CHAPTER – ONE

INTRODUCTION

1.1 General Background

Learning strategies are specific actions, behaviors, tactics or techniques used in learning a language. They are specific tasks that we make on a given problem. All language learners use language learning strategies in learning process. Since the factors like age, gender, personality, motivation, self-concept, life-experience, learning style, excitement, anxiety, etc. affect the way in which language learners use the same good learning strategies or should be trained in using and developing the same strategies to become successful learners. They are moment by moment techniques that we employ to solve problems. Learning strategies are particular actions or activities employed by learner directed towards more effective and more transferable to a new situation. O'Malley and Chamot (1990) define language strategies as the special thoughts of behavior that individual use to help them, comprehend, learn or retain new information (as cited in Griffiths, 2004). For example, asking students to guess the meaning of a new word from context rather than just looking it up in the dictionary is a popular cognitive strategy.

Some efforts have been made to define language learning style and learning strategy in their own style. Many writers seem to use style, learning behaviors, techniques to give similar sense. Thus, the researcher uses these terms synonymously; however, strategy is the term which is used for the purpose of the study. Different scholars have defined learning strategies in different ways.

Richards et al. (1999) defines learning strategy as "a way in which a learner attempts to work out the meaning and use of words, grammatical rules and other aspect of language" (p.208). Similarly, O'Malley et al. (1985) say "Language learning strategies are operations or steps used by learners that will facilitate the storage, retrieval or use of information".

In a similar vein, Oxford (1999) refers to learning strategies as "specific actions, behaviors, steps or techniques that students use to improve their own progress in developing skills in a second or foreign language" (as cited in Gass & Selinker 2008, p. 439).

In a similar way, Cohen(1998) defines Language learning strategies as " those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall and application of information about the language"(as cited in Gass & Selinker, 2008, p. 439).

Cohen (1998) went on saying that such strategies include strategies for identifying the materials that needs to be learned, distinguishing it from other material if need be, grouping it from easier learning (e.g., though classroom tasks or the completion of homework assignments), and formally commiting the material to memory when it does not seem to be acquired naturally (whether though rote memory techniques such as repetition, the use of mnemonics, or some other memory technique)(as cited in Gass & Selinker , 2008, p. 440).

Thus, learning strategies are particular actions or activities employed by learners to make their learning easier, faster, more enjoyable, more directed, more effective and more transferable to new situation. It is an extremely powerful learning tool.

1.1.1Chacteristics of Language Learning Strategies

The terminology is not always uniform. Some writer use the term "Learner Strategies "(O' Malley and Chamot), and still others "Language Learning Strategies "(Oxford, 1990a, 1996). However, there are a number of basic characteristics in generally accepted view of Language Learning strategies" (LLS). They are as follows:

1. LLS are learner generated; they are steps taken by language learners.

2. LLS enhance Language learning and help to develop language competence, as reflected in the learners' skills in listening, speaking, reading, or writing the FL.

3. LLS may be visible (behavior, steps, techniques etc.) or unseen (thoughts, mental process).

4. LLS involve information and memory (vocabulary, knowledge, grammar rules etc.).

Reading the LLS literature, it is clear that a number of further aspects of LLS are less uniformly accepted. When discussing LLS Wenden and Rubin (1987) note a desire for control and autonomy of learning on the part of learner though LLS. In addition to the characteristics, Ellis (1985, p. 122) states characteristics of a good language learner as follows:-

- Be able to the group dynamics of the learning situation so as not to develop negative anxiety and inhibitions;

- Seek out all opportunities to use the target language;

- Make maximum use of opportunities afforded to practice listening to and responding to speeds in the L2 addressed to him and to others-this will involve attending to meaning rather than the to form;

- Supplement the learning that derives from direct contact with speakers of the L2 with learning that derived from the use of study techniques (such as making vocabulary tests)this is likely to involve attention to form;

- Be an adolescent or an adult rather than a young child, at least as for the early stages of grammatical development are concerned;

- Posses sufficient analytic skills to perceive, categorize, and store the linguistic features of the L2, and also to monitor errors;

- Possess a strong reason for learning the L2 (which may reflect on integrative or an instrumental motivation) and develop a strong 'task motivation' (i.e. respond positively to the learning tasks chosen or provided;

- Be prepared to experiment by taking risks, even if this makes the learner appear foolish; and
- Be capable of adapting to different learning conditions.

The important thing to realize about this list is that good language learner does not necessarily use the same language strategies. Even if they use the same strategies, they may not use them for the same purposes or in the same way. For example, one learner focuses on form only while reading and writing, while another does so while listening and speaking as well. While the first learner focuses on form in a global way, the second learner is far more analytical and pays attention to minute details associated with the forms and rules associated with their use.

1.1.2 Types of Learning Strategies

Different scholars have classified learning strategies into different types. Rubin (1981) has identified two kinds of learning strategies and three sub- types of each. They are as follows:

1.1.2.1 Direct Language Learning Strategy

The direct strategy is beneficial to the students because they help to store and recover information. This strategy helps learners to produce language even when there is gap in the knowledge. They also help to understand and use the new language.

(i) Memory Strategy

Memory is based on simple principles like laying things out in order, making association and reviewing. These principles are employed when a learner faces challenges of vocabulary learning. The words and phrases can be associated with visual images that can be stored and retrieved for communication. Many learners make use of visual images, but some find it easy to connect words and phrases with sounds, motion or touch.

The use of memory strategy is most frequently applied in the beginning process of the learning. As the learners advance to higher level of proficiency memory strategy is mentioned very little. It is not that use ceases, but the awareness of its use becomes less.

Here is an example to apply memory strategy by making association. If a learner wants to remember the name Solange of a French person, it could be associated by saying Solanges face is so long.

(ii) Cognitive Strategy

This is perhaps the most popular strategy with language learners. The target language is manipulated or transformed by repeating, analyzing or summarizing. The four steps in this group are: practicing, receiving and sending messages, analyzing and reasoning and creating structure for input and output. Practicing is the most important in this group which can be achieved by repeating, working with sounds and writing and using patterns. The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning. It is not necessary to check every word. The adult learners commonly use analyzing and reasoning strategies. They are used to understand the meaning and expression of the target language. They are also used to make new expressions.

Here is an example of a learner who practices with sounds of words that have letter ough- The words through, though and trough contains ough but sound different. To understand them better the learner may make own phonetic spelling: thoo, thow, tuff and troff.

(iii) Compensation Strategy

The strategy which is used to overcome the gaps in knowledge of the language is called compensation strategy. Learner use compensation

strategy for comprehension of the target language whenthey has insufficient knowledge of the target language. The strategy make up for the deficiency in grammar and vocabulary. When learner does not know new words and expressions, they guess the meaning. A learner brings own life experience to interpret data by guessing.

Compensation strategy is also used in production when grammatical knowledge is incomplete. When the learner does not know the subjunctive (meaning dictionary) form of verb, a different form may be used to convey the message.

