" (p. 125. Gass and Selinker (2008), p. 441) state that in order to support learners one first has to understand them and the strategies from a research point of view and then assess whether what they have been taught in terms of learning strategies actually works." In addition to developing students' communicative competence, training students to use language learning strategies can help them become better language learners.

To sum up language learning strategies adopted by the learners are important for a language teacher. These strategies help the teacher to make his/her lesson according to the strategies of the learners. Learners also take benefit from learning strategies as they can leave some strategies and adopt new strategies to become successful learner and learn language easily. Thus, learning strategies are important for teachers, learners, course designers and all other related people.

2.1.3 Factors influencing the Choice of L2 Learning Strategies

Oxford (1990) synthesized the existing researches on how the different factors influence in the choice of learning strategies used among students learning a second language. The factors influencing the choice of L2 learning are as follows.

(i) Motivation

More motivated students tended to use more strategies than less motivated students did and the particular reason of studying the language (motivational orientation, especially as related to career field) was important in the choice of strategies.

(ii) Gender

Female reported greater overall strategy use than males in many studies although sometimes males surprised females in the use of a particular strategy.

(iii) Cultural Background/Ethnicity

Rote memorization and other form of memorization were more prevalent among some Asian students than among students from other cultural backgrounds. Certain other cultures also appeared to encourage this strategy among learners.

(iv) Attitude and Beliefs

These were reported to have a profound effect on the strategies learners choose with negative attitude and beliefs often causing poor strategy use or lack of orchestration of strategies.

(v) Types of Task

The nature of the task helped to determine the strategies naturally employed to carry out the task.

(vi) Age and L2 State

Students of different ages and learning L2 used different strategies with certain strategies often employed by older or more advanced students.

(vii) Learning Style

Learning style often determined the choice of learning strategies. For example, analytical style students preferred strategies such as contrastive analysis, rule learning and dissecting work and phrases, while global students used strategies

to find meaning (guessing, scanning, predicting) and to converse without knowing all the words (paraphrasing and gesturing).

(viii) Tolerance of Ambiguity

Students who were more tolerant of ambiguity used significantly different learning strategies in same instance than did students who were less tolerant of ambiguity.

2.1.4 Learning Strategy and Ethnicity

Ethnicity or culture is one of the variables that has been reported to influence language learners' choice of strategies. The relationship between ethnicity and strategy use suggest strategies among learners, especially through the cultural stereotypes that are presupposed to characterise each culture. The ethnicity or cultural background of ESL and EFL learners have been repeatedly stated to have a profound influence on the choices of LLSs among students in various countries.

Oxford (1996) summarized the findings of LLSs research in the EFL context, stating that, for instance, Hispanic ESL/EFL students use such strategies as predicting, inferring (guessing meaning from context), avoiding details, working with others than alone, and basing judgements on personal relationship rather than logic, mainly because they have a global and field dependant style preference in language learning. In contrast many Japanese ESL/EFL students have been found to choose a reflective use of analytic LLSs aimed at precision and accuracy, search for small details, work alone and base judgements more on logic than on personal interactions (Oxford, 1996, p. xi).

O'Malley and Chamot (1990) suggested that there can be a pronounced impact of students' cultural background on the modes of LLS choice and use, as well as comparative ease or difficulty of applying them in the L2 learning environment and training in new LLSs. In this context, the prior educational experiences of students were seen as a significant contributor to their current L2 study. This way, students who are used to studying with the help of role memorization strategies may have developed strong memory strategies, but may have weak skills for compensation and problem solving strategies.

Aljuaid (2012) analysed a sample of 111 female Saudi Arabian university students majority in English Language and Literature at one of the state universities in Saudi Arabia. The researcher found that memory was the least used strategy and compensation strategies were also among the least used. The most popular LLS were the metacognitive, social, affective and cognitive strategies. Park's study (1997) investigated 332 Korean learners of English and Goh and Foong's study (1997) explored 175 Chinese learners of English, the results of both of these studies indicated that these subjects used metacognitive and compensation strategies more frequently. Liyanage, Grimbeck and Bryer (2003) investigated the impact of ethnicity and religion on LLS choice. The overall sample and the study comprised Sinhalese, Tamil, Srilankan Muslim and Japanese students. The authors revealed from the comparative study of this composite sample that LLS choice was associated more with religious rather than ethnic identity.

2.1.5 Magar Ethnicity: An Introduction

The Magars are one of the ethno linguistic groups of Nepal representing 7.13% of the Nepal's total population as per the census of 2011. Their ancestral homeland extends from the Himalayas to the Mahabharat foothills in the South and Kali Gandaki river basin in the East. The Magars ruled while establishing their own kingdom in ancient Nepal called the Bara Magarant (12 Magar Kingdoms) located east of Gandaki River and the Athara Magarant (18 Magar Kingdoms) located west of the Gandai River inhabited by the Kham Magars. Magar language comes under a member of the Tibeto-Burman family. And they have their own unique dress codes and culture, which are doomed to extinction. Magars are well known through the country due to their distinct history, social system, language, economy, culture and custom (wikipedia).
Magar-Dhut speakers: Rana, Ale, Thapa, Gurmachan, Singjali, Rakhal, Ashlami, Gahaja, Darlami, Masrangi, Khadka, Gharti, Naamjyali, Bucha, Saru, Khamcha, Pulami, mangrati/magrati and all Magar clans and sub clans residing in twelve Magarats.

Magar Pang speakers: Ale, Budha, Gurmachan, Gharti, Pun, Rana, Roka, Jhankri, Shreesh, Burathoki, Garbuja, Purja, Ramjali, Jugjali and all Magar clans and sub clans residing in eighteen Magarat.

Kaike Magar speaker: Tarali Magar of Dolpa, Budha, Gharti, Roka, Magar, Kayat, Jhankri all Magar clans residing in Dolpa and Karnali district.

Of the 2,064,000 Magar people in Nepal, nearly 788,530 speak a Magar language as their mother tongue. The western inhabitants of Nepal did not speak the language in the past. But recently, almost everyone has started learning the language.

2.2 Review of the Related Empirical Literature

Any study requires the knowledge of previous background to obtain the targeted objectives and deepen the study. This section is an attempt to review the related studies, studies and reports. The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. Here, some of the previous studies have been reviewed considering them as related literature and also as evidence to the present study.

Rain (2006) conducted a research on "Language learning strategies used by Maithili learners of English at secondary level." The purpose of this study was to find out how Maithili learners of English learn English as third language. Questionnaire was used as a tool in this study. He found that learners used very few techniques to learn English language. He concluded that teachers and learners do not use communicative approach in classroom. They practice English language using a tradition method, GT method.

Dhital (2011) conducted a research on "Learning strategies used by language learners in English." The main objectives of this study was to find out learning strategies used by the SLC distinction holders. She selected sixty students as sample. Questionnaire was used as a tool for data collection. She used non-random purposive sampling procedure to select colleges, faculties and respondents. She found that distinction holders used different strategies to learn four language skills i.e. listening, speaking, reading, writing and four language

aspects i.e. vocabulary, grammar, pronunciation and language function and to enhance their English language learning.

Yadav (2012) carried out a research on "Strategies adopted by secondary level students in vocabulary learning". The objective of his study was to find out the strategies adopted by secondary level students to learn English vocabulary. The responses made by the grade nine and ten students in five different secondary schools of Dolakha district were the primary sources of data and books, journals, researchers, websites, reports, articles were the secondary sources of data. He followed simple random sampling procedure. The finding of his study were consulting dictionary, taking notes in class, consulting guide book and bilingual dictionary, asking teacher to translate into mother tongue, using scales for gradable adjectives and learning the words by playing games.

Khadka (2016) carried out a research on "Learning Strategies Used in Learning English : A Case Study of Grade Five". The main objective of this study was to find out the learning strategies used by students while learning the English language. Five students studying at grade five in Creative Academy of Kathmandu district were the sample of the study. She followed purposive non-random sampling procedure for selecting the sample. The data for the study were collected from classroom observation. The findings of this study was that students used all types of learning strategies viz. memory strategies cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. However, cognitive, meta-cognitive and social strategies were used by them to a great extent.

