

CHAPTER ONE

INTRODUCTION

1.1 General Background

The English language has been accepted as the language of international communication. By the end of twentieth century English was already well on its way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first (or even second) language. Language is species specific that means it is only possessed by human beings. There are different means of communication. Among them language is the most widely used and effective means of communication. Language is a conventional, traditional or social institution. It is something that is established in the society. Language is handed over from generation to generation. So, it is a social institution. Language is conservative by nature, i.e. it does not change rapidly.

Finocchiaro (1964, p. 8 as cited in Brown, 1994) defines language as "a system of arbitrary vocal symbols, which permits all people in a given culture, to communicate or to interact". Wardhaugh (1972, p. 3) defines language as "a system of arbitrary vocal symbols used for human communication" as cited in Brown, 1994). Besides being a means of communication, it is a storehouse of knowledge, an instrument of thought as well as a sense of delight.

1.1.1 Importance of English

The English language is one of the major lingua franca in the world since it is one of the six languages of the UNO and an indispensable vehicle for the transmission of modern technology. English is a vehicle that is used globally and will lead to more opportunities. The wide use of English as language of communication will continue to exert pressure toward global uniformity. This could result in declining standards, language changes, and the loss of geolinguistic diversity. Hence, Crystal (1997) comments, "there has never been a language so widely spread or spoken by so many people as English" (p. 61).

The use of the English language as the medium of instruction in school and universities is expanding its scope and it is rapidly creating a generation of middle class professionals. Middle class people are more interested to learn and use the English language to get jobs and increase their economic status. So, it may become one tool that opens window to the world, unlocks door to opportunities and expands our mind to new ideas. Thus, in the context of Nepal, English has been taught as a compulsory subject from grade one to graduate level and as optional subject from secondary to post graduate levels.

1.1.2 Second Language Acquisition

Second Language Acquisition (SLA) refers to the process of acquiring the language(s) which is other than the first language. Gass and Selinker (2008) say:

In general, SLA refers to the process of learning another language after the native language has been learned. Sometime the term refers to the learning of a third, fourth language. The important aspect is that SLA refers to the learning of non- native language after the learning of the native language (p. 7). Second language acquisition is the cover term which includes any language that a person acquires after his/ her mother tongue. It can be second, third, fourth or more than fourth language.

Ellis (1985) says, "Second language acquisition refers to the sub conscious or conscious processes by which a language other than the mother tongue is learnt in a natural or a tutored setting" (p. 6) . It means SLA is used as a general term that includes the natural situation or the classroom situation. It includes both learning and acquisition. According to Krashen (1970s, as cited in Richards and Rodgers, 2001, p. 181), acquisition and learning are two distinct processes. Acquisition is a subconscious process in which the learner picks up a language but learning is a conscious process which is concerned with knowing about a

language. Acquisition is similar to child's first language acquisition but learning is different and some how artificial process. But Ellis (1985) does not agree with Krashen. He says that acquisition and learning can be used interchangeably irrespective of whether conscious or subconscious processes are involved. Similar view is of Gass and Selinker (2008): "By this term, we mean both the acquisition of a second language in a classroom situation, as well as more exposure situations" (p. 7).

Generally, second language acquisition and foreign language learning are used synonymously. But they are not the same. Making difference between second language acquisition and foreign language learning, Gass and Selinker (ibid) state that "learning in a second language environment takes place with considerable access to speakers of the language being learned , whereas learning in a foreign language environment usually does not" (p.5).

SLA is an emerging discipline in the field of applied linguistics and language learning, Schachter (1993, p.173) says:

SLA is thought of as a discipline devoted to discovery and characterizing how it is that a human being is able to learn a second language. What knowledge does he or she bring to the task, what set of learning procedures does he or she use, what strategies are appropriate for certain phenomenon and not others, etc (as cited in Awasthi, 2007, p.13).

Though SLA is a new discipline which was developed only after Second World War, it has been developed as a full-fledged discipline. Many applied linguists such as Krashen, Ellis, Gass, Selinker, Cook etc. have contributed a lot for the development of the field of SLA. "While SLA is now an autonomous area of research, it had its roots and initial justification in other areas, for example, language teaching and it has been strongly influenced by other disciplines such as linguistics and psychology" (Gass and Selinker, 2008, p. 20).

While developing as a full-fledged discipline, it is also drawing the knowledge from different disciplines. In this regard, Larsen- Freeman (2000, p. 165) says :

SLA draws on multiplinary theoretical and empirical perspectives to address the specific issues of how people acquire a second language and the specific problem of why every one does not do so successfully (as cited in Awasthi, 2007, p. 13).

It suggests that SLA is taking different theoretical and practical subjects from other related disciplines. Under SLA, we can study different theories, principles, aspects and factors related to second language acquisition. Among them, a variable learning strategy is described here.

1.1.3 Learning Strategies

The word ' strategy ' comes from the ancient Greek word strategia, which means steps or actions taken for the purpose of winning a war. Oxford (2003) says that the warlike meaning of strategia has fortunately fallen away but the control and goal directedness remain in the modern version of the word.

