

**LEARNING STRATEGIES USED BY LANGUAGE
LEARNERS IN ENGLISH**

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

**Submitted by
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2011

DECLARATION

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

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DEDICATION

Dedicated to

My parents who find their happiness in my success and my teachers.

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ABSTRACT

The purpose of the present research entitled “Learning Strategies Used by Good Language Learners in English” was to find out the Learning Strategies Used by the S.L.C. distinction holders. The researcher selected two private colleges from Kathmandu district to collect the data. They were Don Bosco Higher Secondary School and Nobel Academy. For the study, the researcher selected sixty students. The researcher applied both primary (i.e. responses of the S.L.C. distinction holders in English subject or good language learners in English) and secondary sources of data (i.e. books, articles, dictionary etc.). The researcher used a set of questionnaire as a tool for data collection. She applied non-random purposive sampling procedure to select colleges, faculties and respondents. On the basis of the collected data, each of the strategies employed by the good language learners in English were determined using simple statistical tools like percentage and presented with the help of tables. It was 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.

This research work encompasses four chapters. The first chapter deals with introduction which entails general background of the study, review of the related literature, objectives of the study, significance of the study and definitions of the specific terms. The second chapter deals with the methodology part. It includes sources of data, sample and sampling procedure, tools for data collection, process of data collection and limitations of the study. The third chapter consists of analysis and interpretation of raw data which were collected from the two colleges. The fourth chapter presents the findings derived from the analysis and interpretation of collected data. It also provides some recommendations on the basis of findings. The final section of the study entails the references and appendices.

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LIST OF ABBREVIATIONS

p.	=	Page
etc.	=	Etcetera
et al.	=	And others
Prof.	=	Professor
i.e.	=	That is to say
ibid	=	In the same book or piece of writing as the one that has just been mentioned
App.	=	Appendix
Dr.	=	Doctor
e.g.	=	For example
FL	=	Foreign Language
Fre.	=	Frequency
L2	=	Second Language
LLS	=	Language Learning Strategies
No.	=	Number
UNO	=	United Nations Organization
T.U.	=	Tribhuvan University
Per.	=	Percentage
Viz.	=	Namely (Latin - Videlicet)
CUP	=	Cambridge University Press
Ltd.	=	Limited
Pvt.	=	Private
Com.	=	Company
ELT	=	English Language Teaching
TLC	=	Target Language Community
K.U.	=	Kathmandu University
M.Phil	=	Master of Philosophy
Ph.D	=	Doctor of Philosophy
FM	=	Frequency Modulation
B.S.	=	Bikram Sambat
NELTA	=	Nepal English Language Teachers' Association