

**LANGUAGE LEARNING STRATEGIES USED BY EMI
IMPLEMENTED SCHOOL STUDENTS TO DEVELOP
ENGLISH LANGUAGE**

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

**Submitted By
Sabita Bhandari**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2019**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Sabita Bhandari** has prepared this thesis entitled **Language Learning Strategies Used by EMI Implemented School Students to Develop English Language** under my guidance and supervision. I recommended the thesis for acceptance.

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DEDICATION

Dedicated to my beloved parents and family for their love, endless support,
encouragement and sacrifice

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: 04-08-2019

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Sabita Bhandari

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Sabita Bhandari

ABSTRACT

This thesis entitled **Language Learning Strategies Used by EMI Implemented School Students to Develop English Language** aimed to find out the learning strategies used by students while learning the English language. This study is particularly based on the responses obtained from the students of the EMI implemented public school students. The objectives of this study was to find out the learning strategies used by EMI implemented public school students and to suggest some pedagogical implications. For this study, I collected data from 100 students from five schools studying in grade nine and ten in Kathmandu district. A questionnaire was used as a tool to collect the data from the respondents, which included closed and open ended items. Random sampling procedure was used to sample the population of the study. The data were analyzed and interpreted by using simple statistical tool like percentage and presented with the help of tables. This study has found that all kinds of learning strategies were used by the students they were provided in the questionnaire like: listening practice, watching English movies, listening native speech, classroom discussion, preparing their own note, reading textbook, memorizing the meaning of the words, etc. It also has found that the students employed the strategies such as listening to the recorded material and repeating the sound, reading word by word to understand the meaning, noting down the difficult words and asking to the teachers for meaning and pronunciation were used by them for developing their English language. Moreover, 86% of the students were found doing their homework regularly for developing their writing skill as the strategy for developing the writing skill.

I have divided this thesis into five chapters. The first chapter deals with the general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, the second chapter consists of the review of the related theoretical literature, review of related empirical literature, implications of the review of the study conceptual framework for the study. The third chapter deals with the methodology and procedures of the study

which includes the design and method of the study, population, sample and sampling strategy, study area, data collection tools techniques, data collection procedures and data analysis and interpretation procedure. The fourth chapter focuses on the analysis and interpretation of the data obtained from the field. The fifth chapter of the study consists of conclusion and recommendations of the study under which implications of the study for policy related practice related and further research related have been included.

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CHAPTER ONE

INTRODUCTION

The introductory part of this research consists of background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms.

1.1 Background of the Study

Language as a means of communication by which human being express their thought, feeling, emotion, ideas, experience and information. Varshnay (1998, p.10) says, "Language is the specific species-uniform possession of human. It is a god's special gift to mankind. Without language human civilization as we know it would have reminded an impossibility". Thus language is the most powerful convenient and permanent means and form of communication.

There are many languages spoken in the world and English is one of the major international language. It is a vital tool for communication globally so it is called a link language or lingua franca. The English language has broadened its area in every field of human affairs like education, business, tourism, mass media, day to day communication and so on. Realizing the importance of the English language, it is taught as a foreign language in Nepal.

Second language acquisition is the process of acquiring additional language after they have acquired their mother tongue or their first language. Gass and Selinker (2008, p.7) define SLA as "The process of learning another language after the native language has been learned." According to them, SLA sometimes refers to the learning of third or fourth language, too. Similarly, Ellis (1985, p. 6) says, "Second language acquisition refers to the subconscious or conscious process by which a language other than the mother tongue is learnt in a natural or tutorial setting." By this definition, we can understand that

SLA is used as a general term that includes the acquisition of second language either in natural setting or in formal setting.

Second language acquisition heavily depends upon the efforts that the learners make in their learning. All of the learners do not learn language in the similar way. Obviously, it is a gradual process that it is learnt in a sequence of order of the items. The degree of which one achieve proficiency is different from the learner to learner. This is because there are several aspects that bring variation in the learning. Some of such factors might be linguistic, sociolinguistic, cultural and also the individual factors.

Language learning theories almost agree to the point that language acquisition process is generally same for all learners. However, they found in practice is that different learners learn the same second or foreign language in different ways with different level of success. Such variation in the success is based on various learning strategies, which are employed by the learners to learn second or foreign language.

Learning strategies are specific tasks that we make on a given problem. All language learners use language learning strategies in 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 techniques that we employ to solve problems. Learning strategies are particular actions or activities employed by learners directed towards more effective and more transferable to a new situation. O'Malley and Chamot (1990) define language learning strategies as the special thought of behavior that individual used 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. So the learning strategies are used by students to help them to

understand information and solve problems. Students who know or use good learning strategies helps them to learn new language successfully.

Thus, language 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.

1.2 Statement of the Problem

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. This is the modern era of science and technology. In such challenging situation English language plays vital role. So how the learners learn English language is the most important point 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 unavailability of resources, learners' readiness, existing teaching trends, materials use, feeling of competition among the students, heterogeneous classes, gender differences and so on. English has played crucial role serving different purposes across the world. In the context of Nepal too, it has achieved a dominant status. It is taught as a foreign language in our context, so it seems to be difficult to the learners achieve it easily. Some of the reasons are related to the level of the learners, psychology of the learners, teachers' expertise, teaching learning activities and method that is implied in the classroom. More importantly, the problem is with the strategies of learning adopted by the learners. I myself as a student of learning English as a foreign language have also observed such problems. Although most of the learners try to learn English as a foreign language in Nepal. They are unable to achieve their goal because of the lack of specific strategies used in learning language. Learning strategy is being the special thoughts or behaviors that individual used to help them comprehend, learn or retained information, it plays the vital role in language learning process. Because of

these issues and curiosities to know the fact, I have chosen this area as a part of my study.

1.3 Objectives of the Study

The objectives of this study were:

- a. To find out the learning strategies used by EMI implemented school students,
- b. To suggest some pedagogical implications.

1.4 Research Questions

This study was guided by the following research questions:

- a. What are the learning strategies used by EMI implemented school students to learn and improve their English language?
- b. Which strategies are frequently used in language learning?
- c. What are the pedagogical implications of the language learning strategies?

1.5 Significance of the Study

My research work is on language learning strategies used by EMI implemented school students to learn and improve their English language. This study focuses on the language learning strategies used by EMI implemented schools' students. This study is conducted aiming to explore the learning strategies adopted by English language students from EMI implemented school. This study is significant to those who are interested in teaching and learning in general and to the English teacher in particular. It is useful to the teachers, students, syllabus designers, researchers, and all other related personalities who are directly and indirectly involved in ELT field. Typically, it is expected that the English language learners and teachers from EMI implemented public schools who have been centrally prioritized throughout the study will gain

much benefits from this study. It is a brick in the field of teacher development and ELT by helping teachers to make their language classes more communicative, interactive, and effective. Most importantly, it helps for fulfilling the objectives of language learning strategies.

1.6 Delimitations of the Study

This study was limited to the English students who study in EMI implemented public schools in Kathmandu Valley. It was limited to 100 students of secondary level studying on EMI implemented school. Likewise, it was investigated the learning strategies adopted by secondary level students from EMI implement schools. Questionnaire was the tools for data collection. Similarly, it was limited to primary and secondary sources of data. This study was analyzed the learning strategies adopted by secondary level learners of English from EMI implemented public schools.

1.7 Operational Definitions of the Key Terms

The specific terms used in this thesis have been defined as follows:

Learning Strategy: It refers to the particular action or activity employed by learners to make their learning easier, faster, more enjoyable, effective and transferable to new situations.

Direct LLS: Direct language learning strategy can be defined as a strategy which directly involves the target language.

Indirect LLS: It refers to the strategy which does not directly involve the subject matter or the target language.

Memory Strategy: It aids in entering information into long term memory and retrieving information when needed for communication.

Cognitive Strategy: It is used for forming and revising internal mental models and receiving, and producing message in target language such as analyzing, summarizing and practicing.

Compensation Strategy: Compensation strategy is one which is needed to overcome any gaps in knowledge of language.