Here is an example of guessing based on partial knowledge of the target language. When a learner recognizes the words shovel, grass, mower, and lawn in a conversation, it could be understand that it is about gardening.

1.1.2.2. Indirect Language Learning Strategy

The indirect language learning strategy works together with the direct strategy. They help learner to regulate the learning process. The strategy supports and manages language learning without direct engagement and therefore called indirect strategy.

(i) Meta cognitive Strategy

Meta cognitive strategy goes beyond the cognitive mechanism and gives learners to coordinate their learning. This helps them to plan language learning in an efficient way. When new vocabulary rules and writing system confuse the learner this strategy become vital to learn language.

Three sets of strategy belong to this group and they are: Centering your learning, Arranging and Planning your learning, and Evaluating your learning. The aim of centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or

skills. Arranging and planning learning help learners to organize so they may get maximum benefit from their energy and effort. Evaluating learning helps learners with problems like monitoring errors and evaluation of progress. Research has found that compared to cognitive strategies met cognitive strategy is used less consistently by the learners.

Here is an example of arranging and planning learning. For a learner who wants to listen to the news in the target language can plan the task by first determining what topics might be covered in the program. Most news programs have segments of politics and economics. The learner can look up the words related to the topics before listening to the news. This would better prepare the learner.

(ii) Affective Strategy

The affective factors like emotion, attitude, motivation, and values influence learning is an important way. Three sets of strategies are included in this group; lowering your Anxiety, Encouraging yourself, and Taking your emotional Temperature; Good language learners control their attitudes and emotions about learning and understand that negative feelings retard learning. Teachers can help generate positive feeling in class by giving students mare responsibility, increasing the amount of natural communication, and teaching affective strategies

Anxiety could be both helpful and harmful. It is feet that a certain amount of anxiety is helpful for learners because it helps them obtain their optimum level of performance. Too much anxiety has the opposite effect where it hinders language learning. Anxiety often takes from of worry, frustration, insecurity, fear and self-doubt. A common , high anxiety creating situation for learners to perform before the peers and teacher when they are not prepared.

Here is an example of how learners try to lower the anxiety. Some listen to their favorite music for minutes before practicing the target language.

(iii) Social Strategy

Social strategy is very important in learning a language because language is used in communication and communication occurs between people. Three sets of strategies are included in this group: Asking questions, Co operating with others and Empathizing with others.

Among three, asking questions is the most helpful and comes closest to understanding the meaning. It also helps in conversation by generating response from the partner and shows interest and involvement. Cooperation with others eliminates competition and in its place brings group spirit. Competition and in its place brings group spirit. Studies shows the cooperative learning results in higher self-esteem, increased confidence and rapid achievement learners do not naturally apply cooperative strategy because of strong emphasis put on competition by educational in situations. Sometimes completion brings a strong wish to perform better than others, but it often results in anxiety and fear in failure. It is important to help learner change their attitudes from confrontation and competitions to cooperation.

Empathy is very important in communication. Empathy means to put oneself in someone else situation to understand that persons point of view. Learners can use social strategies to develop cultural understanding and become aware of thoughts and feeling. Daily telephone conversation with friend in the target language is an example to practice listening and speaking skills.

O'Malley and Chamot (1990) classify learning strategies into three types.

i) Cognitive Strategy

The strategy which involves the steps cooperation used in problem solving that require direct analysis, transformation or synthesis or learning

materials. They have an operative or cognitive processing function. e.g. inference, rehearsal, deducing.

ii) Meta cognitive Strategies

They constitute an attempt to regulate language learning by means of planning, monitoring, and evaluating. They have an executive function. e.g. selective attention, planning, evaluation.

iii) Social/Affective Strategies

They concern the ways in which learners interact with other learners. e.g. co-operation, question for clarification.

 Strategies are presented below.

Generic Strategy Classification	Representative Strategies	Definitions
Meta cognitive Strategies	Selective attention	Focusing on special aspects of learning tasks, as in planning to listen for key words or phrases.
	Planning	Planning for the organization of either written or spoken discourse
	Monitoring	Reviewing attention to task, comprehension of information that should be remembered, or production while it is occurring
	Evaluation	Checking comprehension after completion of a receptive language activity, or evaluation language production after it has taken place

Cognitive Strategies	Rehearsal	Repeating the names of items or objects to be remembered
	Organization	Grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes
	Inference	Using information in text to guess meaning or new Linguistic items, Predict out comes or complete missing parts.
	Summarizing	Intermittently Synthesizing what one has heard to ensure the information has been retained
	Deducing	Applying rules to the understanding of language
	Imagery	Using visual images (either generated or actual) to understand and remember new verbal information
	Transfer	Using known-linguistic information to facilitate a new learning task Using known linguistic information to facilitate a new learning task

	Elaboration	Linking ideas contained in new information or integrating information
Social/Affective Strategies	Co-operation	Working with peers to solve a problem, fool information, check Learning notes or get feedback on learning activity

Eliciting from a teacher or peer additional explanation, rephrasing or examples.

Using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about task |

Sources: O' Malley and Chamot, 1990 (as cited in Rawal, 2010 p.p.177-179)

Oxford (1990) identified three kinds of learning strategies: asking question, co operating with others and empathizing with others. A general example of language learning strategies in each of these categorized is as follows:

Asking question

    i. Asking for clarification and verification

    ii. Asking for correction

Co operating with others

    i. Co-operating with peers

    ii. Co-operating with proficient users of target language.

Empathizing with others

    i. Developing cultural understanding.

    ii. Becoming aware of other's thought and feelings.

Rubin (1987) identified two kinds of learning strategies: those which contribute directly to learning and those which contribute indirectly to learning i.e. the direct learning strategies and indirect learning strategies respectively. She divided the direct learning strategies into six types i.e. Clarification/ verification, monitoring, memorization, guessing/inductive differencing, deductive reasoning and practice. She divided indirect learning strategies into two types. They are- creating opportunities for practice and production tricks. Brown (1980), for instance, draws clear distinction between learning strategies and communication strategies on the ground that "Communication is the output modality and learning is the input modality". Brown (ibid) suggests that a learner generally applies same fundamental strategies (such as rule transference) used in learning to communicate in that language, there are other communication strategies such as avoidance or message abandonment which don't result in learning. Brown (1984), concedes that "In the arena of Linguistic interaction, it is some difficult to distinguish between the two".

Language learning strategies, although still fuzzily defined and controversially classified are increasingly attracting the interest of contemporary educators because of their potential to enhance learning.

1.1.3 Importance of Learning Strategies

Language learning is concerned with the assistance given to the learners to learn that language effectively and skillfully. Ellis and Sinclair (1987) suggest that learners should be helped to become aware of their learning styles and the teacher plays an instrumental role in helping the learners how to learn the second or foreign language (as cited in Gardner and Miller, 1999, p.157).

In language learning, researchers have shown that some language learners are more successful than others. If these strategies are suggested to adopt poor learners, they can improve their language learning.

Gass and Selinker (2008 ,p.441) state that "in order to support learners one first has to understand them and their strategies from a researcher point of view and then assess whether what they have been taught in terms of learning strategies actually works".

