LEARNING STRATEGIES USED BY ENGLISH STUDENTS AT INTERMEDIATE LEVEL

A Thesis Submitted to the Department of English Education

in Partial Fulfilment for the Master of Education in English

Submitted by

Vijaya Gautam

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

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A Research Proposal

on

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T.U. Reg. No: 9-2-427-1-2004

Second Year examination Roll No: 280798

Date of submission:

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 : 2067/10/20

Mrs. Vijaya Gautam

RECOMMENDATION FOR ACCEPETENCE

This is to certify that **Mrs. Vijaya Gautam** has prepared the thesis entitled "**Learning Strategies Used by the Students at Higher Secondary Level "** under may guidance and supervision.

I recommend the thesis for acceptance.

_____

Mrs. Madhu Neupane
Teaching Assistant
Department of English Education
Faculty of Education
TU, Kirtipur, Kathmandu

Date:

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following 'Research Guidance Committee'.

Signature

Dr. Chandreshwar Mishra …….
Professor and Head (Chairperson)
Department of English Education
T.U., Kirtipur

Mrs. Madhu Neupane (Guide) …….
Teaching Assistant (Member)
Department of English Education
T. U., Kirtipur

Mr. Prem Bahadur Phyak …….
Teaching Assistant (Member)
Department of English Education
T. U., Kirtipur

Date:

EVALUATION AND APPROVAL

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

Signature

Dr. Chandreshwar Mishra …….
Professor and Head (Chairperson)
Department of English Education
T.U., Kirtipur

Dr. Jai Raj Awasthi …….
Professor (Member)
Department of English Education
Chairperson
English and Other Foreign Languages Education
Subject Committee
T.U., Kirtipur

Mrs. Madhu Neupane (Guide) …….
Teaching Assistant (Member)
Department of English Education
T. U., Kirtipur

Date:

DEDICATION

Dedicated

To my late father-in-law Koshal Raj Khanal

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ABSTRACT

The present study entitled “Learning strategies used by the students of higher secondary level” aimed to find out the learning strategies used by the students of higher secondary level while learning English language. The study was carried out by using both primary and secondary sources of data. She used a set of questionnaire as a tool for data collection. Data were collected from 80 students who were studying at intermediate level. The researcher applied non-random purposive sampling procedure to select colleges and simple random sampling procedure to select the respondents. The data were analyzed and interpreted by using simple statistical tool like percentage and presented with the help of tables. It was found that although all kinds of learning strategies were used by the students, cognitive strategies were used to a great extent.

The study consists of four chapters. Chapter one is an introductory one. It consists of general background, review of the related literature, objectives of the study, significance of the study and definition of specific terms. Chapter two deals with the methodology which includes sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study. Chapter three encompasses analysis and interpretation of the data elicited. Chapter four incorporates findings and recommendations for pedagogical implication after the analysis and interpretation of the data. The reference and appendices form the concluding part of the thesis.

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LIST OF ABBREVIATIONS AND SYMBOLS

%	:	Percentage
Dr.	:	Doctor
e.g.	:	For Exammple
etc.	:	Etcetra
Fre	:	Frequency
i.e.	:	That is to say
K.U.	:	Kathmandu University
L2	:	Second Language
No.	:	Number
P.	:	Page
Per	:	Percentage
SLA	:	Second Language Acquisition
T.U.	:	Tribhuvan University
Viz	:	Namely