Metacognitive Strategy: It can be defined as a strategy which helps the learners to control their own recognition by coordinating the planning, organizing and evaluating the learning process.

Affective LLS: It can be defined as a strategy which enables learners to control feelings, motivations and attitudes related to language learning.

Social Strategy: It refers to the strategy which facilitates interaction with others often in discourse situation.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the theoretical literature, review of the empirical literature, implication of the study, and conceptual framework.

2.1 Review of the Related Theoretical Literature

This section includes the review of theoretical and empirical literature. Moreover, it includes implication of the review of this study. Review of theoretical literature provides an insight to the researcher related to a number of aspects that have a direct or indirect bearing on the research topic. It serves as base for developing a theoretical framework which supports to investigate the problem that a researcher wishes to.

2.1.1 Learning Strategy

The word 'Strategy' comes from Greek word 'Strategia' which means steps or actions taken for the purpose of winning a war. Research into learning strategies in SLA emerged in 1970s. They reflected a concern to identify what it was that made some people more successful learners than others.

Many writers seem to use style, learning behavior, techniques to give similar sense. Thus the researcher uses these terms synonymously. However, strategy is term which is used for the purpose of the study. Different scholars have defined learning strategies in different ways.

Strategy can be defined as the overall plan to get success in any activities. The concept strategy is reflected in various term such as "goal", "intention", "purpose", "conscious action", "awareness" and "control". Oxford (1990) defines learning strategies as "Behaviors or actions which learners use to make language learning more successful, self -directed, enjoyable."

According to O'Malley and Chamot (1987, as cited Thu. H.T,2009), "Learning strategies are techniques approaches and deliberate actions that students take in order to facilitate the learning." In this definition O'Malley and Chamot has clarified that learning strategies are conscious and international actions. Similarly, Rubin (1987) has addressed whether learning strategies have direct or indirect influence in language learning process defining learning strategy as "Strategies while contribute to the development of the language system which the learner construct and affects learning directly."

According to O'Malley and Chamot (1990), "Language learning strategies are the special thoughts or behaviors that individual used to help them comprehend, learn or retain new information". Similarly, Cohen (1998, as cited Gass and Selinker, 2009, p. 439) defines language learning strategies as "These 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 that language". Richards et al. (1999 p. 208, as cited Griffiths, 2004) define learning strategy as "A way in which a learner attempts to work out the meaning and use of words, grammatical rules and other aspects of language."

From all the above definitions of learning strategies, what we can say is: learning strategies are the well set of plan that are implemented in language learning process to get success. In other words, learning strategies are particular actions or activities employed by learners to make their learning easier, faster, more enjoyable, directed, effective and transferable to new situation. It is an extremely powerful learning tool.

2.1.2 Importance of Learning Strategies

Language learning strategies play crucial role in second language learning. They facilitate students to become more aware in their learning style. The importance of language learning strategies is now widely recognized in all areas of education. Language learning is concerned with the assistance given to

the learners to learn that language more effectively and successfully. In language learning, researchers have shown that some language learners are more successful than others. To quote Wenden (1985, as cited Brown, 1994, p. 107), "Learning strategies are the key to learner autonomy". If the language learning strategies are suggested to adopt to poorer learners, they can improve their learning. For all second language teachers who aim to develop their students' communicative competence and language learning, then understanding of language learning strategies is crucial. As Oxford (1990, p. 93) puts it, "Language learning strategies are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence." According to this definition, language learning strategies develop communicative competence, which is the overall goal of teaching or learning language.

In addition to developing students' communicative competence, language learning strategies are important because the use of language learning strategies can help the students become better language learners. Learner used different kind of strategies in performing the tasks and processing the new input they face. Language learning strategies are the good indicators of how learners approach tasks or problem encountered during the process of language learning. It gives language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn or remember new input presented in the language classroom.

Learning strategies adopted by the learners are important for a language teacher. These learning strategies help the teacher to make his/her lesson according to the strategies of the learners. language learning strategies are very much important for language learners. Being specific actions, behaviors, tactics or techniques learning strategies facilitate the learning of target language of a learners. In this way the language learners take benefit from learning strategies as they can leave some strategies and adopt some 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.

2.1.3 Classification of Language Learning Strategies

Language learning strategies refer to the actions taken by learners to enhance their own language learning. Different scholars have classified learning strategies into different types. Among them two of the very useful and widely accepted classifications of strategy are as follow:

A. O'Malley and Chamot's (1990) Classification of Learning Strategies

O'Malley and Chamot classify learning strategy into three different kinds. They are metacognitive, cognitive and socio-affective strategies.

(a) 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 at the meaning of unknown words, and using a variety of ways to organize new information and link the new information to previously learned language. Cognitive strategies help the learners proceed and use the language for learning for accomplishing a task involving the language e.g. watch TV in English. They have an operative or cognitive processing function e.g. inferencing, rehearsal, deducing. 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, as cited brown, 1994), "These strategies are more limited to specific learning tasks which involve more direct manipulation of the learning materials."

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 compensations of production of words, phrases and other elements of the second language.

(b) Meta-cognitive Strategies

Meta-cognitive language learning strategies are higher order thinking skills that students use to manage their own language learning. It regulates language learning by means of planning, monitoring, and evaluating. They have an executive function e.g. selective attention, planning and evaluation. They are the strategies about learning rather than learning strategies themselves. 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, "Meta-cognitive is a term used to express executive function, strategies which requires 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." Meta-cognitive 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.

(c) Socio-affective Strategies

Socio-affective language learning strategies are actions that the learners take during or related to interactions with others or enhance their own language learning. O'Malley and Chamot (1985, as cited Brown, 1994) state that socio-affective strategies are related with social mediating activities and translating with others. They concern the ways which learners interact with other learners e.g. co-operation, question for classification. Social strategies make use of assistance from other people. They are: cooperating with others and asking for clarification or verification. They are concern with the emotion, motivation,

attitude and integration with other people in the context of learning language and related culture. These strategies help learners to control feeling, motivation and attitudes related to language learning. So, these strategies are sometimes described as affective strategies. Anxiety reduction, self-encouragements and self-reward come under these strategies.

B. Oxford's (1990) Classification of Learning Strategies

Oxford (1990) has classified the learning strategies into two types: direct strategies and indirect strategies. Direct strategies directly involved in the learning process of target language in the sense that they require mental processing of the language. On the other hand, indirect strategies provide indirect support for language learning through cooperation, seeking opportunities.

(a) Direct Language Learning Strategies

This is the strategy which directly involves the target language such as reviewing and practicing. Direct language learning strategies, which directly support the learners to learn the subject matter. The types of direct language learning strategies are given as follows.

i. Memory Strategies

Memory strategies employ mental processing for associating the language information, memorizing the language rules, systems and information. It aids in entering information into long-term memory and retrieving information when needed for communication. They include the activities such as grouping, imagery rhyming and structure interviewing.

Memory strategies help learners link one L2 item or concept with another (Oxford, 1990). They enable learners to learn and retrieve information. For example: to make associations with what has already been learned, to repeatedly pronounce new words in order to remember them.

ii. Cognitive Strategies

Cognitive strategies are used for revising internal mental models, receiving and producing message in the target language. Some cognitive strategies are: reasoning, analyzing, summarizing and practicing. Those strategies are used for memorizing and manipulating target language structure. They are related to working out with language knowledge.

iii. Compensation Strategies

Compensations strategies are those strategies which enable students to make up for limited knowledge such as guessing meaning from the context in reading and listening and using synonyms and gesture 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.

(b) Indirect Language Learning Strategies

Indirect language learning strategies are those strategies, which do not directly involve the subject matter itself, but are essential to language learning. Under this strategy, there are other sub types. They are:

I. Meta-cognitive Strategies

Meta cognitive strategies are those strategies, which are related to how students manage the learning process. Meta-cognitive strategies encourage the learners to plan and monitor for their learning. It is related to how students manage learning process. It helps learner to executive control through planning, arranging, focusing and their own learning.

II. Affective Strategies

Affective strategies are related to students' feelings. They enable learners to control emotions, motivations and attitudes related to language learning.

Anxiety reduction, self-encouragements and self-reward come under affective strategies.