Similarly, Wenden (1985) asserts "Learner strategies are the key to learner 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).

As Brown (ibid) states that with many styles and strategies operating within a person, hundreds of cognitive "profiles" might be identified, if we could discover some over ridding and all pervading variable that classifies learners neatly into categories of " successful" and "unsuccessful" , then of course we could make a case for typing language learners" (p. 125).

These definitions imply that language learning strategies adopted by the learners are important for a language teacher. These strategies help the teacher to make 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, language learning strategies are important for teachers, learners, course designers and all other related people. So, in the present study, I have chosen learning strategies of the Bachelor level students.

1.2 Review of Related Literature

Learning strategies have been widely accepted as the key factors that influence the rate and success of second language learning. Researchers at several major universities in the world are carrying out researches on learning strategies.

Students may not be aware of the strategies and their effects on their learning. It is very important to raise awareness among students on what strategies it would be effective for them to learn language.

O'Malley et. al. (1987) conducted a research on Effectiveness of Language learning strategies instruction. It was an experimental research. They assigned 75 students to one of three instructional groups where they received training in

i)   Meta cognitive, cognitive and socio affective strategies
ii)   Cognitive and socio affective strategies
iii)   No special instruction in language learning Strategies(control group)

They conducted research for listening, speaking and vocabulary acquisition skills. The first and second were experimental groups but the third group was control group. The control group did not get special instruction in language learning. Among other findings, it was discovered that for vocabulary, the control group actually scored slightly higher than the treatment groups. O'Malley (ibid) explains these unexpected findings as being due to the persistence of familiar strategies among certain students who continued to use rote respective strategies and were unwilling to adopt the strategies presented in training, especially when they knew they would be tested within only a few minutes.

One study which researched the effects of teaching of cognitive and met cognitive strategies on reading comprehension in the classroom was conducted by Tang and Moore (1992, as cited in Griffith, 2004, p.16). They concluded that while cognitive strategy instruction (title: discussion pre teaching vocabulary) improved comprehension scores, the performances gain were not maintained upon the withdrawal of treatment. Meta cognitive strategy instruction, on the other hand involving the teaching of self monitoring strategies, appeared to lead improvements in comprehension ability which was maintained beyond the end of the treatment. These findings accord with That of

O'Malley et al (1985) who discovered that higher level students are more able than lower level students to exercise meta cognitive control over their learning.

Nunan(1995), as cited in Griffiths,2004, p. 17) conducted another classroom based study which aimed to research whether learner strategy training makes a difference in terms of knowledge . He involved 60 students in a 12 week programme "designed to help them reflect on their own learning, to develop their knowledge of and ability to apply leaning strategies, to assess their own progress, and to apply their language skills beyond the classroom". He concluded that his study supported the idea that language classrooms should have a dual focus, teaching both content and an awareness of language process.

Many researches in this area have carried out scholars in different universities all over the world. In the Department of English Education, Faculty of Education, T.U., there are a few studies conducted on learning strategies that learners adopt while learning English as a foreign language. But no research study on learning strategy adopted by the bachelor level students is carried out so far.

Devkota (2003) carried out research on "Learning Strategies: An Attitudinal Study" His purpose was to find out the strategies employed to learn literature. He used questionnaire to collect data from students and structured interview to collect information from the teachers. He found that one of the causes of students' failure is due to lack of writing practice. Moreover, after overall analysis he found that studying texts in English are geared towards examination.

Oli (2003) conducted a research on "Proficiency in speaking skills of the Ninth Graders". It is a kind of comparative study. He compared rural and urban school of Nepal. He selected ten schools of Dang and Rukum randomly. Students were tested on the basis of grammar, pronunciation and fluency. The objectives of this research work were to find out the proficiency in the speaking skill. He found that urban children proficiency is better than rural

children's proficiency. Concluding his research, he has given some recommendations on the application of teaching methods but his research is silent what teaching strategies are better to apply for better performance. His research could not address which strategies of urban and rural teachers employed in teaching speaking.

Rain (2006) conducted a research to find out the learning strategies used by Maithili learners of English at Secondary level. His study was centered on how Maithili learners of English learn English as their third language. He found that the learners used very few strategies to learn English language He concluded that the teacher and students do not use communicative approach in classroom. They practice English language using a traditional method, GT method.

Bista (2008) carried out a research on "Reading strategies employed by the Ninth graders". The purpose of her study was to find out reading strategies by the government aided school students. She used testy items and interview schedule as research tools. She found out that all students used guessing strategy; asked questions to themselves while reading, read determining the important points and made notes for exam.

Chaudhary (2009) carried out a research on "Learning Strategies Used by the Class Toppers". She aimed to find out the strategies used by the class toppers of higher education to learn the English language. She used a set of questionnaire as tool for data collection. She found that meta cognitive (rehearsal) strategies were used by class toppers of higher education to great extent. She conducted that the Class topper students have strong desire to communicate and are willing to guess meaning when they are not sure.

Although some researchers are conducted in the area of learning strategies, no research is carried out to find the learning strategies used by the bachelor level students and the way they prepare for exam. No research yet is carried out by observing learners' actual behavior. I use both questionnaire and observation

check list as my research tool. So my study will be different from any researches carried out in the department so far.

1.3 Objectives of the study

The objectives of the studies were as follows:

i.   To find out and analyze the strategies adopted by Bachelor level students.

ii.   To suggest some pedagogical implications.

1.4 Significance of the Study

Strategies are the ways or techniques the learners use to learn language. Since the students use different strategies for studying in various contexts, it has direct implication for syllabus designing, materials production, teaching methodology, teacher training and learner training. Learning strategies will be significant for the learners.

This study will help the teachers to suggest their students to use the effective learning strategies. It will help the course designer to design the course according to the strategies learners adopts. It will be helpful for the material producers and textbook writers to devise materials according to learner's style. It will be equally useful for test constructer to design test items according to the learner strategies.

CHAPTER - TWO

METHODOLOGY

This study adopted the following methodology:

2.1 Source of data

This research used both primary and secondary source of data to achieve the objectives.

2.1.1 Primary sources

The primary sources of data for this study were the students of Bachelor level studying in Kathmandu district.

2.1.2 Secondary Sources

The researcher used related books, journals, articles, unpublished thesis, and websites for the preparation. Some of them are Ellis (1986), Gass and Selinker (2008), Cohen (1998) and Rubin (1987).

2.2 Sampling Procedure

Sampling procedure was the way of determining the sample from the large heterogeneous study population. For this study, I purposively selected Kathmandu district as a research area of my study. I selected two colleges of Kathmandu. The study consisted of altogether 50 students. The researcher used non random sampling procedure while selecting the colleges. Likewise, she used the similar sampling procedure to select respondents.

2.3 Tools for Data Collection

The main tool for the collection of data was a set of questionnaire and observation checklist. The questionnaire was of two types; 15 questions were close- ended and 2 questions were open ended types. Observation checklist was used to collect information about different strategies.