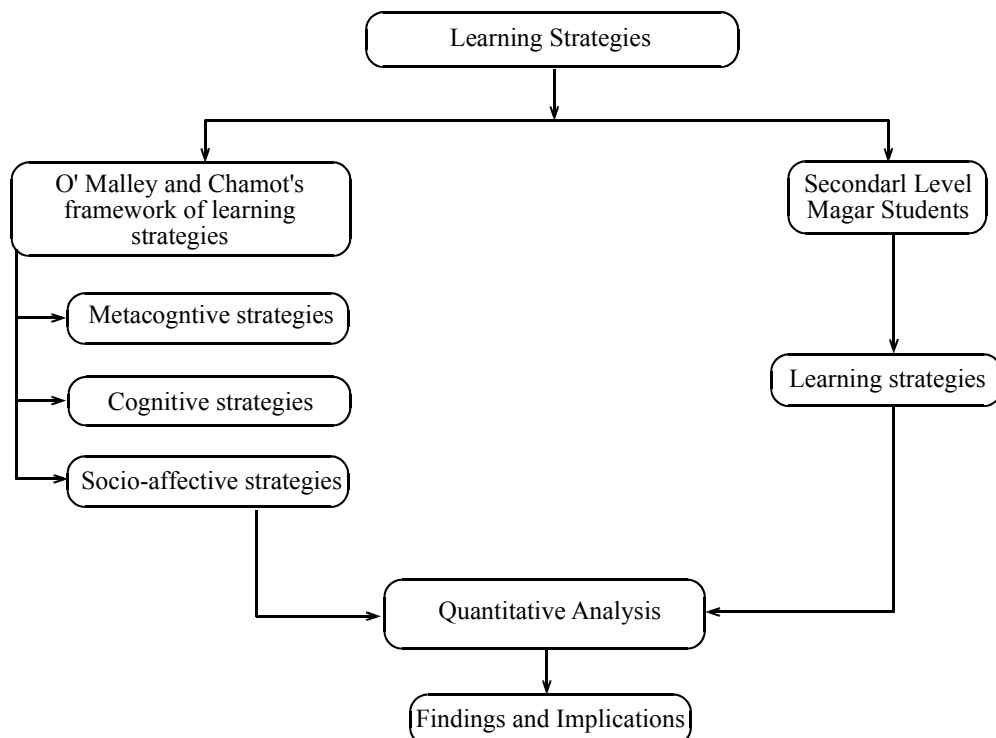
2.3 Implication of the Review for the Study

The reviewed study is to some extent similar to the proposed study. In literature review, our central focus is to examine and evaluate what has been done before on a topic and establish the relevance of this information to our own research. The review of the study obtained information from variety of the sources including books, journals, articles, theses, reports, etc. These entire sources help to bring clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research.

After reviewing the above works I got lots of ideas regarding learning strategies. Especially I got information on learning strategies adopted by students of different levels. In order to conduct the research they have used survey research design and I followed the same i.e. survey research design. Therefore, after reviewing the literature I got more ideas about the process of conducting survey research design. Similarly, they used questionnaire to elicit the data from the populations of the study. To design questionnaire their tool i.e. questionnaire provide more insights for me. In this way I go benefited with the crucial ideas about the methodologies, tools, research questions and so on in particular an the whole study in general. Nevertheless, none of the researches have been one earlier in this very area of "Learning Strategies Used by Secondary Level Magar Students in Learning English". Therefore, the present work is new in learning strategies especial in the department of English education and this work is a new attempt in the exploration of above mentioned areas.

2.4 Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researches and his/her own conceptualization of the relationship between different variables. The conceptual framework of my research is as follows



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter on methods and procedures of the study briefly describes the methods and procedures that were followed to action the objectives of this study and to fulfill the objectives.

3.1 Design and Method of the Study

I adopted the survey research design to carry out this research work, as the population sample for this study was carried out from the large number. Similarly, this study will represent the whole Tanahun district and findings had been generalized to the whole population. Survey is a research design that is widely used in the areas of social inquiry, from politics to sociology, from education to linguistics. Primarily, it is carried out in the large number of population to find out an attitude, belief of behaviour of particular group of people or an individual as well. It is mostly used to generalize the findings in a large number of population using certain sampling procedure where the whole population for the data collection is not feasible. In this context, Cohen and Manion (1985, as cited in Nunan 1992, p. 140) write:

"Surveys 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 single researcher. The purpose of survey research is generally to obtain snapshot of condition, attitudes, and/or events at a single point of time."

Similarly, Nunan (1992, p. 140) states, "Surveys are widely used for challenging data in most areas of social inquiry from politics to sociology, from education to linguistics."

From aforementioned definitions, we can conclude that survey research is a type of research which studies large and small population by selecting sample. Survey is also carried out in educational sectors to obtain a snapshot of

conditions, attitudes and events at a single point of time. It is one of the most important research out to find out investigation. It is mainly carried out to find out people's attitude, opinions and specified behaviour on certain issues, phenomena, events or situations. It is done in natural setting.

3.2 Population, Sample and Sampling Strategy

All the Magar students studying in secondary level in Bhanu municipality of Tanahun district were the population of the study and thirty Magar students studying in grade ten were the sample of the study. For the feasibility of this study. I selected three secondary level government schools and ten students from each school. I adopted purposive non-random sampling strategy for the selection of schools and the students.

3.3 Study Area/Field

The area of my study was related to the thirty Magar students studying in secondary level in Bhanu municipality of Tanahun district. The field of the study was related to the learning strategies used by the Magar students.

3.4 Data collection Tools and Techniques

The main tool for the collection of data was a set of questionnaire for students. Questionnaire for the students included close-ended questions.

3.5 Data Collection Procedure

In order to collect the data at first, I prepared a set of questionnaire which included close-ended questions for the students. Then I visited the selected schools of Tanahun district one after another and talked to the principals about my purpose of visiting there. I built up good rapport with the students and talked to them about the purpose of my study. Then I requested them to help me. There were more than ten Magar students in every classes, so I selected ten students using purposive non-random sampling procedure. Then I administered the task to the students in the allocated time. Finally, I collected the questionnaire and thanked the students for their help and cooperation. After

that I analyzed the collected data descriptively using simple statistical tools i.e. tables, frequencies and percentages and derived the findings.

3.6 Data Analysis and Interpretation Procedure

The collected data were analyzed and interpreted descriptively as well as analytically. The researcher has analyzed the raw data descriptively and statistically by using measures of frequency and percentile.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with analysis and interpretation of the collected data. The data for this study was collected by using a set of questionnaire for the students. The collected data were analyzed and interpreted quantitatively. The data were analyzed and interpreted using simple statistical tools like measure of frequency and percentile. The researcher has presented the data in frequency tabulation, cross tabulation and diagrams as their nature and need.

4.1 Analysis of Data and Interpretation of the Results

The main aim of the study was to find out the learning strategies used by secondary level Magar students to learn English. I collected the data from the thirty Magar students studying in secondary level in three government schools of Tanahun district. The students used many strategies while learning English as a foreign language. The data for this study were collected by using a set of questionnaire for the students. Being based on data, analysis and interpretation is divided into eight categories-viz-to develop listening skill, to develop speaking skill, to develop reading skill, to develop writing skill and to develop four language aspects i.e. vocabulary, pronunciation, grammar and language functions.

Different scholars have provided different models of learning strategies that the students use and those models are more or less similar to each other. Here, I followed the model given by O' Malley and Chamot (1985) in which learning strategies have been divided into three types. Based on that model, the identification of the learning strategies used by the students have been defined through analysis of the collected data. The collected data has been tabulated and discussed on the basis of planned data analysis and interpretation procedure, which are as follows:

4.1.1 Learning Strategies Used in Developing Listening Skill

There were five items in the questionnaire to find out the strategies that the Magar students used to develop listening skill in the English language. From the careful observation of the responses given by the students, the following frequencies and their percentages were found.