Research into learning strategies in second language acquisition (SLA) emerged in the late 1970s. It reflected a concern to identify what it was that made some people more successful learners than others.

There is no agreement about what constitutes a learning strategy. It has been defined variously by different researchers. Some of the definitions of learning strategies are presented here:

In our view strategy is best reserved for general tendencies or overall characteristics of the approach employed by the language learner, leaving techniques as the term to refer to particular forms of observable learning behaviour (Stern, 1983).

Learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning, recall of both linguistic and content area information. (Chamot, 1987).

Cohen (1989) opines learning strategies as " learning process which is consciously selected by the learners" (p. 4). Learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly (Rubin, 1987).

The given definitions do not give us a clear picture of what strategies mean. However, one thing is common among them. Strategies are used in an effort to learn something about the second language. From the definitions, we can also infer that some strategies can be behavioural while others are mental, that some are linguistic while others are non-linguistic and that they refer to both general approaches and specific actions or techniques.

In a very broad sense, learning strategies are divided into three types: Production strategy, communicative strategy, language learning strategies which refers to ' an attempt to use one's linguistics system efficiently and clearly, with a minimum of effort'. Communicative strategies are those which are used to deal with the problems of communication, and language learning strategy refers to an attempt to develop linguistic and sociolinguistic competence in the TL. Strategies are those specific 'attacks' that we make on a given problem.

Weinstein and Mayer (1986, as quoted in Ellis, 1994) define learning strategies as " the behaviours and thoughts that a learner engages in during learning that are intended to influence the learner's encoding process" (p. 531). Similarly, Oxford (1989) defines learning strategies as " behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable" (p.93). In these two definitions, Oxford sees learning strategies as essentially behavioural, whereas Weinstein and Mayer see them as both behavioural and mental.

According to Chamot (1987), learning strategies are " techniques, approaches, or deliberate actions that students take in order to facilitate the learning . . . "In this definition, Chamot has addressed the issue of consciousness and clarifies that learning strategies are deliberate or intentional actions. In a similar vein, Rubin (1987) addresses the issue of whether learning strategies have a direct or an indirect effect on language development and defines them as " strategies which contribute to the development of the language system which the learner constructs and affect learning directly" (p. 51).

From all the above definitions of learning strategies, what we can infer is that learning strategies are the specific actions taken by the learners to make learning easier and faster. In other words, they are used by the learners to enhance their own learning. They are problem-oriented and intentional. Some strategies involve internal mental actions while others involve physical actions. Thus, some strategies are directly observable, while others are not.

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

1.1.4 Importance of Learning Strategies for Second Language Learning and Teaching

Language teaching is concerned with the assistance given to the learners to learn that language more effectively and skillfully. Ellis and Sinclair (1987) suggest that learners should be helped to become aware of their learning styles and the teacher plays an instrumental role in helping the learners learn how to learn the second or foreign language (as cited in Gardner and Miller, 1999, p. 157). Within 'communicative' approaches to language teaching, a key goal for the learners is to develop communicative competence in the target L2/FL, and language learning strategies can help students in doing so. As Oxford (1990a) puts it, language learning strategies " . . . are especially important for language

learning because they are tools for active, self- oriented involvement which is essential for developing communicative competence" (p. 1).

Gass and Selinker (2008, p. 441) state that in order to "support learners one first has to understand them and their strategies from a research point of view and than assess whether what they have been taught in terms of learning strategies actually works." In addition to developing students' communicative competence , training students to use language learning strategies can help them become better language learners.

Skehan (1989, p. 76 as cited in Clouston, 1997) states " there is always the possibility that the 'good' language learning strategies . . . are also used by bad language learners but other reasons cause them to be unsuccessful".

These definitions imply that language learning strategies adopted by the learners are important for a language teacher. These strategies help the teacher to make lesson according to the strategies of the learners. Learners also take benefit from learning strategies as they can leave some strategies and adopt new strategies to become successful leaner and learn language easily. Thus, language learning strategies are important for teachers, learners, course designers and all other related people.

1.1.5 Types of Learning Strategies

There are different taxonomies of learning strategies. Two of the very useful and widely accepted classifications of them are presented below:

O'malley and Chamot (1990) classify learning strategies into three different kinds. They are metacognitive, cognitive and social affective strategies.

- (i) The first refers to the attempt of regulating language learning by means of planning, monitoring, an evaluating.
- (ii) The second refers to 'the steps or operations used in problem-solving that require direct analysis, transformation or synthesis of learning materials' (Rubin, 1987), and

(iii) The third refers the ways in which learners choose to interact with other learners and native speakers.

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

1.1.5.1 Cognitive Strategies

They refer to the steps or operations used in problem solving that require direct analysis, transformation or synthesis of learning materials. They have an operative or cognitive processing function. e.g. inferencing, rehearsal, deducing.