2.4 Process of Data Collection

To collect the primary data the following procedure was followed:

- After preparing the research tools, I went to the colleges and built rapport with concerned people.
- I started the purpose of my study to the English teacher and requested him/her for the permission to observe his/her class.
- After observing the class, I selected the students and told them the purpose of the study.
- I distributed the questionnaires to the selected students.
- I collected the questionnaires from the students.
- Then, I went to canteen. At that time I observed how students spend leisure time outside the classroom.
- On the basis of class observation, I filled up a set of check list.
- I went to each college twice.
- Then I analyzed and interpreted the collected data and presented them in different charts and diagrams.

2.5 Limitations of the study

The study had the following limitations:

i. The study was limited to two colleges.

ii. It was limited to the bachelor's first year students only.

Iii. It was limited to questionnaire and observation check list tools only.

CHAPTER - THREE
ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data. The data for this study were collected using two research tools, i.e. questionnaire and observation checklist. The data has been analyzed and interpreted under the following two main headings followed by several sub- heading.

1. Analysis of the data obtained from the questionnaire of the students.
2. Analysis of the data obtained from the observation checklist.

3.1 Analysis of the Data Obtained from the Questionnaire to the Students

Altogether 15 questions were asked to the sampled students. The responses of the students on each item are analyzed and interpreted under separate title.

3.1.1 Preparation of Subject Matter

First question deals with student's regularity and preparation of the subject matter. For this I gave four alternatives. They are advanced preparation, looking at the lesson, thinking about topic and without any preparation. The following figure shows the result.

Figure No. 1

Preparation of Subject Matter
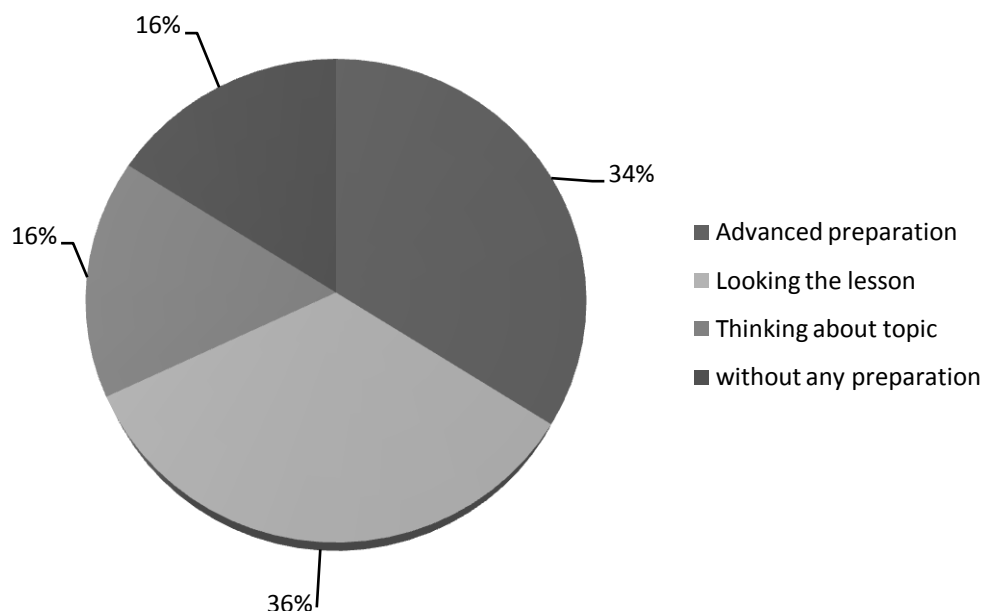
The first item was asked to identify what kind of preparation the students made before coming to school. In this item, 34% students responded that they came to class with advance preparation. On the other hand 34% of students opined that they come to school by looking at the lesson. Similarly, 16 % students come to school thinking about the topic to be learned. Sixteen percent students come to school without any preparation. A large number of students were found to have some sort of preparation before coming to school.

3.1.2. Sitting in the Classroom

Second question deals with the proper arrangement of the students in the classroom and their intention towards the study. From this question, I wanted to know how many students sit in the first bench, in the middle bench in the last bench and anywhere.

Table No 1

Sitting in the Classroom

Responses	No. of Students	Percentage
In the first bench	20	40
In the middle bench	17	34
In the last bench	4	8
Any where	9	18

According to their responses, students preferred to sit on the first bench of the classroom. In this item, 40% students preferred to sit on the first bench. Only 8% students preferred to sit on the last bench whereas 34% students preferred to sit on the middle. But 18% students responded that they sit anywhere in the classroom.

3.1.3. Understanding the Meaning

While reading, the students should give due attention to reading new vocabulary used in the text. It is said that the failure to understand a single vocabulary may hinder to understand the whole sentence. Here, I tried to know how students know the meaning of words. The following figure reflects the data.

Figure No. 2
Understanding the Meaning
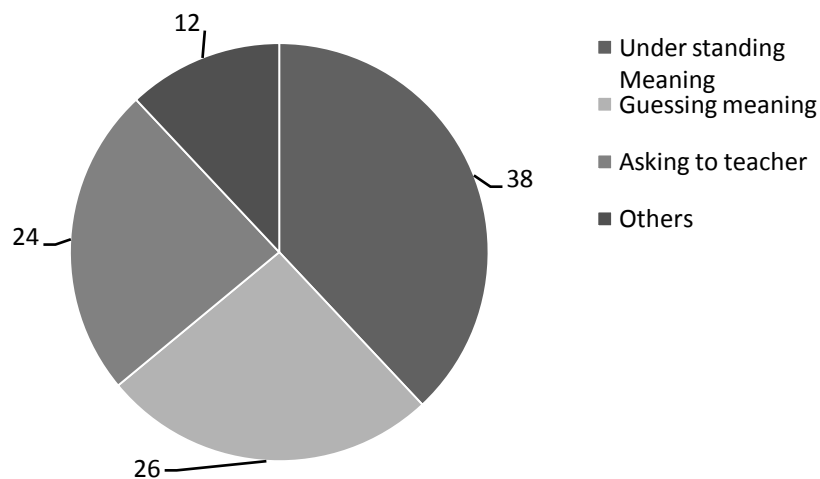
The above chart shows that 38% students preferred to use dictionary to get the meaning of the new word. Most of them used it in their home and some students came in the class with pocket dictionary whereas 26% students responded that they preferred guessing meaning. Similarly, 245 students responded that they preferred to ask the teacher to know the word meaning. Only12% students chose the last option i.e. others, where they wrote that they guessed the meaning first but later consult the dictionary.

3.1.4. Learning Correct Pronunciation

From this question, I wanted to know how students pronounce the new and difficult words. I gave three alternatives to them; they are teacher's imitation, using dictionary and others.

Table No. 3

Learning Correct Pronunciation

Responses	No. of Students	Percentage
Teacher's imitation	28	56
Using dictionary	15	30
others	7	14

For developing correct pronunciation, 56% students responded that they imitate the teacher speech and 30% students use dictionary to learn the correct pronunciation of new words. The third option viz others were given in the questionnaire but only 14 %students selected this option.