III Social Strategies

Social strategies are those strategies, which involve learning by interaction with others. Asking questions to get verification, asking for clarification of a confusing points, talking with native speakers, co-operating with peers, aware of others thoughts and feelings come under social strategies. They help the learners work with others and understand the target cultures as well as the language.

2.1.4 Characteristics of Learning Strategies

Learning strategies clearly involve internal mental actions but they may also involve physical actions as well. Different writers have used different terminologies to address the term "Strategy", such as, "Learner strategies "by Rubin and Wenden (1987), "Learning strategy" by O'Malley and Chamot (1990), "Language learning strategies" by Oxford (1990) etc. But all the authors share common features which are discussed below:

Language learning strategies are learner generated and adopted by the learner themselves. Learning strategies include both general approaches and specific actions or techniques used to learn an L2. They allow learners to become self-directed and learning strategies are problem oriented. Learning strategy helps to develop competency in learners and strategy may be either visible or unseen. They involve information and memory and they are goal oriented. Some strategies are behaviors while others are mental. Thus, some strategies are directly observable, while others are not. Linguistics strategies can be

performed in the L1 and L2, learning strategies are set of processes and routine for organizing Those processes. Learning strategies use is determined at a meta-cognitive level. They are the conscious plan of the learner. Language learning strategies enhance language learning and help to develop language competence, as reflected in the learner's skill in listening, speaking, reading and writing the second or foreign language.

2.2 Review of Related Empirical Literature

Learning strategies have been widely accepted as the key factors that influence the rate and success of second language learning. 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 would be effect for them to learn language. Different researches have been conducted by different researchers but, it is very difficult to compare the findings of their studies because they have conducted their research studies in different mixed groups, which may not suit in different contexts. Thus, I want to make Those research which are conducted outside or inside the country, the foundation of my research which can be reviewed as below:

Pineda (2010) carried out a research on "Identifying Language Learning Strategies: An Exploratory Study". This research was a small scale, inductive, ethnographic study whose objective was to explore the language learning strategies used by the students of different languages at a language program at the university level. Students of English, French, Portuguese, Mandarin Chinese, Japanese, Italian, German participated in this study. Three instruments were used to gather data: an open-ended questionnaire, a series of lesson observation, and semi-structured interview. From this study the researcher found that the students used several strategies for the learning of grammar, reading, speaking, writing, and listening.

Likewise, Bhusal (2011) carried out a research on "Learning Strategies in Instructed Second Language Acquisition." The main aim of this study was to find out the techniques used by second language learners. And, the research further aimed was to analyzed the strategies of second language learning. The objectives of this research was to find out the Instructed Second language learning strategies used in second language acquisition and to see the impact of learning strategies in their performance. To meet these objectives of the research, the researcher collects the data from fifty English language learners were taken from different schools who were acquiring English as a second language. The collected data were analyzed using the statically and informal interaction with students and teachers. In this research the researcher was found that memory strategies were used to great extent, although all kinds of learning strategies were used by students.

Griffiths and Cansiz (2015) carried out a research on "Language Learning Strategies: An Holistic View". This article was first of all reviewed the literature of previous research on controversial issues, and suggest a workable definition. Then, in order to illustrate the importance of such holistic view, the results of a small scale study which looks at the strategies used by 16 successful language learners who were all either teaching English or teaching in English at university level were reported. The quantitative results indicated that these successful learners used many strategies, especially Those that suited their goals and their situations; they also frequently used and carefully orchestrated strategy repertoires which suited their own individual needs. The responses of one highly successful respondent were also examined qualitatively.

Similarly, Karki (2016) carried out research on "Learning Style Adopted by Secondary Level Learners of English in Ilam". The main objectives of this study were to find out the learning styles adopted by secondary level learners of English in Ilam and to find out personality differences in the use of learning styles in English classroom. In her study 70 learners of secondary school from

Danabari, Ilam were sampled through non-random purposive sampling procedure. Her data collection tool was structured questionnaire. From this study the researcher found that majority of the students used visual learning styles.

Bhandari (2016) carried out a research on "Strategies Adopted by Grade Six Students in Learning English in Community Schools". The objective of this study was to find out the learning strategies used by students while learning in English language. This study was particularly based on the responses obtained from the students of government aided schools. For this study the researcher collected the data from 50 students from two schools studying in grade six in Pyuthan district. Questionnaire was used as a research tool to collect the data from the respondents, which included closed ended items only. The researcher was analyzed and interpreted the data using simple random sampling strategy and descriptively discussed. From this research the researcher found that, the students used the strategies of translation, grouping, note taking, deduction, recombination, elaboration, and memorization were used by them to the great extent in comparison to others.

Likewise, Rawal (2016) carried out the research on "Learning Strategies Adopted by English Students in Lamjung District". The main aim of this research was to find out learning strategies used by English students of grade ten in English classroom. For fulfill this objective of this research, the researcher chose fifty-six students from four different secondary and higher secondary schools from Lamjung District were sampled through non-random purposive sampling procedure. The researcher used questionnaire tool to collect a data. In this research, data were described and interpreted from the both qualitative and quantitative way. This study was found out several positive aspects regarding learning strategies in the English classroom. The major findings of this research was that meta-cognitive strategy was the most frequently used strategy and memory strategy was the least used strategy by the students in the learning process.

Duwadi (2017) carried out a research on "Language Learning Strategies Profiles of EFL Learners in Nepal". This study investigated language learning strategies used by English as a foreign language learner in Nepal. For this study the researcher selected 370 undergraduate level students from a university in Nepal. Her data collection tool was questionnaire. To analyzed a data, the researcher was used the quantitative software SPSS. From this research the researcher found that students were moderate users of Those LLS. It was found that male students favored compensation, social, and affective strategies more than their female peers, whereas female students preferred cognitive and metacognitive strategies more than their male peers. However, there was no significant difference between male and female students with regard to the use of memory strategies.

Similarly, Habok and Magyar (2018) carried out a research on "The Effect of Language Learning Strategies on Proficiency, Attitudes and School Achievement". This study was examined language learning strategies (LLS) use in connection with foreign language attitude, proficiency and general school achievement among lower secondary students in Years 5 and 8 in Hungary. An adapted version of the strategies inventory for language learning questionnaire was used for data collection. The results showed that Hungarian students mainly engage in metacognitive strategies in both years. Differences between more and less proficient language learners' strategy use have also been found. With regard to the effect of LLS on foreign language attitude, the foreign language mark and school achievement, path analysis indicated a good fit in both years. The metacognitive, social and memory strategies primarily influenced foreign language attitudes and marks in Year 5. The metacognitive strategies had a slight impact on school achievement as well as on foreign language marks. Researcher demonstrated the dominant effect of metacognitive strategies and the low effect of memory strategies in Year 8. Metacognitive strategies also influenced foreign language marks. The effect of foreign

language marks on school achievement was also remarkable. There was a strong impact on the children's attitudes through these variables.