4.1.1.1 Listening to the English News

In order to develop listening skill Magar students seemed to listen the English news. The following table shows what percentage of the students used to listen to the English news and what percentage of did not listen to the English news.

Table 1
Listening to the English news

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Listening to the English news	2	6.67	12	46.67	14	40	2	6.66

The first item included in the questionnaire asked whether the Magar students listened to the English news to develop listening skill in English. The data given in the above table shows that 46.67% of the students seldom used this strategy, 40% of them rarely used this strategy, 6.67% always used this strategy and 6.66% of them never used this strategy. From the analysis of the above table, what we can conclude is that very few percentage of the students always listen to the English news to develop their listening skill.

4.1.1.2 Listening to the Recorded Materials by the Native Speakers of English

Magar students also listened to the recorded materials introduced by the native speakers of English in order to develop their listening skill in English. The following table shows what percentage of students used to listen to the recorded materials by the native speakers of English and what percentage of them never listened.

Table 2

Listening to the recorded materials by the native speakers of English

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Listening recorded materials by native speakers	0	0	6	20	18	60	6	20

The second item incorporated in the questionnaire was to ensure that whether the students listened to the recorded materials by the native speakers of English to develop listening skill in English language. The data in the above table shows that 60% of the students rarely used this strategy, 20% of them seldom used this strategy and 20% of them never used this strategy. The data obtained reveals that majority of the students rarely listen to the recorded materials by the native speakers of English.

4.1.1.3 Listening to the BBC World Service

To develop their listening skill Magar students used to listen to the BBC world service. The table below shows the percentage of the students who listened to the BBC world service and what percentage of them did not to develop their listening skill in English.

Table 3

Listening to the BBC World service

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Listening to the BBC	4	13.33	11	36.67	11	36.67	4	13.33

The third item in the questionnaire was about the strategy of listening to the BBC world service to develop listening skill. While responding to it 36.67% mentioned that they seldom used this strategy, 36.67% of them rarely used this strategy, 13.33% always used this strategy and 13.33% of them never used this strategy. This shows listening to the BBC world service is more popular among students than listening to the recorded materials by the native speakers of English.

4.1.1.4 Listening to the English Songs

Magar students also listened to the English songs to develop their listening skill. The analysis of what percentage of the students listened or did not listen to the English songs is presented in the next page:

Table 4

Listening to the English songs

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Listening to English songs	3	10	17	56.67	9	30	1	3.33

The fourth item included in the questionnaire asked whether the students listened to the English songs to develop listening skill. The above table shows that the majority of the students (i.e. 56.67%) seldom used this strategy, 30% of them rarely used this strategy, 10% of them always used this strategy and few of them (i.e. 3.33%) never used this strategy. The data obtained reveals that majority of the Magar students listened to the English songs in order to improve their listening skill in English.

4.1.1.5 Watching English Movies

The students watch English movies to develop their listening skill in English. The table analyses what percentage of the students watched English movies and what percentage of them did not watch English movies.

Table 5
Watching English movies

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Watching English Movies	7	23.33	11	36.67	8	26.67	4	13.33

The fifth item incorporated in the questionnaire was whether the students watch English movies to develop listening skill. The data given in the above table shows that 36.67% of the students seldom used this strategy, 26.67% rarely used this strategy, 23.33% always used this strategy and 13.33% of them never used this strategy. We can conclude that most of the students watched English movies to develop their listening skill in English language.

4.1.2 The Strategy Used in Developing Speaking Skill

There were five items in the questionnaire to find out the strategies that the Magar students use to develop speaking skill in English. From the careful observation of the responses given by the students, the following frequencies and their percentages are presented in the given tables.

4.1.2.1 Speaking English with Friends

In order to develop their speaking skill, Magar students used to speak English with their friends. The table below shows what percentage of them speak to their friends and what percentage of them did not speak to their friends in English.

Table 6
Speaking English with Friends

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Speaking English with friends	3	10	16	53.33	11	36.67	0	0

The first item included in the questionnaire was whether the Magar students speak English with their friends or not to develop speaking skill. The data shows that the majority of students (i.e. 53.33%) seldom used this strategy, 36.67% rarely used this strategy, and 10% of them always used this strategy. From the analysis of the above table we came to the conclusion that highest percentage of the students used to speak in English with their friends to enhance their speaking skill in English and there were no students who never speak English to their friends.

4.1.2.2 Interacting with Teachers in English

Magar students were also interested in interacting with their teachers. What percentage of them interact with their teachers in English to develop their speaking skill and what percentage of them did not is analyzed in the table below:

Table 7

Interacting with teachers in English

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Interacting with teachers in English	3	10	14	46.67	12	40	1	3.33

The second item included in the questionnaire was whether the students interact with teachers in English to develop speaking skill. The above data shows that 46.67% of the students seldom used this strategy, 40% of them rarely used this strategy, 10% of them always used this strategy and 3.33% of them never used this strategy. This shows Magar students interact with their teachers in English in order to develop their speaking skill in English. There are some students who rarely or never interact with their teacher in English.

4.1.2.3 Recording their Own Speech and Listen to it

Students record their own speech in English and listen to it so that they can hear their own speech and help themselves to enhance their speaking skill in English. The analysis is presented below:

Table 8

Recording their own speech and listen to it

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Recording own speech and listen	7	23.33	8	26.67	11	36.67	4	13.33

The third item incorporated in the questionnaire was whether the students recorded their own speech and listened to it to develop their speaking skill or not. 36.67% of the students rarely used this strategy, 26.67% of them seldom used this strategy, 23.33% always used this strategy and 13.33% of them never used this strategy. From the above table we can conclude that most of the students recorded their own speech and listen to it. There were some students who never recorded their own speech and did not listen to it.

4.1.2.4 Taking part in Speech or Debate Contest

To develop their speaking skill in English, Magar students take part in speech or debate contest. The following table shows what percentage/how many students take part in speech or debate content in English to help them develop their speaking skill in English.

Table 9

Taking part in speech or debate contest

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Taking part in speech or debate contest	8	26.67	3	10	13	43.33	6	20

The fourth item was related to taking part in speech or debate contest organized by the school to develop their speaking skill. The data shows that majority of 43.33% of the students rarely used this strategy, 26.67% always used this strategy, 20% of them never used this strategy and 10% of them seldom used this strategy. The activity of taking part in speech or debate contest does not seem to be popular among Magar students. As we can find that more than 60% of the students rarely or never participated in such activities. Only few percentage of the students participated in speech or debate contest to enhance their speaking skill in English.

4.1.2.5 Singing English Songs

Magar students used to sing English songs to help them develop their speaking skill in English. The table below reveals the percentage of students who adopted this activity or not to develop their speaking skill.

Table 10

Singing English Songs

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Singing English songs	1	3.33	14	46.67	8	26.67	7	23.33

The fifth item included in the questionnaire was whether the students sing English songs to develop their speaking skill or not. 46.67% of the students seldom used this strategy, 26.67% of them rarely used this strategy, 23.33% of them never used this strategy and 3.33% of them always used this strategy. The data reveals that 50% of the students adopted the strategy of singing English songs to develop their speaking skill in English. And 50% of them rarely or never followed this strategy to develop their speaking skill in English.

4.1.3 Learning Strategies Used in Developing Reading Skill

There were five items in the questionnaire to find out the strategies that Magar students in the English language use to develop their reading skill. From the careful observation of the responses given by the students, the following frequencies and their percentages are presented in the given tables.