3.1.5 Reading Comprehension

This question deals with students' behavior while reading. To get the answer, I gave four options; they are teacher's explanation, reading silently, reading loudly and others.

Table No. 4

Reading Comprehension

Responses	No. of students	Percentage
Teacher's explanation	16	32
Reading silently	18	36
Reading loudly	11	22
Others	5	10

For reading text and understanding it, 32% students responded that they like the teacher's explanation. Similarly, 36% preferred silent reading and 22% preferred loud reading for understanding the text. But 10% students chose the fourth option, viz. others and wrote that s/he prefers teacher's explanation and self study for reading comprehension.

3.1.6 Speaking

From this question, I wanted to know, how students develop their speaking power. I selected four alternatives; they are teacher's imitations, games and songs, interacting with teachers and discussion.

Figure No. 2

Speaking
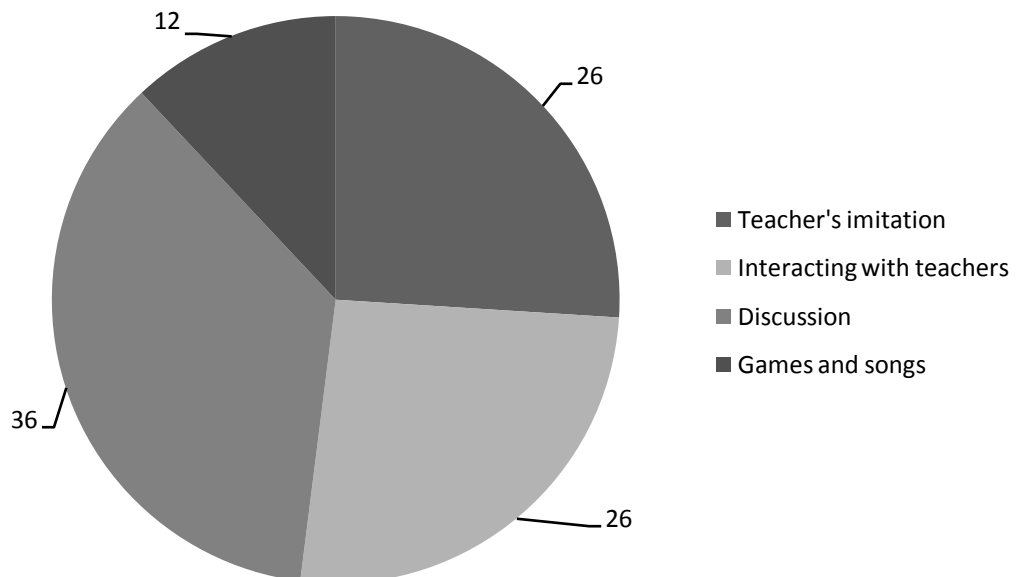
For Speaking Practice, 26% students responded that they speak English by imitating the teacher's speech. However, 26% students responded that they interacted with teachers for speaking practice. Similarly, 36% preferred discussion technique. But 12% students preferred songs and games for practicing speaking skill. Manly students found to be interested in discussing with others.

3.1.7 Purpose of Reading

From this question, I wanted to know the reason behind reading the text. There are many purpose of reading among them, I chose four and they understand the message, taking pleasure, preparation for examination and getting a particular message.

Figure No. 3

Purpose of Reading
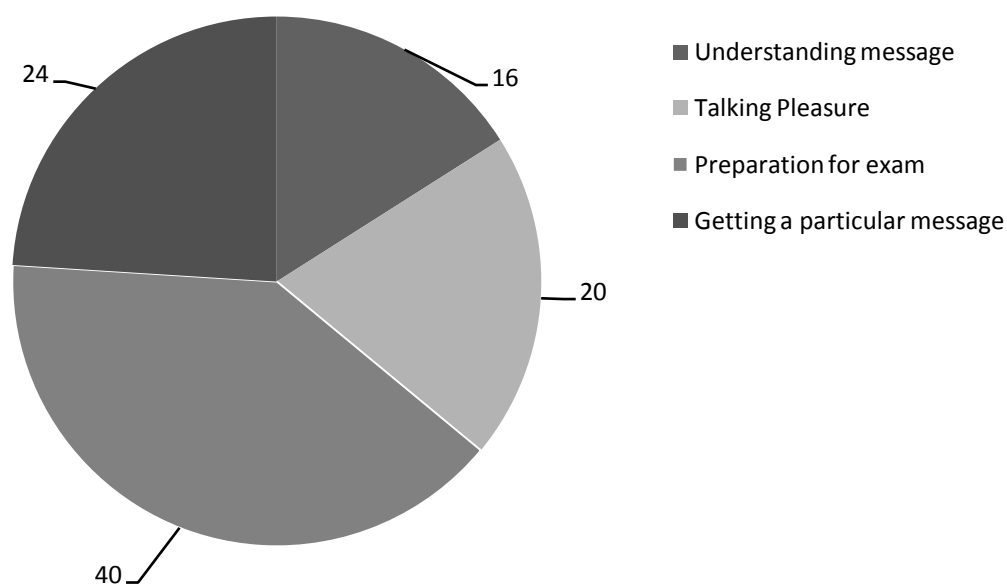
For the purpose of reading, only 16% students responded that they read the text for understanding the general message that the text intends to give. Twenty percent responded that they read English texts for pleasure. A large number of students i.e. 40% responded that they read English text for preparation of exam. Similarly, 24% students expressed that they read for getting specific information.

3.1.8   Literature

From the eighth item, I wanted to know the student's interest in the literary genres. That is why, I gave four literary genres as options and they are poems, stories, essays and dramas.

Table No. 5

Literature

Responses	No. of Students	Percentage
Poems	10	20
Dramas	21	42
Essays	13	26
Stories	6	12

The eighth item was asked to identify which literary genre they like to read. In this item 20% students responded that they like poems. However, only 12% preferred stories and 26% preferred essays. Similarly, 42% students preferred dramas. It shows that the majority of student likes drama than other literary genres.

3.1.9 Ways of Reading Literature

From the ninth item, I wanted to know the different techniques employed by students to read the literature. I chose four alternatives for this question and they are translation, summary from guides and guess, asking the teacher to explain and using dictionary.

Table No. 6

Ways of Reading Literature

Responses	No. of Students	Percentage
Translation	16	32
Summary from the guides and guess	8	16
Asking to teacher	12	24
Using dictionary	14	28

According to their responses, students mainly preferred to read the translatable version of literary texts. In this item, 32% students preferred translation. Only 16% read the literary texts by reading summary from guides and guess papers. Similarly, 24% students preferred to read the texts by asking the teacher to explain it. However, 28% students preferred to read with the help of using dictionary.

3.1.10 Using Reading Materials

Tenth question deals with different reading materials. For this, I gave four options. They are guides, guess paper, text books and all of above.