1.1.5.2 Metacognitive Strategies

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

1.1.5.3 Social/ Affective Strategies

They concern the way in which learners interact with other learners and NSs. e.g. co-operation, question for clarification and self-talk.

O'Mally and Chamot's framework with the three major strategy types is presented as below:

Table No. 1

O'Mally and Chamot's (1990) Typology of Learning Strategies

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

		receptive language activity, or evaluating language production after it has taken place.
Cognitive Strategies	Rehearsal	Repeating the names of items or objects to be remembered.
	Organization	Grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes.
	Inferencing	Using information in text to guess meanings or new linguistic items, predict outcomes or complete missing parts.
	Summarizing	Intermittently synthesizing what one has heard to ensure the information has been retained.
	Deducing	Applying rules to the understanding of language.
	Imagery	Using visual images (either generated or actual) to understand and remember new verbal information.
	Transfer	Using know linguistic information to facilitate a new learning task.
	Elaboration	Linking ideas contained in new information or integrating new ideas with known information.
Social or affective Strategies	Co-operation	Working with peers to solve a problem, pool information, check notes or get feedback on a learning activity.
	Questioning for clarification	Eliciting from a teacher or peer additional explanation, rephrasing or examples.
	Self-talk	Using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

(Source: O'Malley and Chamot, 1990)

Oxford (1990b) categorizes language learning strategies into two types and three sub- types of each. They are as follows:

Table No. 2

Oxford's Classification of Learning Strategies

Learning Strategies	Direct Strategies	(i) Memory Strategies. (ii) Cognitive Strategies. (iii) Compensation Strategies.
	Indirect Strategies	(i) Metacognitive Strategies. (ii) Affective Strategies. (iii) Social Strategies.

Source: Oxford, 1990

A. Direct Language Learning Strategies

This is the strategy which directly involves the target language such as reviewing and practicing. The types of direct strategies are given as follows.

i. Memory Strategies

Memory strategies help learners link one L2 item or concept with another (Oxford 2003). 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.

Cohen (1998) names the strategies as retrieval strategies. Retrieval strategies would be those strategies used to call up language materials from storage through whatever memory searching strategies the learner can muster.

ii. Cognitive Strategies

Those strategies which relate to how students think about their learning are cognitive strategies. Some cognitive strategies are: reasoning, analyzing, summarizing and practicing. Those strategies are used for memorizing and manipulating target language structure.

iii. Compensation Strategies

According to Oxford (ibid.), compensation strategies are intended to make up for missing knowledge while listening, speaking, reading or writing. For example; using gestures or body language (for speaking), rephrasing (for

speaking or writing), asking for help (for listening, speaking, reading or writing), making guesses based on the context (for listening and reading). Cohen (1998, p.7) calls it cover strategies which are used to produce simplified utterances.

B. Indirect Language Learning Strategies

Those strategies which provide indirect support for language learning such as planning, co-operating and seeking opportunities are indirect learning strategies. These strategies are given as follows:

i. Metacognitive Strategies

Metacognitive strategies mean strategies beyond the cognitive strategies. They encompass planning, organizing, monitoring one's own language structures.

ii. Affective Strategies

Those strategies which are related to students' feeling, emotion, etc. are affective strategies. Anxiety reduction, self-encouragement and self reward come under affective strategies.

iii. Social Strategies

Those strategies which involve learning by interaction with others are social strategies. Asking questions, co-operating with native speakers of that language and becoming culturally aware come under social strategies.

Cohen (1998) calls these strategies communicative strategies. Oxford (1990a) acknowledges the possibility that the categories will overlap, and gives as an example, the metacognitive strategy planning, which in, as far as planning requires reasoning might also be considered a cognitive strategy.

Ellis (1985) uses more comprehensive term learner strategies. Learner strategy is categorized into three types of strategies.

i. Learning Strategies

Strategies that are used to receive L2 knowledge, process and rehearse it come under learning strategies.

ii. Production Strategies

Activities that are used to receive knowledge and produce them come under production strategies. They are devices for using existing resources automatically.

iii. Communication Strategies

Communication strategies which the learners operate when the learners need to compensate for inadequate means which as a result are likely to involve greater effort and to be closer to consciousness (Ellis, 1985).

Although language learning strategies are defined and classified controversially, it is the interesting area for research.

1.1.6 Characteristics of Language Learning Strategies

Reading the literature of language learning strategies, it is clear that a number of further aspects of language learning strategies are less uniformly accepted. When discussing language learning strategies, some writers used the term “Learner strategies” (Wenden and Rubin, 1987), others “Learning strategies” (O’Mally and Chamot, 1990), and still others “Language Learning strategies” (Oxford, 1990a, 1996). However, there are a number of basic characteristics in the generally accepted view of language learning strategies (LLS). They are as follows:

1. Language learning strategies are learner generated; they are steps taken by language learners.
2. Language learning strategies enhance language learning and help to develop language competence, as reflected in the learners’ skills in listening, speaking, reading or writing the L2 or FL.
3. Language learning strategies may be visible (behaviours, steps, techniques etc.) or unseen (thoughts, mental process)
4. Language learning strategies involve information and memory (vocabulary knowledge, grammar rules etc.)