4.1.3.1 Reading English Newspapers and Magazines

To develop their reading skill in English Magar students read English newspaper and magazines. The analysis of 'reading English newspapers and magazines' is presented below:

Table 11

Reading English newspapers and magazines

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Readings English newspapers and magazines	4	13.33	10	33.33	16	53.33	0	0

The first item included in the questionnaire was whether the Magar students read English newspapers and magazines to develop their reading skill or not. The above data reveals that 53.33% of them rarely used this strategy, 33.33% of them seldom used this strategy and 13.33% of them always used this strategy. Thus, the majority of the students (i.e. 53.33%) of them rarely used this strategy to develop their reading skill in English.

4.1.3.2 Reading the Text Silently

Students read the text silently to develop their reading skill in English. Following table shows how many/what percentage of the students used this strategy and what percentage of them didnot to develop their reading skill in English.

Table 12

Reading the text silently

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Reading the text silently	13	43.33	10	33.33	4	13.33	3	10

The second item was related to reading the text silently to develop reading skill. The data shows that 43.33% of them always used this strategy, 33.33% of them seldom used this strategy, 13.33% of them rarely used this strategy and 10% of them never used this strategy. The majority of the students (i.e. 43.33%) of them always used this strategy to develop reading skill. Now we can conclude that highest number of students used to read the text silently to help them develop their reading skill in English. Among 30 students 23 of them (i.e. 77%) adopted this strategy and only few of them (i.e. 23%) rarely/never adopted this strategy to develop their reading skill in English.

4.1.3.3 Reading the Text Loudly

Students also read the text loudly so that they can develop their reading skill in English. The analysis of reading the text loudly is presented below.

Table 13
Reading the text loudly

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Reading the text loudly	5	16.67	10	33.33	10	33.33	5	16.67

The third item included in the questionnaire was whether the students read the text loudly to develop their reading skill or not. The data in the above table shows that 33.33% of the students seldom used this strategy, 33.33% of them rarely used this strategy, 16.67% always used this strategy and 16.67% of them never used this strategy to develop their reading skill. Thus, the data reveals that 50% of the students read the text loudly and 50% of them did not adopt this strategy to develop their reading skill in English.

4.1.3.4 Reading the English Stories

To develop their reading skill Magar students show their interest in reading the English stories. The analysis of reading the English stories is presented below:

Table 14

Reading the English stories

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Reading English stories	8	26.67	16	53.33	6	20	0	0

The fourth item was related to whether the students read the English stories to develop reading skill or not. The above data reveals that the majority of the students (i.e. 53.33%) seldom used this strategy, 26.67% of them always used this strategy, and 20% of them rarely used this strategy. The highest percentage (i.e. 80%) of the students read the English stories to develop their reading skill in English. Only 20% of them did not used this strategy.

4.1.3.5 Reading the English Poems

It seems that to develop their reading skill Magar students used to read the English poems. The following table reveals what percentage of the students used to read the English poems to develop their reading skill in English and what percentage of them did not.

Table 15

Reading the English Poems

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Reading the English poems	9	30	12	40	9	30	0	0

The fifth item in the questionnaire was related to whether the students read English poems to develop reading skill or not. The table shows that 40% of them seldom used this strategy. 30% of them rarely used this strategy and 30% of them always used this strategy. Thus the majority of the students (i.e. 40%) seldom used this strategy to develop their reading skill. We can conclude that highest percentage of the students (i.e. 70%) read the English poems to develop their reading skill in English. However, 30% of them did not used this strategy to enhance their reading skill in English.

4.1.4 Learning Strategies Used in Developing Writing Skill

There were five items in the questionnaire to find out the strategies that the Magar students used to develop their writing skill. From the careful observation of the responses given by the students, the following frequencies and their percentages are presented in the given tables.

4.1.4.1 Preparing their own Note

Students prepared their own note to develop their writing skill in English. The analysis of what percentage of the students prepared their own note and what percentage of them did not is given in the table below:

Table 16**Preparing their own note**

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Preparing their own note	19	63.33	6	20	5	16.67	0	0

The first item included in the questionnaire inquired whether the students prepared their own note to develop writing skill or not. The data shows that the majority of the students (i.e. 63.33%) always used this strategy, 20% of them seldom used this strategy and 16.67% of them rarely used this strategy. Thus, we can conclude that the strategy of preparing their own note to develop writing skill is adopted by the highest percentage of the students. As among 30 students, 25 of them (i.e. 83%) prepared their own note and only 5 of them (i.e. 17%) did not in order to develop their writing skill in English.

4.1.4.2 Noting down the Main Points during Teachers Explanation

To develop their writing skill, students also used to note down the main points during their teachers' explanation. The analysis is presented below:

Table 17**Noting down the main points during teachers explanation**

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Noting down the main points	10	33.33	16	53.33	4	13.33	0	0

The second item inquired whether they noted down the main points during teacher's explanation to develop their writing skill or not. The data shows that the majority of the students (i.e. 53.33%) seldom used this strategy, 33.33% of them always used this strategy and 13.33% of the students rarely used this strategy.

4.1.4.3 Taking Part in Essay Writing Competition Organized by the School

It seems that students used to take part in essay writing competition organized by the school to develop their writing skill in English. The analysis of 'taking part in essay writing competition organized by the school' is presented below.

Table 18

Taking part in essay writing competition organized by the school

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Taking part in essay writing competition	2	6.67	9	30	19	63.33	0	0

The third item asked about taking part in essay writing competition organized by the school to develop their writing skill. The above data shows that the majority of the students (i.e. 63.33%) rarely used this strategy, 30% of them seldom used this strategy and 6.67% of them always used this strategy. The strategy of taking part in essay writing competition was adopted by very few students. Among 30 students 19 (i.e. 63%) of them did not use this strategy and only 11 of them (i.e. 37%) used this strategy to develop their writing skill in English.

4.1.4.4 Doing their Homework

Magar students used to do their homework to develop their writing skill in English. How many/what percentage of the students used this strategy and how many/what percentage of them did not is analysed in the table below:

Table 19

Doing their homework

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Doing their homework	26	86.66	2	6.67	2	6.67	0	0

The fourth item included in the questionnaire was designed in order to find out whether the students did their homework or not to develop their writing skill. As shown in the table, 86.66% of the students always used this strategy, 2.67% of them seldom used this strategy and 6.67% of them rarely used this strategy. Thus, we can conclude that the highest percentage of the students adopted the strategy of doing their homework to develop their writing skill in English. As among 30 students 28 of them (i.e. 93%) used to do their homework and only 2 of them (i.e. 7%) did not to develop their writing skill in English.

4.1.4.5 Practicing Writing Skill by Different Guided and free Writing

Students also practice writing skill by different guided and free writing to develop their writing skill in English. The analysis is presented in the next page:

Table 20

Practicing writing skill by different guided and free writing

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Practicing writing skill	7	23.33	15	50	8	26.67	0	0

The fifth item in the questionnaire asked whether the students practised writing skill by different guided and free writing or not to develop their writing skill. The data shows that 50% of the students seldom used this strategy, 26.67% of them rarely used this strategy and 23.33% of them always used this strategy. Thus, the majority of the students (i.e. 50%) of the students practised writing skill by different guided and free writing to develop their writing skill. Most of the students used this strategy to develop their writing skill in English. Among 30 students 22 of them (i.e. 73%) used to practice writing skill by different guided and free writing and only 8 of them (i.e. 27%) did not to develop their writing skill.

4.1.5 Learning Strategy Used in Learning Vocabulary

There were five items in the questionnaire to find out the strategies that the Magar students in the English language use to learn English vocabulary. From the careful observation of the responses given by the students, the following frequencies and their percentage are presented in the given tables.

4.1.5.1 Noting down the Difficult Words and Asking to their Teachers

In order to develop their vocabulary power, students noted down the difficult words and asked the meaning to their teacher. The analysis of how many/what percentage of them used this strategy and how many/what percentage of them did not is presented in the next page:

Table 21

Noting down the difficult words and asking to their teacher

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Noting down difficult words and asking teachers	14	46.67	12	40	4	13.33	0	0

The first item in the questionnaire inquired whether the Magar students noted down the difficult words and ask their teachers or not to develop their vocabulary power. The data shows that 46.67% of them always used this strategy, 40% of them seldom used this strategy and 13.33% of them rarely used this strategy. Thus, we can conclude that majority of the students used this strategy to develop their vocabulary power in English. Among 30 students 26 of them (i.e. 87%) used to note down the difficult words and asked their teachers the meaning only few of them, 4 (i.e. 13%) did not noted difficult words and asked their teachers to develop their vocabulary power in English.