Figure No. 5

Using Reading Materials
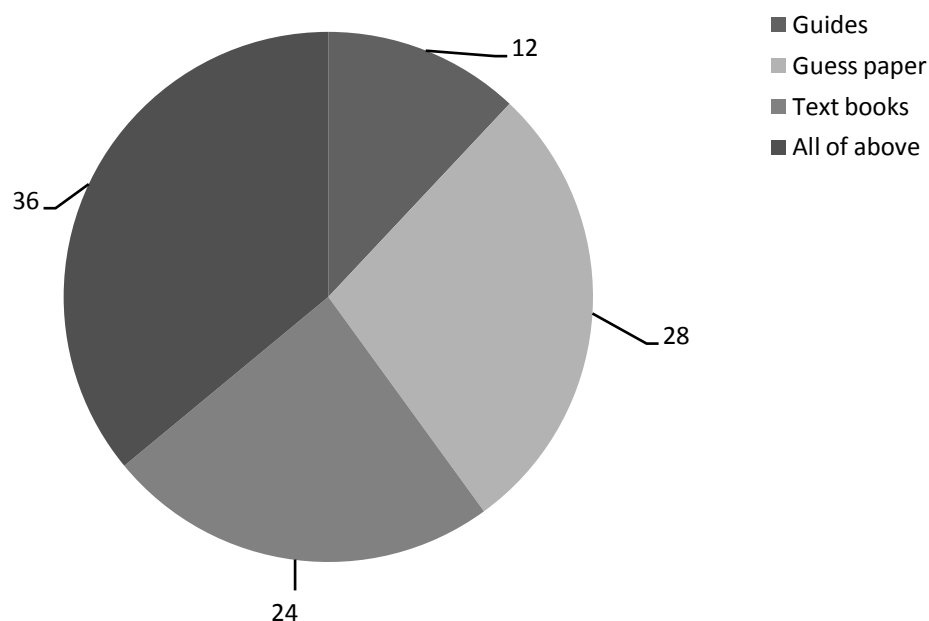
The tenth item was asked to identify which material(s) they use for learning English. In this item, 28% students responded that they use guess papers. Only 12% students responded that they used guide. But 36% students preferred to use all three materials i.e. textbooks, guides and guess papers. It shows that students preferred to use guides rather than textbooks and guess papers.

3.1.11 Talking in English

From this question, I wanted to know how often student's use the English language. To know their interest toward the English language, I gave four alternatives; they are only at the school compound, only in the classroom, only with teacher and with all people.

Figure No. 5

Talking in English
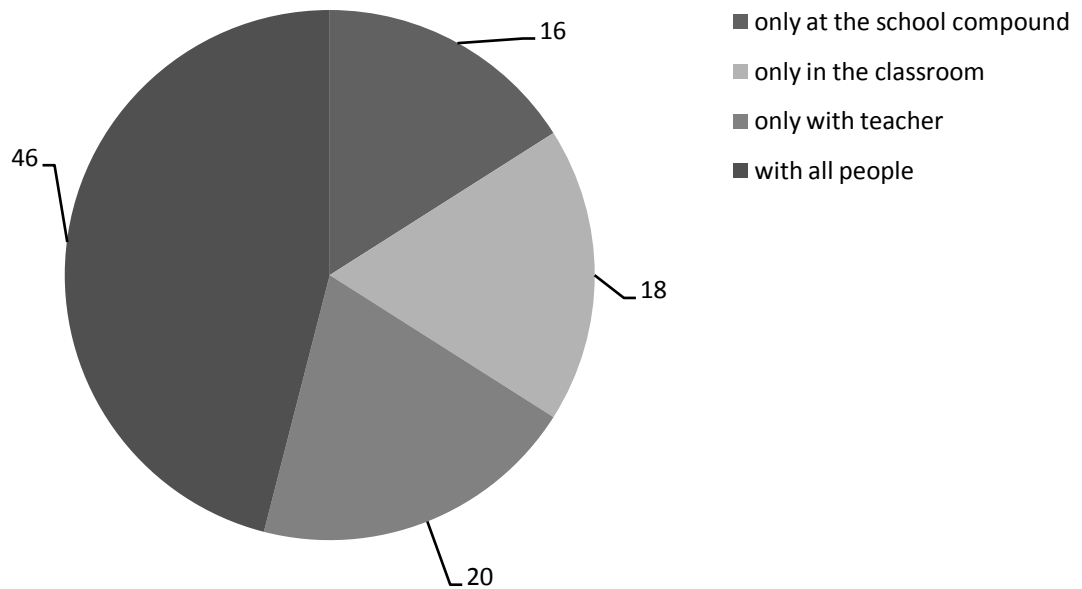
Many Students (46 %) responded that they liked to speak with all the people who can talk in English. But 16% students responded that they prefer to speak in English only at the school compound and 18% preferred to speak in English only in the classroom. Similarly, 20% preferred to use English while talking with teachers. They were found to be interested to speak in English.

3.1.12 Taking Extra Classes

From this question, I wanted to know how often students take extra class to strengthen their study. For this question, I selected four options. They are always, never, sometimes and only before exam.

Figure No. 6

Taking Extra Classes
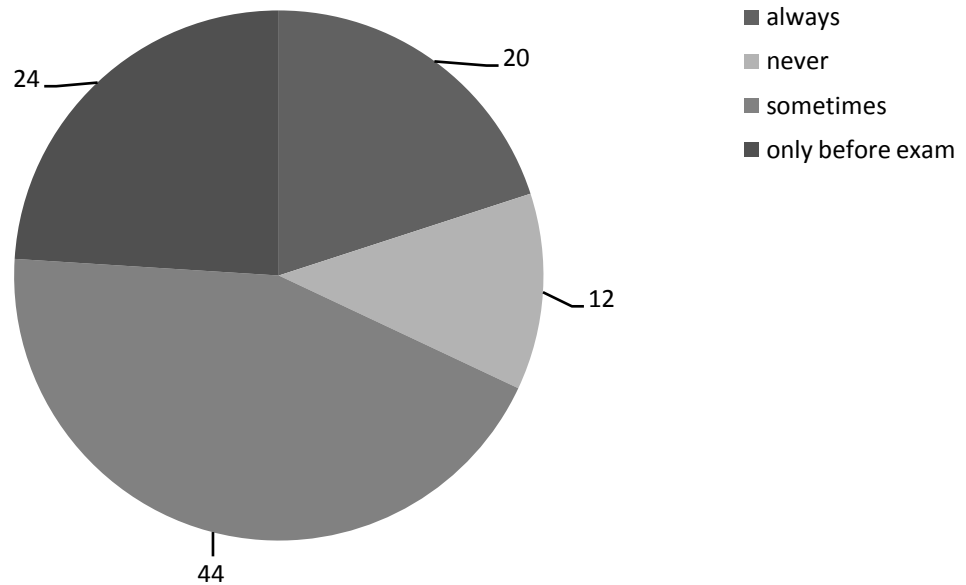
Regarding taking tuition, 44% responded that they take it sometimes. On the other hand, 20% responded that they always take tuition. Twenty four percent students take tuition only before exam; however, 12% responded that they never take tuition. It shows that the students prefer to take tuition sometimes.