Oxford (1990) summarizes her view of language learning strategies by listing twelve key features. In addition to the characteristics noted above, she states that language learning strategies:

-) Allow learners to become more self-directed.
-) Expand the role of language teachers.
-) Are problem-oriented.
-) Involve many aspects, not just the cognitive.
-) Can be taught.
-) Are flexible.
-) Are influenced by a variety of factors (Clouston, 1997)

1.1.7 Good Language Learner

There has been a lot of researches in recent years into what makes a good language learner. The good language learner thinks about how she is learning. She tries to find out what works for her and what does not. If she does not understand the purpose of a particular exercise, she asks the teacher. The good language learner is willing to experiment and take risks. For example, she will try out different ways that suits her best. She is also not afraid of making mistakes, because she knows that these will help her. The good language learner is realistic. She knows that it will take time and effort to become proficient in English, and that there will be periods where she does not seem to be making much progress. The good language learner is independent. She does not expect to learn English just by sitting in the classroom, and does not rely on the teacher to totally direct her learning. The good language learner is organised and active. She uses her time to learn English sensibly, and is always looking for opportunities to develop her language both inside and outside of the classroom. The good language learner has a balanced concern for communicating their thoughts but do not care that they make many mistakes in doing so. The good language learner, on the other hand, is concerned with both communicating and doing so as accurately as possible. Although these are the

qualities that have been found in the most efficient language learners, there are still many other factors that influence how quickly we learn English.

1.1.8 Characteristics of Good Language Learners

Here are some attributes that are sometimes claimed to be characteristic of good language learners. Inside and outside the classroom, good language learners:

-) seek out opportunities to use the language in meaningful interactions
-) are willing to practice
-) repeat words and phrases until they form good habits
-) are uninhibited
-) are patient
-) make errors in their language use
-) pay attention to the forms of the language
-) study grammar to improve their speaking
-) search for meaning in listening and reading
-) use their native language to help them learn
-) ask for clarification when they do not understand
-) do not feel anxious

Good language learners have the following personal characteristics:

-) Have high self-esteem
-) Have high I.Q.s
-) Start learning at an early age
-) Are extroverts
-) Are tolerant of ambiguity and willing to guess
-) Are aware of their own learning styles
-) Are motivated to become members of the second language community/
want to use the second language for their career (www.goodlanguagelearner.com).

1.2 Review of the Related Literature

Learning strategy has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second language learning. Researchers at several universities in the world are carrying out research works on learning strategies and studies involving successful and unsuccessful language learners. Rubin (1975) concluded that successful language learners had strong desire to communicate and were willing to guess when unsure, and were not afraid of being or appearing foolish. This did not mean they did not care about correctness. However, good language learners also paid attention to form and meaning in their language . In addition, good language learners practice and monitor their own language and the language of those around them. Some of Rubin's findings have been supported by other more new researchers. At around the same time as Rubin, Stern (1975) produced a list of ten language learning strategies . He believed that the good language learner uses a personal learning style or positive learning strategies, an active approach to learn, willingness to use the language in real communication.

Naiman, et al. (1978 as cited in Griffiths, 2004) discovered that good language learners are able to adopt learning styles to suit themselves, are actively involved in the language learning process, are able to develop an awareness of language both as a system of rules and as a means of communication, develop the target language as a separate system which does not always have to be related to the first language. O'malley et al. (1985 as cited in Griffith, 2004) discovered that students at all levels reported the use of an extensive variety of learning strategies. Moreover, they reported that more successful students mostly use metacognitive strategies. Similarly, Fillmore (1982), who, reporting on research into individual differences at the University of California, paid special attention to the social strategies employed by good language learners. She reported that the good language learners spent more time in socializing with their classmate.

Many researches in this area have been carried out by various scholars in different universities all over the world. In the department of English education, faculty of Education, T.U.; there are few studies conducted on learning strategies that learners adopt while learning English as a second language.

Devkota (2003) carried out a research on "Learning Strategies: An attitudinal Study". His purpose was to find out the techniques or strategies employed to learn literature. He used questionnaire to collect data from students and structure interview to collect information from the teachers. He found that one of the causes of students' failure is due to lack of writing practice. Similarly, Rain (2006) conducted a research on "Learning Strategies used by Maithili Learners of English at Secondary Level". His study was centered on how Maithili learners of English learn English as their third language. He found that the learners used very few techniques to learn the English language. He concluded that teachers and learners do not use communicative approach in classroom. They practice the English language using a traditional method, GT method. In the same way, Bista (2008) carried out a research study on 'Reading strategies Employed by the Ninth graders'. The purpose of her study was to find out the reading strategies used by the government aided school students. She used test items and interview schedule as research tools. She found out that all students used guessing strategy; asked question to themselves while reading, read determining the important points and made notes for exam.