4.1.5.2 Noting down the Difficult Words and Consulting the Dictionary

To develop their vocabulary power, students note down the difficult words and consulted the dictionary. The analysis is presented in the next page:

Table 22

Noting the difficult words and consulting the dictionary

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Noting down the difficult words	12	40	11	36.67	7	23.33	0	0

The second item incorporated in the questionnaire encompassed the strategy of noting down the difficult words and consulting the dictionary to increase their vocabulary power in the English language. The above data shows that 40% of the students always used this strategy, 36.67% of them seldom used this strategy and 23.33% of them rarely used this strategy. Most of the students adopted the strategy of noting down the difficult words and consulting the dictionary to develop their vocabulary power. Among 30 students 23 of them (i.e. 77%) used to note the difficult words and consult the dictionary and only 7 (i.e. 23%) of them did not to develop their vocabulary power in English.

4.1.5.3 Using Reference Materials as Glossaries to Help them Get the Meaning

Students also used reference materials as glossaries to help them get the meaning. The analysis of how many/what percentage of them used this strategy and how many/what percentage of them did not is given below in the next page:

Table 23**Using reference materials as glossaries to help them get the meaning**

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Using reference materials to get the meaning	9	30	16	53.33	3	10	2	6.67

The third item in the questionnaire inquired whether the students use reference materials to help them get the meaning or not to increase their vocabulary power. The data in the above table shows that 53.33% of the students seldom used this strategy, 30% of them always used this strategy, 10% of them rarely used this strategy and 6.67% of them never used this strategy. So we can conclude that majority of the students (i.e. 83%) of the students used reference materials as glossaries to help them get the meaning. Only 17% of them did not use this strategy to develop their vocabulary power in English.

4.1.5.4 Using the New Words in Writing

Magar students also used new words in writing to help them develop their vocabulary power in English. The analysis is presented below:

Table 24**Using the new words in writing**

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Using new words in writing	7	23.33	14	46.67	9	30	0	0

The fourth item included in the questionnaire was about whether the students used the new words in their writing or not to increase their vocabulary power. The data shows that 46.67% of the students seldom used this strategy, 30% of them rarely used this strategy and 23.33% of them always used this strategy. This shows that the strategy of using new words in writing is also popular among the students. Among 30 students 21 (i.e. 70%) of them adopted this strategy only 9 students (i.e. 30%) did not use this strategy to develop their vocabulary power in English.

4.1.5.5 Discussing Difficult Words Meaning with Friends

To develop their vocabulary power in English, students used to discuss difficult words' meaning with their friends. How many/what percentage of the students used this strategy and how many/what percentage of them did not is presented below:

Table 25

Discussing difficult words 'meaning with friends

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Discussing difficult words meaning with friends	18	60	6	20	6	20	0	0

The fifth item incorporated in the questionnaire encompassed the strategy of discussing difficult words meaning with friends to increase their vocabulary power in English. The data shows that 60% of the students always used this strategy, 20% of them seldom used this strategy and 20% of them rarely used this strategy. Thus, majority of the students adopted this strategy to develop

their vocabulary power in English. As 80% of the students used to discuss difficult words' meaning with friends to develop their vocabulary power and only 20% of them did not.

4.1.6 The Strategies Used in Learning Grammatical Items

There were five items in the questionnaire to find out the strategies that the Magar students in English use to learn grammatical items. From the careful observation of the responses given by the students, the following frequencies and their percentage are presented in the given tables.

4.1.6.1 Memorizing the Grammatical Rules

In order to learn grammar in English Magar students used to memorize the grammatical rules. The analysis of how many/what percentage of the students adopted or did not adopt this strategy is given below:

Table 26

Memorizing the grammatical rules

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Memorizing the grammatical rules	15	50	13	43.33	2	6.67	0	0

The first item incorporated in the questionnaire encompassed the strategy of memorizing the grammatical rules to learn grammar in English. As indicated above 50% of the students always used this strategy, 43.33% of them seldom used this strategy and 6.67% of them rarely used this strategy. We can conclude that almost all of the students adopted this strategy to learn grammatical items in English. As among 30 students 28 of them (i.e. 93%) used to memorize the grammatical rules of learn grammar while only 2 of them (i.e. 7%) did not used this strategy.

4.1.6.2 Generalizing the Rules from the Context

To learn grammatical items students generalize the rules from the context. The analysis is presented below:

Table 27
Generalizing the rules from the context

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Generalizing rules from context	10	33.33	14	46.67	6	20	0	0

The second item in the questionnaire asked whether the students generalized the rules from the context or not to learn English grammar. The data shows that 46.67% of the students seldom used this strategy, 33.33% of them always used this strategy and 20% of them rarely used this strategy. Thus, majority of the students used this strategy to learn grammatical items. Among 30 students 24 (i.e. 80%) used to generalize the rules of the context and only 6 students (i.e. 20%) did not used this strategy to learn grammatical items.

4.1.6.3 Translating Grammatical Items into their Mother Tongue

Students also used to translate grammatical items into their mother tongue to learn grammatical items. The analysis is presented below:

Table 28
Translating grammatical items into their mother tongue

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Translation	3	10	14	46.67	9	30	4	13.33

The third item included in the questionnaire was about the strategy of translating grammatical items into their mother tongue to learn English grammar. The data shows that 46.67% of them seldom used this strategy, 30% of them rarely used this strategy, 13.33% of them rarely used this strategy and 10% of them always used this strategy. We can conclude that the strategy of translating grammatical items into their mother tongue to learn grammar was also adopted by the students but not as much as other strategies as memorizing grammatical rules and generalizing grammatical rules from the context.

4.1.6.4 Using Grammatical Items while Communicating with Others

Students used grammatical items while communicating with others to learn grammar in English. How many/what percentage of them used or did not use this strategy is analyzed below:

Table 29
Using grammatical items while communicating with others

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Using in communication	8	26.67	13	43.33	7	23.33	2	6.67

The fourth item included in the questionnaire inquired whether the students used grammatical items while communicating with others or not to learn English grammar. The data in the above table shows that 43.33% of the students seldom used this strategy, 26.67% of them always used this strategy, 23.33% of them rarely used this strategy and 6.67% of them never use this strategy. Most of the students used the strategy of using grammatical items while communicating with others to learn grammar in English. 70% of the students used this strategy and 30% of them did not.

4.1.6.5 Using Short-cut Key of Grammatical Rules while Memorizing

Formula

To learn grammar in English students also used short-cut key of grammatical rules while memorizing formula. The analysis is presented below:

Table 30

Using short-cut key of grammatical rules while memorizing formula

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Short-cut key for memorizing	10	33.33	10	33.33	9	30	1	3.33

The fifth item in the questionnaire asked whether the students used short-cut key of grammatical rules while memorizing formula or not to learn English grammar. The data in the above table shows that 33.33% of the students always used this strategy, 33.33% of them seldom used this strategy, 30% of them rarely used this strategy and 3.33% of them never used this strategy to learn grammar. The strategy of using short-cut key of grammatical rules while memorizing formula was adopted by 67% of the students to learn grammar in English.

4.1.7 The Strategy Used in Learning Pronunciation

There were five items in the questionnaire to find out the strategies that the Magar students in the English language use to learn pronunciation. From the careful observation of the responses given by the students, the following frequencies and their percentages are presented in the given tables.

