

**LANGUAGE LEARNING STRATEGIES ADOPTED BY
BACHELOR LEVEL STUDENTS**

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

**Submitted by
Rina Mahat**

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

2011

LANGUAGE LEARNING STRATEGIES ADOPTED BY BACHELOR LEVEL STUDENTS

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

Submitted by

Rina Mahat

Faculty of Education, Tribhuvan University

Kirtipur, Kathmandu, Nepal

2011

TU Regd. No.:9-2-229-99-2004

Second Year Exam

Roll No.: 280689

Date of Approval the

Thesis Proposal:2067/11/19

Date of Submission:2068/02/16

DECLARATION

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

Date:-

Rina Mahat

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Rina Mahat has prepared this thesis entitled “Language Learning Strategies Adopted by Bachelor Level Students” under my guidance and supervision.

I recommend the thesis for acceptance.

Date:

Dr. Bal Mukunda Bhandari

Reader

Department of English Education

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following “Research Guidance Committee”.

Signature

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

T.U., Kirtipur

.....

Chairperson

Dr. Bal Mukunda Bhandari (Guide)

Reader

Department of English Education

T.U., Kirtipur

.....

Member

Dr. Tara Datta Bhatta

Reader

Department of English Education

T.U., Kirtipur

.....

Member

Date:-

EVALUATION AND APPROVAL

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

Signature

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

T.U., Kirtipur

.....

Chairperson

Dr. Jai Raj Awasthi

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur

.....

Member

Dr. Bal Mukunda Bhandari (Guide)

Reader

Department of English Education

T.U., Kirtipur

Date:

.....

Member

DEDICATION

Dedicated

*to my parents who devoted their whole life
to enlighten me and to my respected teachers
Who always support and inspire me
to meet the golden life.*

ACKNOWLEDGEMENTS

This research has been carried out for the partial fulfillment of the Master's Degree in English Education. This research would not have been in this form without continued support and co-operation from a number of individuals and organizations.

First, I would like to express my sincere and hearty gratitude to my respected teacher and thesis supervisor **Dr. Bal Mukunda Bhandari**, Reader in English Education, who guided me throughout the study. His patience, enthusiasm, co-operation, suggestions and keen interest in this study are ever memorable. For this, I always extend my profound gratitude to him.

I am extremely indebted to **Dr. Chandreshwar Mishra**, Professor and Head of the Department of English Language Education, T.U., Kirtipur for his inspiration and suggestions during the study.

I would like to express my sincere gratitude to Professor **Dr. Jai Raj Awasthi**, Chairperson of English and Other Foreign Languages Education Committee., T.U., Kirtipur for his invaluable suggestions and support for this study.

I would like to extend my sincere gratitude to **Dr. Anjana Bhattarai** for her invaluable suggestions and encouragement from the beginning to end of this thesis.

I record my appreciation to those authors, whose works have been cited here. I have a great pleasure to express my deep sense of gratitude to gurus **Prof. Dr. Govinda Raj Bhattarai, Dr. L.B. Maharjan, Mr. Vishnu Singh Rai, Mr. Prem Bahadur Phyak, Dr. Tara Datta Bhatta, Mr. Raj Narayan Yadav, Dr. Tapasi Bhattacharya, Ms. Hima Rawal, Ms. Madhu Neupane, Ms. Saraswati Dawadi** and other faculty members for providing me with valuable knowledge research methodology and many more.

I would like to express deep respect to **Ms. Madhavi Khanal**, the Librarian, for her regular help and cooperation.

I would like to thank the Head master and the students of Baneshwor College and Education Campus, Kathmandu for their kind co- operation for the collection of data. My special thanks go to my family members for their kind co- operation during the research study. My thanks go to **Mr. Robin Maharjan**, Mars Photocopy Kirtipur for formatting and printing this thesis on time. I am equally thankful to my friends for their kind help and valuable suggestions.