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

Poudel (2010) carried out a research on "Learning Strategies Adopted by the Grade Ten Students". He aimed to find out the learning strategies adopted by

the tenth grade students and to prepare for their examination. He used a set of check list and questionnaire as tool for data collection. He found out that students come to school with preparation, the teachers mainly recommended textbooks and practice books while teaching English and students read English texts, mainly, for preparation of exam.

Though some researches are conducted on the area of learning strategies, no research is carried out find out the learning strategies used by language learners in English. So, my study will be different from any researches carried out in the department so far.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. to find out the strategies used by SLC distinction holders.
- ii. to suggest some pedagogical implication.

1.4 Significance of the Study

Learning strategies are the tendencies or overall characteristics of the approach used by the learners. This study will be significant to the students who are studying English in +2 level. It will let them know whether they are adopting the strategies adopted by distinction holders or not. It will help the teachers to suggest their students to use the effective learning strategies. Likewise, it will be equally helpful to the teacher trainers, parents, counselors, textbook writers, subject experts, curriculum designers and those who are directly or indirectly involved in language teaching learning activities.

1.5 Definitions of the Related 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, more effective and more 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. It is used to compensate for limited knowledge.

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

METHODOLOGY

In order to accomplish the objectives of this study, I adopted the following methodology.

2.1 Sources of Data

Both primary and secondary sources of data were used to achieve the above mentioned objectives.

2.1.1 Primary Sources of Data

The study was primarily based on the primary sources of data i.e. the responses or answers from the good language learners in English or S.L.C. distinction holders in English subject through the questionnaire distributed to them.

2.1.2 Secondary Sources of Data

As the secondary sources of data, I used various books, journals, articles research studies, theses, websites, dictionary etc. related to the research work. I consulted many books like, Kumar (2007), Cohen (1998), Ellis (1985 and 1996), Oxford (1990 b) and website– based articles and many other references.

2.2 Population of the Study

The students of grade eleven who had secured distinction marks in English subject in their S.L.C. examination in Kathmandu district were the population of this study.

2.3 Sampling Procedure

In a single research, we cannot include all the population. So, we have to select a sample to represent the whole population. For my study, I adopted the following sampling procedure:

The sample of study consisted of altogether 60 respondents who secured distinction marks in an S.L.C. examination in English subject. All of the respondents were from two colleges of Kathmandu district. I used non-random purposive sampling procedure while selecting colleges. Likewise, she used the same sampling procedure to select respondents. Systematic distribution of population in detail is given in the appendix – II.

2.4 Tools for Data collection

The main tool for the collection of data was a set of questionnaire. The questionnaire contained close-ended and open-ended questions.

2.5 Process of data collection

At first, I visited the selected colleges of Katmandu district. I requested the authority for permission to carry out my research. First, I visited the college administration section in order to get the name of SLC distinction holders in English subject. Then, I built rapport with them. After that, I explained the purpose and process of my research. I distributed the questionnaire and explained them what they were supposed to do. Finally, I collected the filled questionnaire after they finished.

2.6 Limitations of the study

This study had the following limitations.

- i) The study was limited to four language skills and four language aspects (i.e. listening, speaking, reading, writing skill and four language aspects i.e. vocabulary, grammar, pronunciation and language function) only.
- ii) The study was limited to the learning strategies used by 60 distinction holders of grade 11.
- iii) The study was limited to the learning strategies used by (good language learners in English) especially SLC distinction holders in English subject.
- iv) It was limited to two colleges of Katmandu district.

v) The study was limited to science stream students.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. Interpretation is divided into eight categories – viz. to develop listening skill, speaking skill, reading skill, writing skill and to develop four language aspects i.e. vocabulary, pronunciation, grammar and language functions. The researcher mainly used simple statistics like percentage and table to analyze and interpret the collected data.

3.1 Learning Strategies Used to Develop Listening Skill

There were six items in the questionnaire to find out the strategies that the S.L.C. distinction holders in the English language used to develop listening skill. From the careful observation of the responses given by the students, the following frequencies and their percentages are presented in the given tables.

3.1.1 Listening to English news broadcast by radio

The analysis of 'listening to English news broadcast by radio' is presented below.

Table No. 3

Listening to English news broadcast by radio

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Listening to radio	5	15.25	30	50	20	20	5	14.75

The first item, included in the questionnaire asked whether the S.L.C. distinction holders listened to English news broadcast by radio to develop the listening skill. The above table shows that 50% of the total respondents seldom used this strategy; 20% of them rarely used this strategy; 15.25% of them always used this strategy and 14.75% of them never used this strategy.

3.1.2 Listening to English songs

The analysis of 'listening to English songs ' is presented below.

Table No. 4

Listening to English songs

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Listening to English Songs	40	60	10	20.25	5	9.75	5	10

The second item was incorporated in the questionnaire to ensure whether they listened to English songs to develop listening skill. The above table shows that 60% of the total respondents always used this strategy; 20.25% of them seldom used this strategy; 10% of them never used this strategy and 9.75% of them rarely used of this strategy. It shows the fact that majority of the good language learners always used this strategy.