2.3 Implications of the Review for the Study

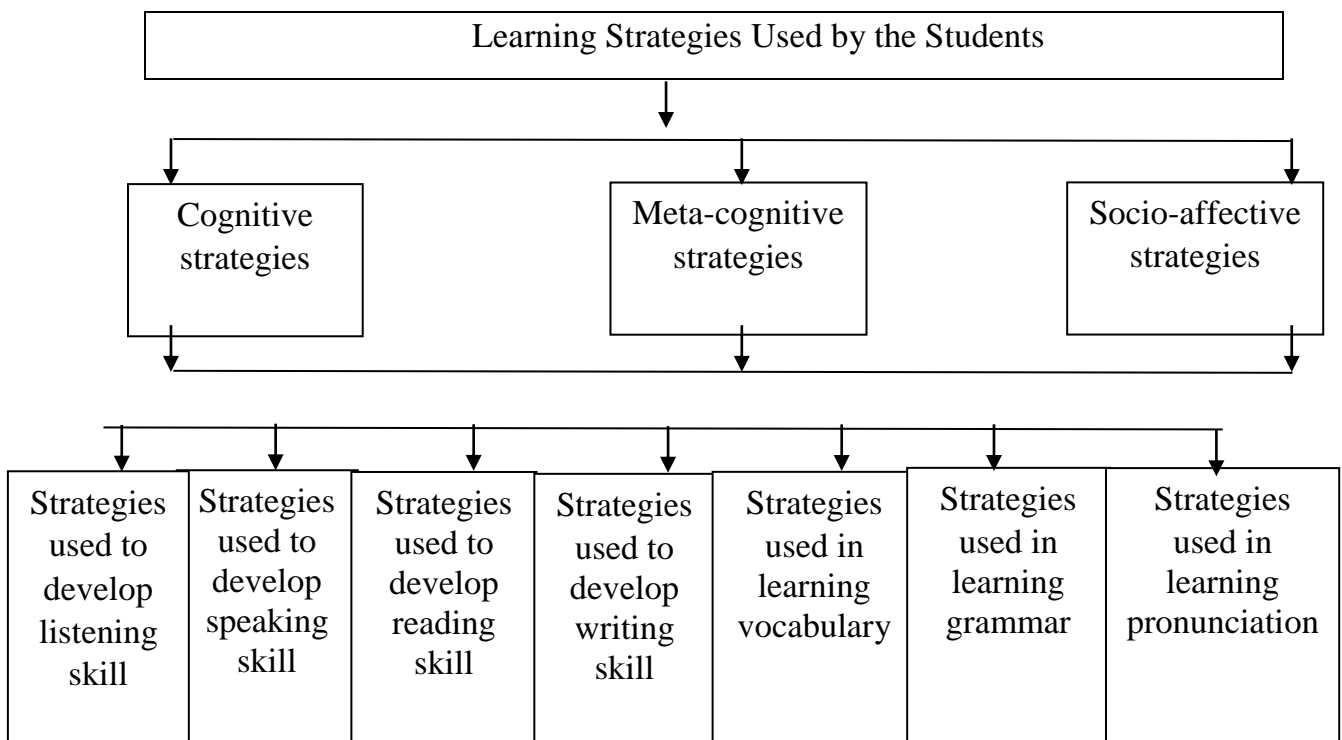
By the review of theoretical and empirical literature, I got the significant ideas, information and guideline about language learning strategies. In literature review, our central focus is to examine and evaluate what has been studied before on a topic and establish the relevance of this information to our research. I found some of the related research works in the Department of English Education. I went through those works and got some ideas about learning strategies used by the learners. This review of the study may obtain from the variety of the sources including books, journals and articles. This entire source helps to bring the clarity of my research work. I have got lots of ideas from the research studies conducted by different researchers. Those researches and their findings really help to be more curious about the strategies used by the learners. Here, my area of interest is language learning strategies in English language learning. So, the review of this works support me to build the general and specific concept of my study.

To be more specific, the ideas of literature review and conceptual framework have been taken from O'Malley and Chamot (1990) and Oxford (1990). I have got some more valuable ideas and definition of learning strategies from this studies. And I also knew the types of learning strategies, characteristics of language learning strategies and importance of language learning strategies from this studies. For the clear methodology I consulted Nunan (1992). I also consulted Griffiths (2004), Griffiths and Cansiz (2015), Bhusal (2011), Rawal (2016), Bhandari (2016), Karki (2016), for the review of empirical literature and Train-Hoang Thu (2009) for questionnaire. And these research also supported me for writing about background of the study and statements of the problem in my study. Similarly, the research carried out by Pineda (2010) supported me to get some ideas and information about the strategies used by

the students of different languages at a language program at the university level. Likewise, from the research conducted by Duwadi (2017) helped me to get some ideas about the language learning strategies used by English as a foreign language learner in Nepal. And Habok and Magyar (2018) supported me to have some information about the language learning strategies use in connection with foreign language attitude, proficiency and general school achievement among lower secondary students. From this research I also knew the strategies used by more and less proficient language learners'. In the same way, the research study carried out by Griffiths and Canisiz (2015) provided me the information about the learning strategies used by successful language learners who were all either teaching English or teaching in English at University level. All these studies have mainly helped me to develop the conceptual framework and it supported me for selecting appropriate research methodology.

2.4 Conceptual Framework

Learning strategies are the specific actions taken by the learners to make learning easier and faster. They are problem oriented and intentional. Some strategies involve internal mental actions while others involve physical actions. Most of the studies have shown that some language learners are more successful than others because of the better selection of the strategies while learning. Thus, learners can adopt different strategies which can be either observable directly or indirectly. The framework of the learning strategies adopted by different learners can be seen in the following diagram.



CHAPTER THREE

METHOD AND PROCEDURES OF THE STUDY

To fulfill the objectives of this study, the following methodology and procedure has been used in this research.

3.1 Design and Method of the Study

The design of the study was survey research, which one of the important research method used in educational investigation to carry the people's attitude, opinion, and the specified behavior on certain issues, phenomena, events and situation. According to Nunan (1992, p. 140), "Surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from politics to linguistics". So, survey research is one of the most commonly used designs in the field of education and social sciences. It is a type of research which tries to studies both large in small population. We can use survey research design to get factual information regarding various subjects. It is non-manipulative study in the sense that research does not control the situation.

The study was descriptive in nature. The study is about learning strategies used by EMI implemented school students. For this study, questionnaires were used as the main tool for data collection. Moreover, random sampling procedure was used to sample the population of the study.

3.2 Population, Sample and Sampling Strategy

For this study, I purposively selected Kathmandu district as the research area for my study. I selected five public schools where EMI has been implemented. The sample of the study was selected from the students of secondary level from the EMI implemented public schools from Kathmandu valley. Altogether 100 students were selected through the purposive non-random sampling as the sample for my research study.

3.3 Research Tools

Tools are essential for a research. In this regard, the researcher used a questionnaire for collecting the data. The questionnaire consists closed-ended and open-ended questions.

3.4 Sources of Data

For the fulfillment of this research study and to accomplish the objectives, I used both primary and secondary sources of data. I collected primary data from EMI implemented school students. Likewise, I collected secondary data from articles, theses, journals, websites, books, and research works.

3.5 Data Collection Procedures

In order to collect the authentic data, I followed the following procedures:

- a. At first, I visited five EMI implemented public schools of Kathmandu valley.
- b. Then, I visited the authorities and asked for the permission.
- c. After that, I explained the purpose and process of my research study.
- d. And then, I met the participants and built rapport with them with informing all about my plan.
- e. After that, I distributed the questionnaire to the selected students and collected the data.
- f. Finally, I thanked to all the concerned people who had helped me in the process of collecting information.

3.6 Data Analysis Procedures

After collecting the data from the sources, the collected data were analyzed in percentage, interpreted and presented descriptively with the help of statistical tools and tables.

3.7 Ethical Considerations

Ethical consideration is important matter in the research. Every respondent has their right to privacy. It is necessary to inform the purpose of the study and value of their participation in it. I made them sure that there is no any harm in their personal career and also institutional reputation. So, ethical consideration is highly required.

For the ethical consideration, first of all I provided the participant statement and inform them about my study. Then I assured that their data will be kept confidential in the thesis.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data. The data for this study were collected by using sets of questionnaire. Questionnaire for the students included closed-ended and open ended questions. Being based on those data, analysis and interpretation are divided into seven categories. I mainly used simple statistics; percentage table to analyze and interpret the collected data.

4.1 Analysis and Interpretation of Results

The collected data are analyzed statistically with the help of statistical tools of percentage and tables. The statistically presented data in tables are interpreted descriptively.

4.1.1 The Strategies Used to Develop Listening Skill

The language learner used different strategies to develop their listening skills like: listening practice, watching daily soap, listening news, listening English native speech and so on. For this study, altogether 7 items were incorporated in the questionnaire to find out the strategies that the students employed to develop listening skill. The table below shows the overall analysis and interpretation of the responses regarding the strategies of developing listening skill.