4.1.7.1 Trying to Spell the Words

In order to learn pronunciation, Magar students try to spell the words. The analysis of how many/what percentage of the students used or did not use this strategy is analyzed below:

Table 31

Trying to Spell the words

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Spell the words	22	73.33	6	20	2	6.67	0	0

The first item included in the questionnaire asked whether the students tried to spell the words or not to learn pronunciation. The data in the above table shows that 73.33% of the students always used this strategy, 20% of them seldom used this strategy and 6.67% of them rarely used this strategy. Thus, we can conclude that almost all of the students adopted the strategy of trying to spell the words. As among 30 students 28 of them (i.e. 93%) spell the words to learn pronunciation and only 2 (i.e. 7%) did not.

4.1.7.2 Using Correct Stress, Pause, Tone and Intonation

Students used correct stress, pause, tone and intonation to learn pronunciation in English. The analysis is presented in the next page:

Table 32

Using correct stress, pause, tone and intonation

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Using correct stress, pause, tone	3	10	17	56.67	10	33.33	0	0

The second item in the questionnaire was asked about the strategy of using correct stress, pause, tone and intonation to develop pronunciation. Out of the total respondents 56.67% agreed that they seldom used this strategy, 33.33% of the rarely used this strategy and 10% of them always used this strategy.

Majority of the students used this strategy to learn pronunciation. 20 of the 30 students used correct stress, pause, tone intonation but 10 of them did not.

4.1.7.3 Watching English News Broadcasted by Television

To learn English pronunciation students also used to watch the English news broadcasted by television. How many/what percentage of the students used or did not used this strategy is analysed below:

Table 33

Watching English news broadcasted by television

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Watching English news	2	6.67	12	40	13	43.33	3	10

The third item in the questionnaire was designed to investigate whether the students watched the English news or not to make correct pronunciation. The above data shows that 43.33% of the students rarely used this strategy, 40% of them seldom used this strategy, 10% of them never used this strategy and 6.67% of them always used this strategy. The strategy of watching English news broadcasted by television to learn pronunciation was not much popular among the students. Because 16 out of 30 students did not adopted this strategy and only 14 of them used this strategy.

4.1.7.4 Listening to the English News Broadcasted by the Radios

Students used to listen to the English news broadcasted by the radios to learn pronunciation. The analysis is presented below:

Table 34

Listening to the English news broadcasted by the radios

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Listening to the English news	0	0	12	40	15	50	3	10

The fourth item in the questionnaire was asked whether the students listened to the English news broadcasted by the radios or not to learn pronunciation. The data shows that 50% of the students rarely used this strategy, 40% of them seldom used this strategy and 10% of them never used this strategy. Thus, the majority of the students (i.e. 50%) rarely listened to the English news broadcasted by the radios to develop their pronunciation.

The strategy of listening to the English news broadcasted by the radios was not adopted by most of the students. 18 out of 30 students did not used to listen and only 13 of them used to listen the English news broadcasted by the radios.

4.1.7.5 Listening to the Recorded Materials by the Native Speakers of English

To learn pronunciation students also used to listen to the recorded materials by the native speakers of English. How many/what percentage of them used this strategy and how many/what percentage did not is analysed below:

Table 35

Listening to the recorded materials by the native speakers of English

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Listening recorded materials by native speakers	0	0	5	16.67	19	63.33	6	20

The fifth item in the questionnaire was asked about the strategy of listening to the recorded materials by native speakers of English to learn pronunciation. The above data shows that 63.33% of the students rarely used this strategy, 20% of them never used this strategy and 16.67% of them seldom used this strategy. Majority of the students did not used the strategy of listening to the recorded materials by the native speakers of English to learn English pronunciation. As among 30 students 25 of them (i.e. 83%) did not used this strategy and only 5 of them (i.e. 17%) of them used this strategy.

4.1.8 The Strategies Used in Learning Language Function

There were six items in the questionnaire to find out the strategies that the Magar students in English language use to learn language function. From the careful observation of the responses given by the students, the following frequencies and their percentages are presented in the given tables.

4.1.8.1 Greeting to their Teachers

In order to learn language function. Magar students used to greet their teachers. How many/what percentage of the students used this strategy or did not is analysed below:

Table 36

Greeting to their teacher

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Greeting teachers	26	86.67	4	13.33	0	0	0	0

The first item in the questionnaire inquired that whether the students greeted their teachers or not to learn language function. The above table shows that 86.67% of the students always used this strategy, and 13.33% of them seldom used this strategy. There were no students who didn't greet their teachers. So, the strategy of greeting to their teachers was adopted by all of the Magar students to learn language function.

4.1.8.2 Helping Friends' Problems in English Subject

Students also used to help in their friends' problems in English subject to learn language function. Let's analyse how many/what percentage of them used this strategy or not.

Table 37

Helping friends' problem in English subject

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Helping friend's problem in English subject	15	50	15	50	0	0	0	0

The second item included in the questionnaire comprised the strategy of helping friends' problems in English subject to learn language function. The above table shows that 50% of the students always used this strategy and 50% of them seldom used this strategy to learn language function. All of the students helped in their friends' problems in English subject. So this strategy was adopted by all of the students to learn language function.

4.1.8.3 Paying Much Attention to their Study

To learn language function students used to pay much attention to their study. The analysis is presented below:

Table 38

Paying much attention to their study

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Paying attention to their study	20	66.66	5	16.67	3	10	2	6.67

The third item in the questionnaire inquired whether the students paid much attention to their study or not to learn language function. The data shows that 66.66% of the students always used this strategy, 16.67% of them seldom used this strategy, 10% of them rarely used this strategy and 6.67% of them never used this strategy. Most of the students paid much attention to their study to learn language function. Among 30 students 25 of them (i.e. 83%) used this strategy while 5 of them (i.e. 17%) did not.

4.1.8.4 Threatening their Friends having Bad Habit

Students used to threaten their friends who have bad habits to learn language function. The analysis is presented below:

Table 39

Threatening their friends having bad habit

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Threatening friends having bad habit	13	43.33	10	33.33	5	16.67	2	6.67

The fourth item incorporated in the questionnaire encompassed the strategy of threatening their friends having bad habit. As in the above table 43.33% of the students always used this strategy, 33.33% of them seldom used this strategy, 16.67% of them rarely used this strategy and 6.67% of them never used this strategy. Thus the strategy of threatening their friends having bad habit was adopted by majority of the students to learn language function but not as much as other strategies as greeting to their teachers and helping friends' problems in English subject. 23 out of 30 students (i.e. 77%) used this strategy and 7 of them (i.e. 23%) did not used this strategy.

4.1.8.5 Seeking Specific Details (Consulting Reference Materials) in What they Read

To learn language function students also used to seek specific details (consulting reference materials) in what they read. The analysis of how many/what percentage of them used or did not use this strategy is presented below:

Table 40

Seeking specific details in what they read

Strategy	Rating Scale							
	Always		Seldom		Rarely		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.	Freq.	Per.
Seeking specific details in what they read	9	30	10	33.33	10	33.33	1	3.33

The fifth item included in the questionnaire was about the strategy of seeking specific details (consulting reference materials) in what they read to develop language function. The above table shows that 33.33% of the students seldom used this strategy, 33.33% of them rarely used this strategy, 30% of them always used this strategy and 3.33% of them never used this strategy. Most of the students adopted the strategy of seeking specific details in what they read to learn language function but not much as other strategies as greeting to their teachers and helping in friends problems in English subject. Among 30 students 19 of them used this strategy while 11 of them did not use this strategy.

4.2 Classification of the Strategies Used by the Students

I have identified the different strategies that the students employed while learning English as a foreign language. In other words, the students employed

many strategies while learning the English language. Here, those strategies have been classified based on the models given by O'Malley and Chamot (1985).

4.2.1 Metacognitive Strategies Used by the Students

Metacognitive strategies used by the students while learning the English language have been presented in the following table.