3.1.3 Watching English movies

The analysis of 'watching English movies' is presented below.

Table No. 5

Watching English movies

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Watching English Movies	15	39.25	25	40.75	10	10.25	10	9.75

The third item in the questionnaire was about the strategy of watching English movies in order to develop listening skill. While responding to it, the majority of the distinction holders in English i.e. 40.75% mentioned that they seldom used this strategy; 39.25% of them always used this strategy; 10.25% of them rarely used this strategy and 9.75% of them never used this strategy.

3.1.4 Listening to the BBC World service regularly

The analysis of 'listening to the BBC World service regularly' is presented below.

Table No. 6

Listening to the BBC World service regularly

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Listening to BBC World Service	15	16.25	15	38.75	25	41.25	5	3.75

The fourth item in the above table included strategy of listening to the BBC world service regularly to develop the listening skill. The data given in the table show that 41.25% of the total respondents rarely used this strategy; 38.75% of them seldom used this strategy; 16.25% of them always used this strategy and 3.75% of them never used this strategy.

3.1.5 Listening to the recorded materials recorded by the native speakers of English

The analysis of 'listening to the recorded materials recorded by the native speakers of English' is presented below.

Table No. 7

Listening to the recorded materials recorded by the native speakers of English

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Listening recorded materials by the native speakers	5	9.75	10	15	40	70	5	5.25

The fifth item, incorporated in the questionnaire was whether the good language learners listened to the recorded materials recorded by the native speakers of English to develop listening skill. The data given in the table show that 70% of the total respondents rarely used this strategy; 15% of them seldom used this strategy; 9.75% of them always used this strategy and 5.25% of them never used this strategy.

3.2 Learning Strategies Used to Develop Speaking Skill

There were six items in the questionnaire to find out the strategies that the good language learners in English use to develop 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.

3.2.1 Speaking English with friends

The analysis of 'speaking English with friends' is presented below.

Table No. 8

Speaking English with friends

Rating Scale	Always		Seldom		Rarely		Never	
	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Speaking English with friends	5	10	40	62.25	10	20	5	7.75

The first item, included in the questionnaire was whether the good language learners speak English with their friends or not to develop speaking skill. The data shows that 62.25% of the total respondents seldom used this strategy; 20% of them rarely used this strategy; 10% of them always used this strategy and 7.75% of them never used this strategy.

3.2.2 Watching English news on TV

The analysis of 'watching English news on TV' is presented below.

Table No. 9

Watching English news on TV

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Watching English news on T.V	6	8.75	40	70.25	9	15.75	5	5.25

The second item incorporated in the questionnaire was whether the good language learners watched English news on TV to develop speaking skill. Majority of the good language learners i.e. 70.25% replied that they seldom watched English news on T.V. 15.75% of them rarely used this strategy and 8.75% of them always used this strategy.

3.2.3 Recording their own speech and listen to it

The analysis of 'recording their own speech and listen to it' is presented below.

Table No. 10

Recording their own speech and listen to it

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Recording and listening own speech	5	12.75	40	60.25	10	19.75	5	7.25

The third item included in the questionnaire was whether the good language learners recorded their own speech and listened to it to develop speaking skill.

The data shows that 60.25% of the respondents seldom adopted this strategy 19.75% of them rarely used this strategy; 12.75% of them always used this strategy and 7.25% of them never used this strategy.

3.2.4 Taking part in speech or debate contest

The analysis of 'taking part in speech or debate contest' is presented below.

Table No. 11

Taking part in speech or debate contest

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Taking part in debate contest	10	19.25	10	20.75	30	50	10	10

The fourth item was related to take part in speech or debate contest conducted in the college to develop speaking skill. Majority of the good language learners i.e. 50% replied that they rarely took part in speech or debate contest organized by the college; 20.75% of them seldom used this strategy; 19.25% of them always used this strategy and 10% of them never used this strategy.

3.2.5 Speaking in English with teachers

The analysis of 'speaking in English with teachers' is presented below.

Table No. 12

Speaking in English with teachers

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Speaking English with teachers	15	19.75	40	65.25	3	10.25	2	4.75

The next item included in the questionnaire was the inquiry about whether the respondents spoke in English with their teacher to develop speaking skill. The data shows that 65.25% of the respondents seldom adopted this strategy; 19.75% of them always used this strategy; 10.25% of them rarely used this strategy and 4.75% of them never used this strategy.

3.3 Learning Strategies Used to Develop Reading Skill

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

3.3.1 Reading English stories

The analysis of 'reading English stories' is presented below.

Table No. 13

Reading English stories

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Reading English stories	30	49.25	20	30.75	5	10	5	10

The first item, included in the questionnaire was whether the good language learners read English stories to develop reading skill. The above table reveals that 49.25% of them always used this strategy; 30.75% of them seldom used this strategy; 10% of them rarely used this strategy; 10% of them never used this strategies. Thus, majority of the respondents always used this strategy.

3.3.2 Reading texts loudly

The analysis of 'reading texts loudly' is presented below.