Table 1: The Strategies Used to Develop Listening Skill

Strategies	Rating Scale					
	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
watching daily soap with subtitles	23	23%	66	66%	11	11%
listening practice	58	58%	38	38%	4	4%
listening news	14	14%	66	66%	20	20%
listening English songs	47	47%	46	46%	7	7%
listening English native speech	13	13%	71	71%	16	16%
watch English movies	22	22%	66	66%	12	12%
listen English interviews	28	28%	58	58%	14	14%

As the questionnaire consisted the statements regarding finding out the strategy that the students followed to develop their listening skill, it was provided the alternative in frequency that if they watched daily soap. The majority of the respondents, i.e. 66% chose the option 'Sometimes'. In the same way, 23% of the respondents chose the option 'Always' whereas only 11% of the participants chose the option 'Never'. By observing the aforementioned data, we can come up with the idea that most of the students watch daily soap with its subtitles not all the time. But, Some students prefer to watch it for all the time regarding developing their listening skill. Similarly, the students rarely watched the daily soaps for developing their listening skill.

In the same way, another statement asked them whether they like to do listening practice with teacher imitation or not. In response to it 58% of the students respond that they are always used this strategy. Similarly, 38% students said that they are sometime used this strategy whereas only 4% of the students said that they never used this strategy for developing their listening skill. So, the data shows that the majority of the students do the practice of listening with their teachers' imitation and less students do so for sometimes as

well as almost none of the students practice the teachers' imitation for improving their listening skill.

Similarly, the respondents were provided another statement 'I listen English news broadcasted by radio.' Where majority of the students, i.e.66% chose the option 'sometimes'. In the same way, 20% of the respondents chose the option 'Never' whereas only 14% of the participants chose the option 'Always'. By observing the data, we can say that most of the students do not always listen English broadcasted by radio for improving their listening skill. Less to them listen the English news broadcasted by the radio whereas rest of other few students never listen it in order to improve develop their listening skill.

In the same way, the responded were provided another statement to ensure whether they listened to English songs to develop their listening skill or not. The above table shows that 47% of the total respondents expressed that they always used this strategy; 46% of them said that they sometimes used this strategy and 7% of them said that they never used this strategy. By observing the data, we can say that most of the students always listen English songs for improving their listening skill. Some of them sometimes listen English songs to improve their listening skill and very few of them Never listen it in order to improve or develop their listening skill.

Similarly, as the questionnaire consisted the statements regarding finding out the strategy that the students followed to develop their listening skill, they were provided the alternative in frequency that if they listen English native speech, the majority of the students, i.e.71% chose the option 'sometimes'. In the same way, 16% of them chose the option 'Never'. Whereas only 13% of the respondents chose the option 'Always'. By observing the data, We can say that most of the students do not listen English native speech all the time. Some of them never listen English native speech for developing their listening skill. But very few of them prefer to listen English native speech all the time regarding developing their listening skill.

In the same way, the respondents were provided another statement 'I watch English Movies'. This statement is about the strategy of watching English movies in order to develop listening skill. While responding to it, the majority of English language learners, i.e.66% mentioned that they sometimes used this strategy to develop their listening skill; 22% of them always used this strategy for developing their listening skill and 12% of them never used this strategy to improve or develop their listening skill.

The seventh or the last item in the above table, consisted of the strategy of listening English interviews in You tube, radio and television for developing their listening skill. The data given in the table shows that 58% of the total respondents chose the option sometimes. It shows that majority of the students sometimes used this strategy to improve their listening skill. Similarly, 28% of the respondents always used this strategy to improve their listening skill and 14% of them never used this strategy.

4.1.2 Strategies Used to Develop Speaking Skill

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

Table 2: Strategies Used to Develop Speaking Skill

Strategies	Rating Scale					
	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
speaking with native speakers	33	33%	54	54%	13	13%
interacting with teachers	26	26%	51	51%	6	6%
speaking English with friends	15	15%	76	76%	9	9%
take part in English debate and speech presentation	22	22%	52	52%	26	26%
classroom discussion	25	25%	67	67%	8	8%
record own speech and listen	59	59%	35	35%	6	6%
	16	16%	53	53%	31	31%

Among the seven statements included in the above table, the first statement was related to the strategy speaking with native speaker of English, the majority of the students, i.e.54 chose the option 'Sometimes'. In the same way, 33% from the total students chose the option 'Always' and 13% of them chose the option 'Never'. By observing the above mentioned data, we can come up with the idea that majority of the respondents sometime used this strategy to develop their speaking skill. Some of the respondents always used this strategy and very few of them never try this strategy for developing their speaking skill.

In the same way, the respondents were provided with another statement 'I interact with my teachers in English'. Where majority of the students, i.e.51% did it 'Sometimes'. In the same way, the 26% of the respondents did it 'Always' whereas only the 6% of the participant never used this strategy. By observing

the data, we can say that majority of the students do not always used this strategy to develop their speaking skill, some of them always used this strategy and very few of them never used this strategy.

Regarding the responses on the strategy of speaking in English with friends, 15% of total respondents were found to use this strategy always, 76% of them sometimes used this strategy to develop their speaking skill and 9% of them never used this strategy. from the above mentioned data we can say that the majority of the students sometimes speak in English with their friends to improve their speaking skill some of them always used this strategy and very few of them never speak in English with their friend for developing their speaking skill.

Likewise, regarding the responses on the strategy of taking part in speech or debate contests 52% from the total respondents chose the option 'Sometimes', 26% of them chose the option 'Never' and 22 % of them chose the option 'Always'. By observing this data, we can say that majority of the respondents did not always take a part in speech or debate contests some of them never take a part in speech or debate contests to develop their speaking skill and very few of them always used this strategy for developing their speaking skill.

In the same way, the respondents were provided another statement 'I give some presentation in my classroom' where 67% participants responded with the response 'Sometimes' and 25% participants responded with the option 'Always' where only 8% of them responded with 'Never' option So the data shows that Majority of the students sometime give some presentation in the classroom, less of them do so for always as well as almost none of the students used this strategy for improving their speaking skill.

The next question included in questionnaire was the inquiry about whether the students participated in the classroom discussion in order to develop speaking skill or not. According to the data, majority, i.e. 59% of the students always

employed this strategy. On the other hand, 35% from the total participant responded that they sometimes employed this strategy and 6% of them never employed this strategy to develop speaking skill in English language. So the data shows that majority of the English language learner used this strategy. Majority of the participant always used this strategy and some of them sometimes used this strategy and very few of them did not used this strategy for improving their speaking skill.

In the same way, the respondents were provided another statement to ensure whether they listened to English songs to develop their listening skill or not. The above table shows that 53% of the total respondents express that they sometimes used this strategy. 31% of them said that they never used this strategy and only the 17% of them said that they always employed this strategy. By observing this data, we can say that most of the students sometimes used this strategy, some of them never used this strategy and very few of them employed this strategy regarding developing their speaking skill.

4.1.3 Strategies Used to Develop Reading Skill

There were 5 statements included in the questionnaire to inquire about the strategies that the students used develop reading skill. The study found the following frequency of the strategies used by them.

Table 3: Strategy Used to Develop Reading Skill

Strategies	Rating Scale					
	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
reading word by word to understand the meaning	80	80%	19	19%	1	1%
reading textbook	77	77%	21	21%	2	2%
reading English stories and novels	43	43%	53	53%	4	4%
reading English newspaper and magazines	29	29%	59	59%	12	12%
reading English poem	38	38%	61	61%	1	1%

The first statement in the above table consisted of the strategy of reading word by word to understand the meaning. It was found that 80% of the participant always followed this strategy, 19% of them sometimes used this strategy and only 1% of them never used this strategy. By observing the aforementioned data, we can come up with the idea that most of the students prefer to read word by word to understand the meaning. But, some of them employed this strategy sometime. Similarly, very few of them only 1% of the total participant never read word by word to understanding the meaning regarding improving their reading skill. So we can say that majority of the participants employed this strategy to improve their reading skill.

In the same way, the responded were provided another statement 'I read my textbooks' where 77% participants responded with the response 'Always' and 21% participants responded with the option 'Sometimes' whereas only 2% of them responded with 'Never' option. So, the data shows that the majority of the students do the practice of reading text books and less students do so for

sometimes as well as almost none of the students did not read the text books for developing their listening skill.