3.1.13 Study Hours

Study plays a vital role in the learning process. Until and unless students did not labor hard, they will not get fruitful results. From the question number thirteen and fourteen, I wanted to know, how much time they generally read a day and at the time of examination. The following table presents the data.

Table No. 7

Study Hours

Hours	Usual study		Study in exam	
	No of students	Percent	No of students	Percent
2	9	18	-	-
3	-	-	-	-
4	13	26	5	10
5	6	12	5	10
6	7	14	9	18
7	2	4	9	18
8	5	10	7	14
9	3	6	13	26
10	5	10	2	4

Item no 13 and 14 in the questionnaire were asked to identify how many hours they study in general and at the time of exam. The above table shows that students read a few hours in general but they study many hours at the time of exam. More than 63 per cent students study less than four hours per day in general but more than 75 per cent students responded that they study more than five hours per day. It was found that no student read more than eight hours in general and very a few students read 9/10 hours. But many read more than 6/7 hours per day at the time of exam.

3.1.14 Consulting Old Questions

From this question, I wanted to know the students' interest towards previous years' questions and their use from examination point of view. For this question, I chose four alternatives; they are always, never, sometimes and only before the exam.

Figure No.7

Consulting Old Questions
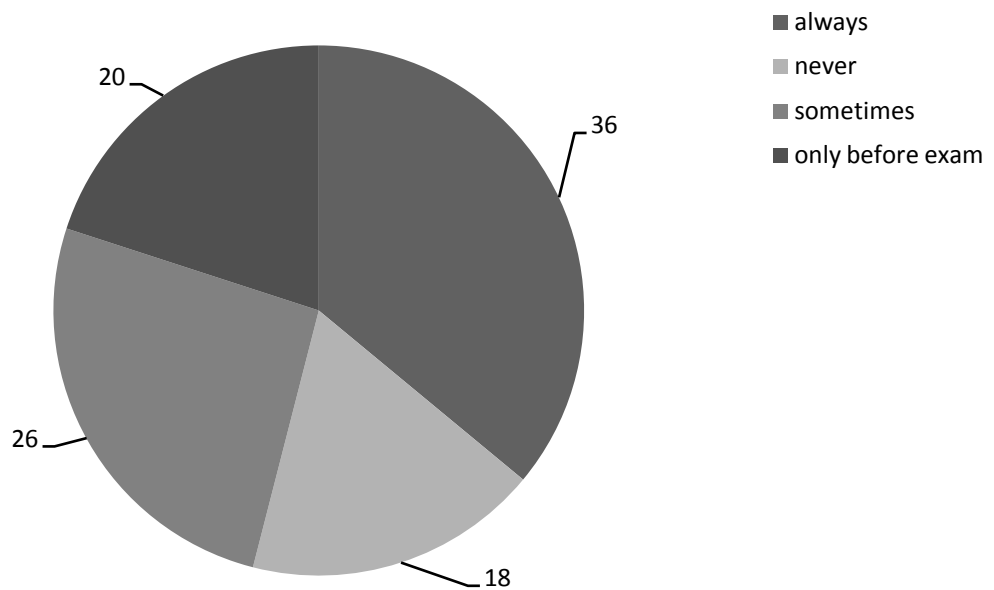
Many students responded that they always consulted old questions and practiced them. In this item, 36% students forwarded this view. Similarly, 26% students sometimes consulted old questions. But 18% preferred to consult old Questions only before exam. However, a very few students i.e. 18% responded that they never consulted old questions. It was found that students prefer to practice from the old questions.

3.2 Analysis and Interpretation of the Data Obtained from the Observation Checklist

This section mainly deals with the observation of the students behaviors. For this the researcher observed the classes of English teaches at Bachelor level. The researcher prepared an observation checklist as a primary tool for this research. For this, the researcher used two rating scale viz. 'yes' and 'no'. The researcher observed the students behavior outside the classroom also at different times.

From the class observation, it was found that a good number of students used memory strategy. Highest number of students adopted this strategy. Some students used compensation strategy. Only few students used cognitive strategy. A less number of students have used both affective and social strategies. While very less number of students used meta cognitive strategy.

3.2.1 Learning Activities in the Classroom

All together 50 students' activities were observed in the classroom. While observing classes, it was found that the teacher asks questions and students answer the teachers' questions but they rarely ask questions to their teachers. In the observation it was found that most of the students learn the English language through rehearsal technique. They understand the subject matter with the help of teacher explanation. Teacher speaks a lot but students speak less. Students preferred to improve their English by imitating the teachers' speech. It was found that students use English while talking to teacher but they mainly use Nepali while taking to their friends. Students were found to be less active than the teacher, if there was any difficulty.

3.2.5 Learning Activities Outside the Classroom

Students were found to use Nepali while they are talking with friends. Students come out immediately when the teachers left the classroom. Many students were found discussing on other topics rather than the subject matter learned in the classroom.

CHAPTER – FOUR
FINDING AND RECOMMENDATION

The principal aim of the present study was to find out the learning Strategies' used by students of Bachelor level. The data were collected from 50 students of two different colleges. The data were carefully presented in pie chart and tables and analyzed and interpreted to accomplish the objectives. The researcher used two tools, questionnaire and observation checklist.

4.1 Findings

On the basis of the analysis and interpretation of the collected data, the following findings were derived. The findings of the study are listed down under the following headings.

i. Findings of the data obtained from the questionnaire to the students.
ii. Findings of the data obtained from the observation checklist.

4.1.1 Findings from the Questionnaire to the Students

1. The researcher found a good number of students (36%) came to school with advance preparation.
2. It was found that majority (35%) of students liked to sit on the first benches.
3. The researcher found that 38% students get meaning of new words using the dictionary.
4. The researcher found that the majority (56%) of students developed their pronunciation by imitating the teacher's pronunciation.

5. One third of the students (36%) liked silent reading and teacher's explanation for reading comprehension.

6. The researcher found that 38% students prefer discussion and interaction with teachers to develop speaking skill.

7. The researcher found students prefer to read all literary genre but many of them 42% prefer drama.

8. The researcher found that 32% students read the literary text with the help of translation.

9. The researcher found the students use guess paper mainly, however, they also use textbooks and guides.

10. More than 46% students like to talk using English with all those people who can speak English.

11. The researcher found most of the students study at home by making their own timetable.

12. The researcher found most of the students read English texts mainly for preparation of exam.

13. One third of total students (36%) consulted old questions and do practice a lot for preparing the exam.

4.1.2 Findings from Observation Checklist.

1. Students were well motivated in the classroom.

2. They rarely asked questions to the teacher but they were very good for answering teacher's questions.

3. Teachers gave feedback to their students.

4. Students followed Meta cognitive (rehearsal type of) activities to learn English in the classroom.

5. Students did not talk about the subject matter outside the classroom. They used Nepali while talking with their friends.

4.2　Recommendations

On the basis of the findings, some recommendations or pedagogical implications have been suggested.