Table No. 14

Reading texts loudly

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Reading texts loudly	5	9.75	20	32.25	30	48.75	5	9.25

The second item given in the questionnaire was asked as to whether they read their texts loudly or not to develop reading skill. Majority of them i.e. 48.75% mentioned that they rarely used this strategy; 32.25% of them seldom used this strategy; 9.75% of them always used this strategy and 9.25% of them never used this strategy.

3.3.3 Reading English poems

The analysis of 'reading English poems' is presented below.

Table No. 15

Reading English poems

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Reading poem	10	12.75	20	38.75	20	37.25	10	11.25

The next item incorporated in the questionnaire was asked as to how often the respondents read English poems to develop reading skill. The data shows that 38.75% of them seldom used this strategy; 37.25% of them rarely used this strategy; 12.75% of them always used this strategy and 11.25% of them never used this strategy.

3.3.4 Reading any materials in English silently

The analysis of 'reading any materials in English silently' is presented below.

Table No. 16

Reading any materials in English silently

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Reading any materials in English silently	10	18	30	48.25	15	22.75	5	11

The fourth item included in the questionnaire inquired whether they read any materials in English silently or not to develop reading skill. The above data shows that 48.25% of the total respondents seldom used this strategy; 22.75% of them rarely used this strategy and 18% of them never used this strategy.

3.3.5 Reading English newspapers and magazines

The analysis of 'reading English newspapers and magazines' is presented below.

Table No. 17

Reading English newspapers and magazines

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Reading English newspapers and magazines	48	60	5	14.25	5	15.75	2	10

The fifth item included in the questionnaire was to inquire as to whether the respondents read English newspapers and magazines to develop reading skill. The data shows that 60% of the respondents always adopted this strategy; 15.75% of them rarely adopted this strategy; 14.25% of them seldom used this

strategy and 10% of them never adopted this strategy. Thus, majority of the total respondents always adopted this strategy.

3.4 Learning Strategies Used to Develop Writing Skill

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

3.4.1 Preparing their own notes

The analysis of 'preparing their own notes' is presented below.

Table No. 18

Preparing their own notes

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Preparing their own note	40	71.25	10	15	7	11.75	3	2

The first item asked the strategies of trying to prepare their own notes to develop writing skill. The data shows that 71.25% of them always used this strategy; 15% of them seldom used this strategy; 11.75% of them rarely used this strategy and 2% of them never used this strategy. It shows the fact that majority of the respondents always used this strategy.

3.4.2 Doing homework regularly

The analysis of 'doing homework regularly' is presented below.

Table No. 19

Doing homework regularly

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Doing homework regularly	48	79.75	5	10.25	5	7.25	2	2.75

The second item in the above table was designed in order to find out whether the students did their homework regularly or not to develop writing skill. As

shown in the table, 79.75% of the respondents were found to adopt this strategy; 7.25% of them rarely used this strategy and 2.75% of them never used this strategy. Thus, majority of the total respondents always adopted this strategy.

3.4.3 Noting down the main points during teachers explanation

The analysis of 'noting down the main points during teachers explanation' is presented below.

Table No. 20

Noting down the main points during teachers explanation

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Noting down the main points	45	75.25	8	12	5	8	2	4.75

The third item incorporated in the questionnaire was whether the students noted down the main points during their teacher's explanation to develop writing skill to develop a good piece of writing using those points. The data shows that 75.25% of the total respondents always used this strategy; 12% of them seldom used this strategy; 8% of them rarely used this strategy and 4.75% of them never used this strategy. Thus, majority of the total respondents always used this strategy.

3.4.4 Taking part in essay competition organized in the college

The analysis of 'taking part in essay competition organized in the college' is presented below.

Table No. 21

Taking part in essay competition organized in the college

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Taking part in essay competition	15	25.25	30	48.75	10	19.75	5	6.25

The fourth item incorporated in the questionnaire inquired how often the students took part in essay competition organized by the college to develop writing skill. Majority of the respondents i.e.48.75% responded that they seldom used this strategy; 25.25% of them always used this strategy; 19.75% of them rarely used this strategy and 6.25% of them never used this strategy.

3.4.5 Trying to write at home whatever their teacher has taught

The analysis of 'trying to write at home whatever their teacher has taught' is presented below.

Table No. 22

Trying to write at home whatever their teacher has taught

Rating Scale	Always		Seldom		Rarely		Never	
	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Trying to write at home whatever their teacher has taught	38	62.25	10	17.75	7	13.75	5	6.25

The fifth item in the questionnaire was asked about the strategies of trying to write at home whatever the teacher has taught at college to develop writing skill. The above data shows that 62.25% of the total respondents always used this strategy; 17.75% of them seldom used this strategy; 13.75% of them rarely used this strategy and 6.25% of them never used this strategy. Thus, the majority of the total respondents always used this strategy.

3.5 Strategies used in Learning Vocabulary

There were six items in the questionnaire to find out the strategies that the good language learners in the English language use to learn English Vocabulary. From the careful observation of the responses given by the students, the following frequencies and their percentages are presented in the given tables.