The next statement included in the questionnaire was whether English language learners reads English stories and novels to develop reading skill or not. The above table reveals that 53% of total participant sometimes used this strategy, 43% of them always employed this strategy and only 4% of participant never go with this strategy. So, the data shows that majority of the participant sometimes read English stories and novels to develop their reading skill. But less of them always read stories and novels and very few of them never read stories and novels for developing their reading skill.

Similarly, the responded were provided another statement 'I read English newspaper and magazines' where 59% participants chose the option 'Sometimes' and 29% participant chose the option 'Always' whereas only 12% of them chose the 'Never' option. By observing this data, we can say that most of the students do not always read English newspaper and magazines for improving their reading skill. Some of them always read newspaper and magazines to improve their reading skill and very few of them never read newspaper and magazines for improving their reading skill. Thus the majority of the participants sometime used this strategy to develop their reading skill.

The next or the last question in the above table incorporated in the questionnaire was asked as to how often the respondents read English poems to develop reading skill. In response to it, 61% of the students said that they sometimes used this strategy; 38% of them said that they always used this strategy and only 1% of them responded that they never used this strategy. By observing the above mentioned data, we can come up with the idea that most of the students did not read English poem all the time. But, some students prefer to read English poem for all the time regarding developing reading skill and very few of them never read English poem regarding developing reading skill.

4.1.4 Strategy Used to Develop Writing Skill

The students apply various strategies like reading and producing academic writing, taking a part in different guided and free writing activities, doing regular homework and so on for developing writing skill. There were altogether six statements included in the questionnaire to inquire about the strategies used by the students to develop writing skill. The responses of participants were presented in the table below:

Table 4: Strategy Used to Develop Writing Skill

Strategies	Rating Scale					
	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
academic writing	22	22%	68	68%	10	10%
peer correction of improvement	40	40%	53	53%	7	7%
guided and free writing activities	35	35%	57	57%	8	8%
regular homework	86	86%	12	12%	2	2%
prepare my own notes	66	66%	30	30%	4	4%
transformation exercise	50	50%	45	45%	5	5%

The first question in the above table was designed in order to investigate whether the students read academic materials to produce academic writing or not. As shown in the table, 68% of the respondents were found to adopt this strategy sometimes, whereas 22% of them Always and 10% of the total participant never adopted this strategy. By observing this data, we can say that most of the students did not adopt this strategy to develop their writing skill all the time. But some of them applied this strategy all the time and very few of them did not try this strategy regarding developing their writing skill.

In the same way, the respondents were provided another statement 'I use peer correction when I write something' where 53% participant responded with the response 'Sometimes' and 40% participant responded with the response 'Always' whereas only 7% of them responded with 'Never' option. So the data shows that the majority of the students do the practice of peer correction sometimes and less students do so for always as well as almost none of the student practice the peer correction for improving their writing skill.

Similarly, the respondents were provided another statement 'I take a part in different free and guided writing activities'. Where majority of the students, i.e.57% chose the option 'Sometimes'. In the same way, the 35% of the respondents chose the option 'Always' whereas only the 8% of the participant choose the option 'Never'. By observing the data, we can say that most of the students do not always take a part in different guided and free writing activities for improving their writing skill. Less to them take a part in this kind of activities and rest of the other few students never take a part in free and guided writing activities to improve or develop their writing skill.

Similarly, the respondents were provided another statement 'I do my homework regularly' where 86% participants responded with the response 'Always' and 12% participants responded with the option 'Sometimes' whereas only 4% of them responded with 'Never' option. So, the data shows that the majority of the students do the homework always and less students do the homework sometimes as well as almost none of the students did not do homework for improving their writing skill.

The next response in the questionnaire was about noting down the main points during teachers' explanation and preparing own notes so that they can read it time and again. In response, that strategy 66% of the students said that they always used this strategy, whereas 30% of them sometimes adopted this strategy and only the 4% of participants said that they never used this strategy. By observing this data, we can say that majority of the students always employed this strategy for improving their writing skill. But some of them

sometime applied it and almost none of the students never applied this for improving their writing skill. So, the majority of the participant employed this strategy for developing their writing skill.

The sixth or the last statement in the above table, consisted of the strategy of practice transformation exercise for developing their writing skill. The data given in the table shows that 50% of the total respondents chose the option 'Sometimes'. It shows that the majority of the participants used this strategy to improve their writing skill. Similarly, 45% of the respondents sometimes used this strategy to improve their writing skill and only the 5% of the total participants never used this strategy to develop their writing skill.

4.1.5 Strategies Used in Learning Grammar

There were six statements in the questionnaire to find out the strategies that the English language learners used to learn English grammar. By observing the responses given by the students, the following frequencies and their percentages are presented in this given table.

Table 5: Strategies Used in Learning Grammar

Strategies	Rating Scale					
	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
reading textbook	61	61%	35	35%	4	4%
memorize the grammatical rules	51	51%	47	47%	2	2%
doing exercises in grammar books	49	49%	45	45%	6	6%
memorize the examples	60	60%	33	33%	7	7%
listening native speakers to figure out the patterns	37	37%	46	46%	17	17%

As the questionnaire consisted the statements regarding finding out the strategy that the students followed to learn grammar, they were provided the alternative in frequency that if they learned grammar by reading textbook, the majority of the students, i.e.61% chose the option 'Always'. In the same way, 35% of the students chose the option 'Sometimes' whereas only the 4% of the students chose the option 'Never'. By observing the aforementioned data, we can come up with the idea that most of the students always read the textbook to learn grammar. But some students sometimes read textbook to improve and learn grammar. Similarly, only the 4% or very few of the total participants never used this strategy or never read textbook to learn grammar. So we can say that most of the students adopted this strategy to learn grammar.

The next question included in a questionnaire was the inquiry about whether the students memorize the grammatical rules or not. According to the data, Majority, i.e.51% of the students always employed this strategy. On the other hand, 47% of the total participant responded that they sometimes employed this strategy and 2% of them never employed this strategy to learn grammar. So the data shows that majority of the English language learners used this strategy and some of them sometimes employed this strategy and very few of them did not employed this strategy for learning and developing their grammar in English.

In the same way, the respondents were provided another statement 'I did a lot of practice exercises in a grammar book'. Where 49% of participants responded with the response 'Always' and 45% participants responded with the option 'Sometimes' whereas only the 6% of them responded with 'Never' option. So the data shows that the majority of the students do the practice exercises in grammar books and less of them do so for sometimes as well as almost none of the students never employed this strategy for learning and improving grammar.

The next statement in the questionnaire was about memorize the examples or simple sentence containing the rule to remember it. In respond that strategy 60% of the students said that they always used this strategy, whereas 33% of

them sometimes adopted this strategy and only 7% of participants said that they never used this strategy. By observing this data, we can say that majority of the students always employed this strategy for improving and learning grammar. But some of them sometime applied it and very few only 7% of the total participants never applied this strategy for improving and learning grammar. So, the majority of the participant employed this strategy for developing and learning grammar.

The fifth or the last question on the above table, consisted of the strategy of listening native speakers and figure out the patterns for learning grammar. The data given in the table shows that 46% of the total respondents chose the option sometimes. But 37% of them prefer to do this strategy always. Similarly, 17% of the total respondents never used this strategy to learn and improve their grammar. So, the above data shows that majority of the students used this strategy to improve and learn English grammar.

4.1.6 Strategies Used in Learning Vocabulary

There were six statements in the questionnaire to find out the strategies that the students used in learning vocabulary. From the careful observation of the responses given by the students, the following frequencies and their percentages were found.

Table 6: Strategies Used in Learning Vocabulary

Strategies	Rating Scale					
	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
memorize meaning of the words	70	70%	27	27%	3	3%
consult the dictionary	37	37%	57	57%	6	6%
textbook as the source	40	40%	56	56%	4	4%
note down the difficult words and ask teachers	68	68%	30	30%	2	2%
use of the bilingual dictionary	46	46%	45	45%	9	9%
guessing the meaning	55	55%	42	42%	3	3%

Among the six questions included in the above table, the first question was related to the strategy of memorize the meaning of the words, the majority of the students, i.e.70% chose the option 'Always'. In the same way, 27% of total participants chose the option 'Sometimes' and only 3% of them chose the option 'Never'. By observing the above mentioned data, we can come up with the idea that majority of the respondents always used this strategy to learn the English vocabulary. Some of the respondents sometimes used this strategy and very of them never try this strategy for learning English vocabulary.