1. Students prefer to develop different language skills with the help of the teacher. The teacher should be well prepared.
2. Students' use Metacognitive (rehearsal) activities a lot. They should be given opportunity to practice the language skills and aspects.
3. They like to talk with all people who can talk in English; they should be encouraged to speak English in and outside the classroom.
4. They study more hours during exam but a few periods in other time. They should be suggested to read regularly.
5. They prepare examination with the help of guess papers. They should be suggested to use text books and use materials like guides and guess paper as the part of text books.
6. Students should be encouraged to participate in different kinds of activities in the class such as group discussion and pair work.
7. The students should read the difficult vocabularies before reading the story so that they will not feel much difficulty in getting the point while reading the story.

References

Asher, R.E. (Ed). (1994). *Encyclopedia of language and linguistic*

Vol.4.Oxford: Pergamon Press.

Chaudhary, G. (2009). *Learning strategies used by class toppers of
higher education*. An unpublished thesis of M. Ed, T.U.,
Kathmandu.

Cohen, A.D. (1998). *Strategies in learning and using second language*.

London and New York: Longman. Retrieved August 24, 2009
from: http://www.google.com/Language learning strategies.

Dahal, H.R. (2007). Contextual Language learning Strategies and
Pedagogical Implications. *Journal of NELTA*.

Devkota, H.E. (2003). *Learning strategies*: *An attitudinal study*. An

unpublished thesis of M.Ed. T.U., Kathmandu.

Ellis, R. (1985). *Understanding second language acquisition*. Oxford;
Oxford University Press.

Ellis, R. (1994). *The study of second language acquisition*. Oxford:
Oxford university press.

Gass,S.M. & Selinker,L. (2008). *Second Language Acquisition*: An
introductory Course. New York: Routledge.

Griffiths, C. (2004). *Language learning strategies*: Theory and research,
Occasional Paper1, 1-26. Retrieved August22, 2009 website:

http://www.google,com/language learning stratgies.

Guragain, D.P. & Pokherel, B.R. (2005). *Psycholinguistics and sociolinguistic*. Kathmandu: Jupiter Publisher and distributers.

Khaniya, T.R. (2005). *Examination for enhanced learning.* Lalitpur: Millennium publication.

Kumar, R. (2005). *Research Methodology. Delhi:* Pearson Education.

Richard, J.C &Renandya, W.A. (2010). *Methodology in language teaching.* Cambridge: University Press.

Rain, Md.G (2006). *Learning strategies used by Maithili learners of English.* An unpublished thesis of M. Ed T.U. Kathmandu.

Rubin, J., & Wenden, A. (1987). *Learner strategies in language learning.* Britain: Cambridge University Press.

Yule, G. (1996). *The Study of language*. Cambridge: Cambridge University Press.

APPENDIX-I

QUESTIONNAIRE TO THE STUDENTS

Dear respondent,

This questionnaire is a part of my search entitled "Language Learning Strategies Adopted by Bachelor Level Students" under the supervision of Dr. Bal Mukundu Bhandari, The Lecturer of the Department of English Education, TU, Kirtipur. Your co-operation in the completion of the questionnaire will be more valuable for me. I assure you the responses made by you will be exclusively used confidently only for present research. Thank you.

College: **Level:**

Name: **Gender:**

1. I come to school with………..
   a. Advance preparation
   b. Looking the lesson to be taught
   c. Thinking about the topic
   d. Without any preparation

2. I like to sit …………of the classroom.
   a. In the front desk
   b. In the last desk
   c. In the middle
   d. Anywhere

3. If any new words come in the text, I know the meaning of that word by……..
   a. Using dictionary
   b. Guessing meaning
   c. Asking the teacher
   d. Others (mentions………..)

4. I learn the correct pronunciation of the words through……..
   a. Teachers imitation
   b. Using dictionary
   c. Others (mention………….)

5. I like to practice reading the text and understanding it through….
   a. Teachers loud reading and explanation
   b. Reading silently
   c. Reading myself loudly.
   d. Others (mention……….)

6. I prefer to do speaking practice through………
   a. teachers' imitation
   b. interaction with teachers
   c. discussion
   d. games and songs

7. Generally, I read the texts of my textbook for
   a. Understanding the general message
   b. Taking pleasure
   c. Preparation for examination
   d. Getting a particular message

8. I like to choose and read………….

    a. Poems   b. Stories

    a. Essays   d. Dramas

9. I like to learn or read the literary texts by

    a. Translating them into my mother tongue.

    b. Reading summary from the guess and guides.

    c. Asking teacher

    d. Using dictionary for difficult words

10. I use to learn my English subject with the help of……..

    a. Guides

    b. Guess papers

    c. Text books

    d. All of above

11. I talk in English………

    a. only at the college compound

    b. only in the classroom

    c. only with the teachers

    d. with all people who can talk in English

12. I…………. take tuition class.

    a. always

    b. never

    c. sometimes

    d. only before exam

13. In these days, I study………………hours at home.

    a. Two   b. three

    c. Four   d. more (mention…………)

14. At examination time, I study………….hours at home.

    a. three

    b. four

    c. five

    d. more (mention…………)

15. I………. consult old questions and practice for exam.

    a. always

    b. never

    c. sometimes

    d. only before exam

Write your own ideas.

16. How do you prepare your examination?

17. How do you read at your home?

APPENDIX- II

OBSERVATION CHECKLIST

College: **Date:**

Name of Student: **Time:**

No. of Students:

S.N	Strategies	Yes	No
1	Memory strategy		
2	Cognitive strategy		
3	Compensation strategy		
4	Mets cognitive strategy		
5	Affective strategy		
6	Social strategy		

APPENDIX-III

OBSERVATION CHECKLIST

Checklist of students	Memory	Cognitive	Compensation	Meta cognitive	Affective	social	Remarks
1		✓	✓	✓		✓	
2	✓	✓			✓	✓	
3	✓			✓	✓	✓	
4							
5					✓		
6				✓			
7	✓						
8	✓	✓	✓			✓	
9	✓				✓		
10						✓	
11				✓			
12	✓				✓	✓	
13							
14	✓	✓	✓				
15	✓		✓	✓	✓		
16		✓					
17	✓						
18	✓			✓		✓	
19		✓					
20	✓				✓		
21		✓		✓			
22	✓				✓		
23	✓	✓		✓			
24	✓	✓				✓	
25		✓			✓		
26	✓						
27	✓			✓			
28		✓					
29	✓					✓	
30	✓	✓	✓	✓			
31	✓	✓			✓	✓	
32							
33			✓	✓			
34	✓	✓			✓		

35							
36	✓		✓			✓	
37		✓			✓		
38	✓			✓	✓	✓	
39	✓	✓	✓				
40					✓		
41	✓	✓				✓	
42			✓			✓	
43	✓			✓			
44			✓			✓	
45	✓				✓		
46				✓			
47	✓					✓	
48		✓			✓		
49	✓	✓					
50	✓	✓	✓	✓		✓	