Table 41

Metacognitive Strategies Used by the Students

Strategies	Rating Scale			
	Always (Per)	Seldom (Per)	Rarely (Per)	Never (Per)
Listening Skill				
Listening English News	6.67	40	46.67	6.66
Listening BBC World Service	13.33	36.67	36.67	13.33
Listening to English songs	10	56.67	30	3.33
Average (Per)	10	44.44	37.78	7.77
Speaking Skill				
Taking part in speech or debate contest	26.67	10	43.33	20
Reading Skill				
Reading English newspaper and magazines	13.33	33.33	53.33	0
Reading text silently	43.33	33.33	13.33	10

Reading text loudly	16.67	33.33	33.33	16.67
Reading English stories	26.67	53.33	20	0
Reading English poems	30	40	30	0
Average (Per)	26	38.66	29.99	8.89
Writing skill				
Taking part in essay writing competition	6.67	30	63.33	0
Doing their homework	86.66	6.67	6.67	0
Average (Per)	46.66	18.33	35	0
Pronunciation				
Watching English news in TV	6.67	40	43.33	10
Listening English news in radio	0	40	50	10
Listening the recorded materials by the native speakers of English	0	16.67	63.33	20
Average (Percentage)	2.22	32.22	52.22	13.33

As indicated in the above table, while learning English, metacognitive strategies were used by the students to a greater or lesser extent. However, majority of the students adopted this strategy to develop their writing and reading skill whereas majority of the students did not used this strategy to learn pronunciation.

To develop their listening skill, the students used to listen to the English songs but they rarely listened to the English news. And to develop their reading skill, the students read the English stories. Students used to do their homework to improve their writing skill in English but they rarely took part in essay writing

competition. To improve their pronunciation in English, students used to watch the English news in TV but they did not listen to the recorded materials by the native speakers of English.

4.2.2 Cognitive Strategies Used by the Students

Table 42

Cognitive Strategies Used by the Students

Strategies	Rating Scale			
	Always (Per)	Seldom (Per)	Rarely (Per)	Never (Per)
Watching English Movies	23.33	36.63	26.67	13.33
Speaking skill				
Singing English songs	3.33	46.67	26.67	23.33
Writing skill				
Preparing own note	63.33	20	16.67	0
Noting down teacher's explanation	33.33	53.33	13.33	0
Practicing writing skill by different guided and free writing	23.33	50	26.67	0
Average (percentage)	39.99	41.11	18.89	0
Learning grammatical items				
Memorizing grammatical rules	50	43.33	6.67	0
Generalizing rules from context	33.33	46.67	20	0
Translating grammatical items into their mother tongue	10	46.67	30	13.33

Using grammatical items while communicating	26.67	43.33	23.33	6.67
Using short-cut key for memorizing formula	33.33	33.33	30	3.33
Average (Percentage)	30.66	42.66	22	4.66
Vocabulary				
Noting down difficult words and consulting the dictionary	40	36.67	23.33	0
Using reference materials to get the meaning	30	53.33	10	6.67
Using new words in writing	23.33	46.67	10	0
Average (Percentage)	31.11	45.55	14.44	2.22

As mentioned in the above table, more or less cognitive strategies were used by the Magar students while learning English. However, the average percentage shows that majority of the students used this strategy to develop their writing skill while majority of the students did not adopt this strategy to develop their speaking skill.

The students used to note down their teacher's explanation to develop their writing skill but they rarely practised writing skill by different guided and free writing. Similarly, to learn grammar majority of the students memorized the grammatical rules. And to develop their vocabulary power most of the students used reference materials to get the meaning.

4.2.3 Socioaffective Strategies Used by the Students

Table 43

Socioaffective Strategies Used by the Students

Strategies	Rating Scale			
Listening Skill	Always (Per)	Seldom (Per)	Rarely (Per)	Never (Per)
Listening recorded materials by native speakers of English	0	20	60	20
Speaking skill				
Speaking English with friends	10	53.33	36.67	0
Interacting with teaches in English	10	46.67	40	3.33
Recording own speech and listening to it	23.33	2.67	36.67	13.33
Average (Per)	14.44	42.22	37.78	5.55
Vocabulary				
Noting down difficult words and ask the teacher	46.67	40	13.33	0
Discussing difficult words' meaning with friends	60	20	20	0
Average (Per)	53.33	30	16.66	0

Learning Language Function				
Greeting teachers	86.67	13.33	0	0
Helping friends to solve problems in English	50	50	0	0
Paying attention to the study	66.66	16.67	10	6.67
Threatening friends having bad habits	43.33	33.33	16.67	6.67
Average (Per)	61.66	28.33	6.66	3.33

The table shows that majority of the students adopted socio-affective to learn language function while the students rarely used this strategy to develop their listening skill.

The students used to speak English with their friends to develop their speaking skill but they rarely recorded their own speech and listen to it. To develop their vocabulary power, the students used to note down the difficult words and ask the teacher. The students used to greet their teachers and helped their friends to solve problems in English to learn language function.

4.2.4 Overall Strategies used by Magar Students

An overall analysis of which strategies (metacognitive, cognitive, socio-affective) did the secondary level Magar students used to develop their four language skills (listening, speaking, reading, writing) and four language aspects (vocabulary, pronunciation, grammar, language function) is presented below.

There were four rating scale (always, seldom, rarely, never) to find out the responses of the students. As the aim of the study is to find out the strategies used by secondary level Magar students, the responses given in two rating

scales (always and seldom) are combined and their average is presented in the table below.

Table 44
Overall Strategies used by the Magar Students

Skills	Strategies		
	Metacognitive	Cognitive	Socio-affective
	Average	Average	Average
Listening	50.44	59.96	20
Speaking	26.67	50	56.66
Reading	64.66	0	0
Writing	65	81	0
Language Aspects			
Vocabulary	0	76.66	83.33
Pronunciation	34.44	0	0
Grammar	0	73.32	0
Language Functions	0	0	90

The above table shows that developing listening skill, students adopted the cognitive strategy and they used socio-affective strategy to develop their speaking skill. The students used metacognitive strategy to develop their reading skill. And to develop their writing skill, they adopted cognitive strategy.

The students adopted the socio-affective strategy to develop their vocabulary power and to improve their pronunciation in English, the students used metacognitive strategy. Magar students adopted the cognitive strategy to learn grammar and to learn language function students adopted the socioaffective strategy.

4.3 Summary of the Findings

The main aim of the present study was to find out the learning strategies used by secondary level Magar students in learning English and whether the learners' ethnicity has any influence on the frequency and the choice of language learning strategies used by the learners of English. The data were collected from thirty Magar students studying in secondary level in three government schools in Tanahun district.

To find out the learning strategies used by secondary level Magar students in learning English language, a set of questionnaire was used as a research lesser extent the students used language learning strategies of all kinds i.e. metacognitive strategies, cognitive strategies and socio-affective strategies. Which proves that ethnicity has no influence on the frequency and the choice of learning strategies used by the learners. The following findings have been drawn after completion of analysis and interpretation of the data. The findings of learning strategies are listed after careful observation, analysis and interpretation of the data obtained from the questionnaire for the students.

From table 44 we can conclude the overall learning strategies used by the Magar students which are as follows:

- (i) In order to develop listening skill, 59.96% of the students adopted the cognitive strategy while 50.44% of them used metacognitive strategy. Only few i.e. 20% of them adopted socio-affective strategy.
- (ii) To develop speaking skill in English 56.66% of the students adopted socio-affective strategy, 50% used cognitive strategy and only 26.67% of them used the metacognitive strategy.
- (iii) To develop their reading skill in English 64.66% of the students adopted the metacognitive strategy. No students used cognitive strategy and socio-affective strategy to develop their reading skill in English.

- (iv) 81% of the students adopted the cognitive strategy and 65% of them adopted metacognitive strategy to develop their writing skill in English.
- (v) In order to learn vocabulary, 83.33% of the students adopted the socio-affective strategy and 76.66% of them used cognitive strategy.
- (vi) To develop their pronunciation in English only 34.44% adopted the metacognitive strategy. Cognitive and socio-affective strategies were not adopted by the students.
- (vii) To learn English grammar, cognitive strategy was adopted by 73.32% of the students.
- (viii) In order to learn language function, socio-affective strategy was used by 90% of the students. There were no students who adopted metacognitive and cognitive strategies to learn language function.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

In this chapter, the researcher has presented the conclusions of the research and the recommendations of the study on the basis of the policy related, practice related and further research related. The following conclusion and recommendation of the study have been drawn on the basis of the analyzed data. The researcher has presented the conclusion and recommendations in the separate headings so that it will be comprehensible for concerned readers.