In the same way, the respondents were provided another statement 'I consult the dictionary of literary terms' where 57% participants responded with the response 'Sometimes' and 37% participants responded with the option 'Always' whereas only 6% of them responded with the 'Never' option. So, the data shows that the majority of the participants sometimes consult the dictionary of literary terms for learning English vocabulary and less students always adopt this

strategy as well as very few of them never used this strategy to learn vocabulary and develop their English language.

Regarding the responses on the strategy of using textbook as a source of vocabulary learning, 56% of total respondents were found to use this strategy sometimes, 40% of them Always used this strategy to learn vocabulary and 4% of them never used this strategy. From this above mentioned data we can say that the majority of the students sometimes use the text book as a source of vocabulary learning, some of them always used this strategy and very few of them never use text books as a source of vocabulary learning.

Similarly, the students were provided another statement 'I note down the difficult words and ask my teacher the meaning of those words'. Where majority of the students, i.e. 68% chose the option 'Always'. In the same way, the 30% of the students chose the option 'Sometimes' whereas only the 2% of the students chose the option 'Never'. By observing the data, we can say that most of the students always used this strategy to learn vocabulary. Less of them note down the difficult words and ask the teachers for their meanings whereas rest of other few students never did this in order to learning vocabulary and developing their English.

In the same way, the respondents were provided another statement to ensure whether they used bilingual dictionary to learn the meaning of difficult words or not. The above table shows that 46% Of the total respondents always used this strategy. 45% of them sometimes used this strategy and only the 9% of them never used this strategy. By observing this data, we can say that most of the students always used this strategy, some of them sometimes used this strategy and very few of them never employed this strategy regarding learning English vocabulary and developing their English language.

The next or the last statement in the above table incorporated in the questionnaire was asked as to how often the respondents guess the meaning by

look at the sentence before and after the word. The data shows that 55% of them always used this strategy; 42% of them sometimes used this strategy and only 3% of them never used this strategy. By observing the above mentioned data, we can come up with the idea that most of the participants always guess the meaning by look at the sentence before and after the word. But some participant sometime used this strategy and very few of them never used this strategy regarding learning vocabulary and developing English language.

4.1.7 Strategies Used in Learning Pronunciation

Six statements were incorporated in the questionnaire to find out the strategies that the students employed to learn pronunciation. The table below shows the overall analysis and interpretation of the responses regarding the strategies of developing and learning English pronunciation.

Table 7: Strategies Used in Learning Pronunciation

Strategies	Rating Scale					
	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
attention towards the pronunciation of native speakers and follow same pattern	46	46%	45	45%	1	1%
listening the recorded materials of native speakers	27	27%	50	50%	23	23%
attention to the stress, intonation and tone	41	41%	42	42%	17	17%
watching English news and program on TV	20	20%	67	67%	13	13%
listening audio materials and repeating the sound	52	52%	42	42%	6	6%
ask teachers for difficult words	77	77%	20	20%	3	3%

As the questionnaire consisted the statements regarding finding out the strategy that the students followed to learn and develop English pronunciation, they were provided the alternative in frequency that if they paid attention to how native speakers pronounce the words and practice in the same way, the majority, i.e.46% chose the option 'Always'. In the same way 45% of the participants chose the option 'Sometimes' whereas only 9% of the participants chose the option 'Never'. By observing the aforementioned data, we can say that most of the students applied this strategy to learn and develop their English pronunciation. But, some students sometime used this strategy and very few of them never used this strategy regarding learning and developing their pronunciation in English language.

Similarly, the respondents were provided another statement 'I listen recorded materials by the native speaker of English' where 50% participants responded with the response 'Sometimes' and 27% participants responded with the option 'Always' whereas only 23% of never do the practice of listening recorded materials by the native speakers of English. So the data shows that the majority of the students sometimes used this strategy and some of them always prefer to use this strategy and rest of other never try to use this strategy for improving and learning English pronunciation.

The next question included in questionnaire was the inquiry about whether the students pay attention to stress, pause, tone and intonation when listening to English in order to learn and improve English pronunciation or not. According to the data, majority, i.e.42% of the students sometimes employed this strategy. On the other hand, 41% of the total participants responded that they always employed this strategy and 17% of the total participants never employed this strategy to learn and improve their English pronunciation. So the data shows that majority of the English language learner sometimes used this strategy some of them always used this strategy and rest of others never used this strategy regarding developing and learning English pronunciation.

Regarding the responses on the strategy of listening and watching English news and program, 67% of total respondents were found to use this strategy sometimes, 20% of them always used this strategy to learn pronunciation and 13% of them never used this strategy. From the above mentioned data we can say that the majority of the students sometimes listen and watch English news and program, some of them always watch it and very few of them never watch it for developing and learning English pronunciation.

In the same way, the respondents were provided another statement 'I listen audio materials and repeats the sounds and words to improve my pronunciation'. Where majority of the students, i.e.52% chose the option 'Always'. In the same way, 42% of the respondents chose the option 'Sometimes' whereas only 6% of the participants chose the option 'Never'. By observing the data, we can say that most of the students always used this strategy, less of them sometimes used this strategy and very few of them never used this strategy regarding learning and improving their English pronunciation.

The sixth or the last statement in the above table, consisted of the strategy of asking teacher for difficult words for improving and learning English pronunciation. The data given in the table shows that 77% of the total respondents chose the option always. It shows that majority of the students always used this strategy to learn pronunciation. Similarly, 20% of the respondents sometimes used this strategy and only 3% of them never used this strategy regarding improving and learning English pronunciation.

After all, as the respondents were asked to respond themselves with providing them with the options regarding the different strategies for developing the English language speaking, learning, listening, etc. they have opined that the students should take the classes in the institutions for further knowledge for it. In the same way, the respondents said that the students can take the tuition classes in school as well as they also stated that the students can be taught by

their parents also regarding language learning. The participants were also found to be saying that they can learn the pronunciation with the help of different web browsers such as google. They also said that they used mobile app for developing their English language. Similarly, the participants were also found to be saying that they can listen English commentaries broadcasted by television. They also mention that they watch English songs with the lyrics. The participants were also found to be saying that they read biography. The students also express that they try to speak English in front of the mirror regarding developing their speaking skill. In this way, the respondents opined themselves differently regarding developing listening, speaking, and writing skill in English language.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the findings that have been deduced from the overall analysis of collected data and on the basis of certain outcomes some recommendations are mentioned. The conclusion of the study is presented after analyzing and interpreting data. The appropriate recommendations are suggested.

5.1 Findings

The findings are listed based on the data analysis and interpretations. The findings of the study are as follows:

- i. It was found that the majority of the students, i.e. 58% liked to do listening practice with teachers' imitation.
- ii. It was found that the students used to develop speaking practice by speaking in English with their friends and participating in classroom discussions.
- iii. Regarding the strategies, most of the students' employed that the strategy of trying to read word by word to understand the meaning for developing reading skill.
- iv. It was found that most of the students, i.e. 86% frequently did their homework and note down the main points during teacher's explanations and prepare their own notes for developing their writing skill.
- v. This research study has found that the most of the students employed the strategy of learning grammar by reading textbook and memorizing the examples or simple sentences containing the rule to remember it for learning grammar.
- vi. Most of the respondents were, i.e. 60% found to be memorizing the meaning of the words as the strategy for learning vocabulary.

- vii. Regarding developing the pronunciation skill, most of the respondents, i.e. 77% were found to be employing the strategy of asking the teachers for difficult words.