Date:

Rina Mahat

ABSTRACT

This research entitled “Language learning strategies adopted by the bachelor level students” is an attempt to find out the strategies adopted by the students in learning at class. It also aims to point out the problems faced by them while studying at that level. In order to achieve these objectives, two research tools – questionnaire for students and class observation form were prepared. Two colleges of Kathmandu district were selected for the collection of data. Twenty-five students were selected from each college. The researcher distributed the questionnaire to the selected students and also observed their classes for six days focusing on the strategies of language learning. A very divergent situation was found in the strategies of language learning. It was varied from students to students. No fixed strategy was found in language learning at Bachelor level. The condition of language learning to the respective level was found satisfactory. Though, there was the maximum use of memory strategy, students were using other strategies too. It was found that students were facing with different problems in language learning.

This thesis consists of four chapters. Chapter one defines the study in terms of general background of the learning strategy, its types, review of the related literature, objectives of the study and significance of the study. Chapter two deals with methodology i.e. how the research was carried out. This chapter includes sources of data, sampling procedure, tools, and process of data collection and limitations of the study. The analysis and interpretation of the data has been presented in chapter three. Simple statistical tools and charts have also been used to make presentation and interpretation more vivid. On the basis of analyzed data, some findings and recommendations have been pin pointed in chapter four.

TABLE OF CONTENTS

Declaration	iii
Recommendation for Acceptance	iv
Recommendation for Evaluation	v
Evaluation and Approval	vi
Dedication	vii
Acknowledgements	viii
Abstract	x
Table of Contents	xi
List of Tables	xiii
List of Figures	xiv
List of Abbreviations	xv
CHAPTER ONE: INTRODUCTION	1-17
1.1 General Background	1
1.1.1 Characteristics of Language Learning Strategies	2
1.1.2 Types of Learning Strategies	4
1.1.2.1 Direct Language Strategies	4
1.1.2.2 Indirect Language Learning Strategies	6
1.1.3 Importance of Learning Strategies	12
1.2 Review of the Related Literature	13
1.3 Objectives of the Study	17
1.4 Significance of the Study	17
CHAPTER TWO: METHODOLOGY	18-19
2.1 Source of Data	18
2.1.1 Primary Sources	18
2.1.2 Secondary Sources	18
2.2 Sampling Procedure	18

2.3 Tools for Data Collection	19
2.4 Process of Data Collection	19
2.5 Limitations of the Study	19

CHAPTER THREE: ANALYSIS AND INTERPRETATION OF DATA 20-34

3.1 Analysis of the data obtained from the Questionnaire to the Students	20
3.1.1 Coming to School	20
3.1.2 Sitting on the Classroom	21
3.1.3 Understanding the Meaning	22
3.1.4 Learning the Correct Pronunciation	23
3.1.5 Reading Comprehension	23
3.1.6 Speaking	24
3.1.7 Purpose of Reading	25
3.1.8 Literature	26
3.1.9 Strategies of Reading Literature	27
3.1.10 Using Reading Materials	27
3.1.11 Talking English	28
3.1.12 Taking Extra Classes	29
3.1.13 Study Hours	30
3.1.14 Consulting Old Questions	32
3.2 Analysis and interpretation of the Data Obtained from the Observation Checklist	33

CHAPTER FOUR FINDING AND RECOMMENDATION 34-36

4.1 Findings	34
4.2 Recommendations	36

REFERENCE

APPENDIX

LIST OF TABLES

Table No. 1 Sitting in the Classroom	21
Table No. 2 Learning Correct Pronunciation	22
Table No. 3 Reading Comprehension	23
Table No. 4 Literature	25
Table No. 5 Ways of Reading Literature	26
Table No. 6 Study Hours	30

LIST OF FIGURES

Figure No. 1 Preparation of Subject Matter	20
Figure No. 2 Understand the meaning	21
Figure No. 3 Speaking	23
Figure No. 4 Purpose of Reading	24
Figure No. 5 Using Reading Materials	27
Figure No. 6 Talking in English	28
Figure No. 7 Talk Extra Classes	29
Figure No. 8 Consulting Old Questions	31

LIST OF ABBRIVATIONS

e.g.	=	For example
etc	=	Etcetera
i.e.	=	That is
et al	=	And other people
LLS	=	Language learning strategies
M. Ed	=	Masters in Educations
No.	=	Number
P.	=	Page
P.P.	=	Pages
Prof	=	Professor
S.N	=	Serial Number
T.U.	=	Tribhuvan University