5.1 Conclusion

After analyzing and interpreting the data, it was found that students used cognitive strategy most frequently and metacognitive strategy least frequently. And ethnicity has no influence on the frequency and the choice of language learning strategies used by the learners. The conclusion of the study are encapsulated point wise below:

- (i) The comprehensive analysis of the data shows that Magar students used cognitive strategy most frequently to faster the pace of the learning of the English language. The students used cognitive strategies in almost all language skill and language aspects. 59.96% of the students adopted cognitive strategy to develop listening skill, 50% for speaking skill, 81% for writing skill, 76.66% for vocabulary and 73.32% to learn English grammar (See table 44).
- (ii) Socio-affective strategies were often used by the Magar students to learn English language. 20% of the students adopted socio-affective strategy to develop their listening skill, 56.66% for speaking skill, 83.33% for vocabulary and 90% to learn language function.
- (iii) In comparison to two other strategies students made least use of metacognitive strategies. As 50.44% for listening skill, 26.67% for

speaking skill, 64.66% for reading skill, 65% for writing skill and 34.44% for learning pronunciation.

5.2 Recommendations

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

5.2.1 Policy Related Level

- It is highly recommended that equal access to both printed and online resources be provided to fully accommodate learners of diverse learning needs and preferences.
- It is important to provide professional development and training in relation to LLSs for EFL teachers. Such professional training was suggested to build teachers' confidence, trust and competence in designing and delivering LLS instruction to students.
- Students should be provided with sufficient opportunity to listen authentic or native speech in the classroom with the help of different recorded materials.

5.2.2 Practice Related Level

- Teachers should enhance learning motivation through pragmatic classroom practices.
- Teachers should notify and accommodate individual differences in language learning strategy use.
- Teachers should stimulate learning interests, strengthen learning determination and encourage learning efforts among students.
- Students should participate in the programme like speech and debate contest, guided and free writing competition and should be more active to engage themselves in the target language.

5.2.3 Implication for the Further Research

No research can be final and complete in itself. Any research is carried out with certain purpose. As the time goes on changing, the teaching and learning process also goes on changing. So, the door for research is always open. This study investigated the language learning strategies used by the secondary level Magar students in Tanahun district. This study suggest the following needs for further research in this field.

- The current study was conducted on secondary level Magar students' in Tanahun district. Further research studies may involve a replication of the study on a variety of subjects across different educational setting so that more consisted and verified information may become available within and across diverse group of learners.
- The learner variables are not only ethnic, thus, further research may explore other variables, such as their gender, students' motivation, anxiety, their skills and educational context.
- This study was purely quantitative in nature, based on analyzing data obtained from self-reported questionnaires. Further research studies need to incorporate some qualitative approaches along with the quantitative research methods such as interviews, observation and diaries in order to obtain more comprehension information.

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Appendix I

Questionnaire for the Students

The questionnaire has been prepared to elicit the primary data for the study on the research entitled "Learning Strategies Used by Secondary Level Magar Students in Learning English" which is being carried out under the supervision of Dr. Laxmi Bahadur Maharjan, Professor, Central Department of English Education, Faculty of Education, T.U. Kirtipur. The information provided by you will be of great help for completing my research. The information you have provided will be highly confidential and used only for research purpose.

Researcher

Ek Maya Thapa

Name:

School:

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

To develop listening skill

1. I listen to the English news.
(a) Always (b) Seldom (c) Rarely (d) Never
2. I listen recorded materials by the native speakers of English.
(a) Always (b) Seldom (c) Rarely (d) Never
3. I listen to the BBC world service.
(a) Always (b) Seldom (c) Rarely (d) Never
4. I listen to English songs
(a) Always (b) Seldom (c) Rarely (d) Never
5. I watch English movies.
(a) Always (b) Seldom (c) Rarely (d) Never

To develop speaking skill

1. I speak in English with my friends.
(a) Always (b) Seldom (c) Rarely (d) Never
2. I interact with teachers in English.
(a) Always (b) Seldom (c) Rarely (d) Never
3. I record my own speech and listen it.
(a) Always (b) Seldom (c) Rarely (d) Never
4. I take part in speech or debate contest organized by the school.
(a) Always (b) Seldom (c) Rarely (d) Never
5. I sing English songs.
(a) Always (b) Seldom (c) Rarely (d) Never

To develop reading skill

1. I read English newspapers and magazines.
(a) Always (b) Seldom (c) Rarely (d) Never
2. I read the text silently.
(a) Always (b) Seldom (c) Rarely (d) Never
3. I read the text loudly.
(a) Always (b) Seldom (c) Rarely (d) Never
4. I read English stories.
(a) Always (b) Seldom (c) Rarely (d) Never
5. I read English poems
(a) Always (b) Seldom (c) Rarely (d) Never

To develop writing skill

1. I prepare my own note.
(a) Always (b) Seldom (c) Rarely (d) Never
2. I note down the main points during teacher's explanation.
(a) Always (b) Seldom (c) Rarely (d) Never
3. I take part in essay writing competition organized by the school.
(a) Always (b) Seldom (c) Rarely (d) Never
4. I like to do my homework.
(a) Always (b) Seldom (c) Rarely (d) Never
5. I prefer to practice writing skill by different guided and free writing.
(a) Always (b) Seldom (c) Rarely (d) Never

To learn vocabulary

1. I note down the difficult words and ask my teacher the meaning of those words.
(a) Always (b) Seldom (c) Rarely (d) Never
2. I note down the difficult words and consult the dictionary.
(a) Always (b) Seldom (c) Rarely (d) Never
3. I use reference materials such as glossaries to help myself to get the meaning.
(a) Always (b) Seldom (c) Rarely (d) Never
4. I have a habit of writing using the new words that I learn.
(a) Always (b) Seldom (c) Rarely (d) Never
5. I discuss the difficult words meaning with my friends.
(a) Always (b) Seldom (c) Rarely (d) Never

To learn grammatical items

1. I memorize the grammatical rules.
(a) Always (b) Seldom (c) Rarely (d) Never
2. I generalize the rules from the context.
(a) Always (b) Seldom (c) Rarely (d) Never
3. I translate grammatical items into my mother tongue.
(a) Always (b) Seldom (c) Rarely (d) Never
4. I use grammatical items while communicating with others.
(a) Always (b) Seldom (c) Rarely (d) Never
5. I use short-cut key of grammatical rules while memorizing formula.
(a) Always (b) Seldom (c) Rarely (d) Never

To learn pronunciation

1. I try to spell the words.
(a) Always (b) Seldom (c) Rarely (d) Never
2. I use correct stress, pause, tone and intonation.
(a) Always (b) Seldom (c) Rarely (d) Never
3. I watch the English news broadcasted by television.
(a) Always (b) Seldom (c) Rarely (d) Never
4. I listen to the English news broadcasted by the radios.
(a) Always (b) Seldom (c) Rarely (d) Never
5. I listen to the recorded materials by the native speakers of English.
(a) Always (b) Seldom (c) Rarely (d) Never

To learn language function

1. I greet to my teachers.
(a) Always (b) Seldom (c) Rarely (d) Never
2. If my friends have any problems in English subject I help them.
(a) Always (b) Seldom (c) Rarely (d) Never
3. I pay much attention to my study.
(a) Always (b) Seldom (c) Rarely (d) Never
4. I threaten to my friends who have bad habit.
(a) Always (b) Seldom (c) Rarely (d) Never
5. I seek specific details (consult reference materials) in what I read.
(a) Always (b) Seldom (c) Rarely (d) Never