5.2 Conclusion

As this is the current trend of spreading the craze of implementing EMI in public schools, this research study mainly focused on the strategies that are employed by the students for developing language learning. This research study has found that most of the students to be used different strategies for developing skill in English language speaking, writing, listening, etc. Learning English as a foreign language is a challenging task and developing language skills for the students is more challenging. Learning strategies are special tricks or ways learners adopt for learning a language. All the learners may not adopt the same strategies in learning English. So learning strategies mostly based on the task related to the language and context. Learning strategies are steps or actions taken by the language learners. Second language learning is totally a different process in comparison to first language acquisition because it is conscious process, need deliberate efforts and occurs in artificial situation. Therefore, to be a successful learner, students has to adopted different strategies for second language learning.

From the study, I found that the students used different strategies for developing the skill in English language. After overall analysis, the students were found to be participating with their friends in discussion for developing the speaking skill, memorizing the meaning of words and grammatical rules for vocabulary learning and grammar learning, reading textbook for developing reading skill, watching English movies and interviews for developing listening skill, using dictionary for learning vocabulary, doing homework for developing writing skill etc. These strategies were used by the students for developing their English language.

From this study, we can come to know that the students used several strategies in language learning process. So, the teachers should support the students to employ the various strategies for learning the language. The teachers should focus on the students' varieties regarding using the strategies that they choose to use for learning language. The students have the variations among them regarding their individual choice and ways for using the strategies for learning language, the teachers should respect all the variations and support them equally. So, this research study, based on the collected data and its interpretation, recommends the teachers for supporting the students regarding their choice and ways for using the strategies for learning the language.

5.3 Recommendation

On the basis of the aforementioned findings, the following recommendations have been made. I made some recommendations on three sub- heading based on the study. They are:

- i. Teachers should focus on the listening classes for the students for develop listening skill.
- ii. The students are to be focused on memorizing the grammar rules for learning grammar.
- iii. The teachers should support the students to memorize the meaning of the words for vocabulary learning.
- iv. The teachers should involve the students in the discussion for developing speaking skill.

5.3.1 Policy Related

Here, it has made some policy related recommendations:

- Schools should be equipped with more listening instruments for improving listening skill.
- Schools should focus on the creation of EMI friendly environment.

- Schools should focus on free writing activities for developing the writing skill of the students.

5.3.2 Practice Related

Hereby, this study provided some practice related recommendations:

- Teacher is the main agent to carry out the policies and programs in the real classroom, so, for developing the skills of students regarding the English language, the teachers should focus on the different strategies for different learning skill.
- The teacher should support the students to employ the strategy to learn the language on their own.
- As, there can be found the various choices and features in the students regarding learning, the teacher should change the role in accordance to the situation in the classroom.

5.3.3 Further Research Related

Here in this sub- title, I suggest some possible areas where the research can be conducted for further study regarding the strategies in language learning. They can be students' perceptions on the involvement of discussion for developing speaking skill, teachers' perceptions on creating the EMI friendly environment in school, coordination between the administration and the teachers for employing the different strategies for language learning, challenges on implementing the rote learning for learning grammar.

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APPENDIX

Dear participant, I am conducting the research on "Language Learning Strategies Used by EMI Implemented School Students to Develop English Language". Under the supervision of Mr. Khem Raj Joshi, the teaching assistance of department of English Education, T. U., Kirtipur. So you are humbly requested to put your reliable and genuine response on the questions included on the questionnaire. Your cooperation in completion of the questionnaire will be highly valuable for me. I sincerely assure that your response will remain confidential and be used only for the research purpose. And I assure that your personal information will be kept confidential. I will be indebted to you for your invaluable contribution in completing the research work.

Thank you.

Researcher

Sabita Bhandari

1. Personal Information of Informant

Name:

Institution:

Level:

The following questionnaire is based on the research "Learning Strategies Used by Successful Language Learners" by Tran-Hoang-Thu (2009):

2. Please, tick the appropriate option below.

A. Strategies used to develop listening skill:

1. I watch English daily soap with subtitles.
 - a. Always
 - b. Sometimes
 - c. Never
2. I like to do listening practice with teachers' imitation.
 - a. Always
 - b. Sometimes
 - c. Never

3. I listen to English news broadcasted by radio.
 - a. Always
 - b. Sometimes
 - c. Never
4. I listen English songs.
 - a. Always
 - b. Sometimes
 - c. Never
5. I listen English native speech.
 - a. Always
 - b. sometimes
 - c. Never
6. I watch English movies
 - a. Always
 - b. Sometimes
 - c. Never
7. I listen English interviews in YouTube, radio and television.
 - a. Always
 - b. Sometimes
 - c. Never
8. If you adopt some other strategies mention.

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B. strategies used to develop speaking skill:

1. Whenever I get chance, I try to speak with the native speakers of English.
 - a. Always
 - b. Sometimes
 - c. Never
2. I interact with my teachers in English.
 - a. Always
 - b. Sometimes
 - c. Never
3. I speak in English with my friend.
 - a. Always
 - b. Sometimes
 - c. Never
4. I take a part in speech or debate context.
 - a. Always
 - b. Sometimes
 - c. Never
5. I give some presentation in my classroom.
 - a. Always
 - b. Sometimes
 - c. Never
6. I participate in classroom discussion.
 - a. Always
 - b. Sometimes
 - c. Never
7. I recorded my own speech and listen it.
 - a. Always
 - b. Sometimes
 - c. Never
8. If you adopt some other strategies mention.

.....

C. Strategies used to develop reading skill:

1. I try to read word by word to understand the meaning.
a. Always b. Sometimes c. Never
2. I read my text books.
a. Always b. Sometimes c. Never
3. I read English Stories and novels.
a. Always b. Sometimes c. Never
4. I read English newspaper and magazines.
a. Always b. Sometimes c. Never
5. I read English poem.
a. Always b. Sometimes c. Never
6. If you adopt some other strategies mention.

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D. Strategies used to develop writing skill:

1. I try to read academic materials to produce academic writing.
a. Always b. Sometimes c. Never
2. I use peer correction when I write something.
a. Always b. Sometimes c. Never
3. I take part in different guided and free writing activities.
a. Always b. Sometimes c. Never
4. I do my homework regularly.
a. always b. sometimes c. Never
5. I note down the main points during teachers' explanations and prepare my own notes.
a. Always b. Sometimes c. Never
6. I practice transformation exercise.
a. Always b. Sometimes c. Never

7. If you adopt some other strategies mention.

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E. Strategies used in learning grammar:

1. I learn grammar by reading textbook.

- a. Always b. sometimes c. Never

2. I memorize the grammatical rules.

- a. Always b. Sometimes c. Never

3. I did a lot of practice exercises in grammar books.

- a. Always b. Sometimes c. Never

4. I try to memorize the examples or simple sentences containing the rule to remember it.

- a. Always b. Sometimes c. Never

5. I pay attention to the way native speakers speak to figure out the patterns.

- a. Always b. Sometimes c. Never

6. If you adopt some other strategies mention.

.....
.....

F. Strategies used in learning vocabulary:

1. I memorize the meaning of the words.

- a. Always b. Sometimes c. Never

2. I consult the dictionary of literary terms.

- a. Always b. Sometimes c. Never

3. I use text book as a source of vocabulary learning.

- a. Always b. Sometimes c. Never

4. I note down the difficult words and ask my teacher the meaning of those words.

- a. Always b. Sometimes c. Never

5. I use bilingual dictionary to learn the meaning of difficult words.

- a. always b. Sometimes c. Never

6. I guess the meaning by look at the sentence before and after the word

- a. Always b. Sometimes c. Never

7. If you adopt some other strategies mention.

.....
.....

G. Strategies used in learning pronunciation:

1. I pay attention to how native speakers pronounce the words and I practice in the same way

- a. Always b. Sometimes c. Never

2. I listen recorded materials by the native speakers of English.

- a. Always b. Sometimes c. Never

3. I pay attention to stress, pause, tone and intonations when listening to English.

- a. Always b. Sometimes c. Never

4. I listen and watch English news and program broadcasted by television.

- a. Always b. Sometimes c. Never

5. I listen audio materials and repeats the sounds and words to improve my pronunciation.

- a. Always b. Sometimes c. Never

6. When I find some difficulty to pronounce a word I ask to my teacher.

- a. Always b. Sometimes c. Never

7. If you adopt some other strategies mention.

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