3.5.1 Translating new words in their own mother tongue

The analysis of 'translating new words in their own mother tongue' is presented below.

Table No. 23

Translating new words in their own mother tongue

Rating Scale	Always		Seldom		Rarely		Never	
	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Translating new words in their own language	40	74.25	10	15.75	5	5.75	5	4.25

The first item incorporated in the questionnaire encompassed the strategy of translating new words in their own mother tongue to increase their vocabulary power in the English language. The above data shows that 74.25 % of the total students always adopted this strategy; 15.75 % of them seldom used this strategy; 5.75 % of them rarely used this strategy and 4.25 % of them never used this strategy. It shows the fact that majority of the respondents always used this strategy.

3.5.2 Noting down the difficult words and asking to their teacher

The analysis of 'noting down the difficult words and asking to their teacher' is presented below.

Table No. 24

Noting down the difficult words and asking to their teacher

Rating Scale	Always		Seldom		Rarely		Never	
	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Noting down the difficult words and asking to their teacher	10	13.75	35	69.25	10	11.75	5	5.25

The second item in the questionnaire was to ascertain as to whether the good language learners in English immediately noted down the difficult words and asked to their teacher. The data shows that 69.25 % of them seldom used this strategy; 13.75 % of them always used this strategy; 11.75 % of them rarely used this strategy and 5.25% of them never used this strategy.

3.5.3 Noting down the difficult words and consulting dictionary

The analysis of 'noting down the difficult words and consulting dictionary' is presented below.

Table No. 25
Noting down the difficult words and consulting dictionary

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Noting down the difficult words and consulting dictionary	40	75.25	10	14.75	5	5.25	5	4.75

The third item in the questionnaire inquired whether the good language learners in English immediately noted down the difficult words and consulted the dictionary or not to increase their vocabulary power in English subject. The above data shows that 75.25 % of them always used this strategy; 14.75 % of them seldom used this strategy, 5.25 % of them rarely used this strategy and 4.75 % of them never used this strategy. It shows that majority of the respondents always used this strategy.

3.5.4 Consulting the dictionary of literary terms to get the meaning of literary terms

The analysis of 'consulting the dictionary of literary terms to get the meaning of literary terms' is presented below.

Table No. 26
Consulting the dictionary of literary terms to get the meaning of literary terms

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Consulting the dictionary of literary terms	15	25.75	30	49.25	10	14.25	5	10.75

The fourth item in the questionnaire asked whether they consulted the dictionary to get the meaning of literary terms. The above data shows that 49.25 % of them seldom used this strategy; 25.75 % of them always used this strategy; 14.25 % of them rarely used this strategy and 10.75 % of them never used this strategy.

3.5.5 Using reference materials such as glossaries to help themselves to get the meaning of unfamiliar words

The analysis of 'using reference materials such as glossaries to help themselves to get the meaning of unfamiliar words' is presented below.

Table No. 27
Using reference materials such as glossaries to help themselves to get the meaning of unfamiliar words

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Using reference materials such as glossaries	41	72.25	11	17.75	5	7.25	3	2.75

The fifth item in the questionnaire consisted of the strategy of using reference materials such as glossaries to help oneself to get the meanings of unfamiliar words. As indicated above 72.25% of the student always used this strategy; 17.75% of them seldom used this strategy; 7.25% of them rarely used this strategy and 2.75% of them never used this strategy. It shows the fact that most of the respondents always used this strategy.

3.6 Strategies used in Learning Grammar

There were six items in the questionnaire to find out the strategies that the good language learners in the English Language use to learn English grammar. From the careful observation of the responses given by the students, the following frequencies and their percentages are presented in the given tables.

3.6.1 Memorizing the grammatical rules

The analysis of 'memorizing the grammatical rules' is presented below.

Table No. 28

Memorizing the grammatical rules

Rating Scale	Always		Seldom		Rarely		Never	
	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Memorizing the grammatical rules	30	64.25	10	10.75	13	15.25	7	9.75

The first item incorporated in the questionnaire encompassed the strategy of memorizing the grammatical rules to learn grammar in English. As indicated above, 64.25% of the students always used this strategy; 15.25% of them rarely used this strategy; 10.75% of them seldom used this strategy and 9.75% of them never used this strategy. Thus, majority of the respondents always used this strategy.

3.6.2 Using inductive method

The analysis of 'using inductive method' is presented below.

Table No. 29

Using inductive method

Rating Scale	Always		Seldom		Rarely		Never	
	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Using inductive method	10	16.25	38	65.25	10	13.75	2	4.75

The second item in the questionnaire consisted of the strategy of using inductive method to learn English grammar. The above data shows that 65.25% of the total students seldom adopted this strategy; 16.25% of them always used this strategy; 13.75% of them rarely adopted this strategy and 4.75% of them never used this strategy.

3.6.3 Reading English newspapers and magazines

The analysis of 'reading English newspapers and magazines' is presented below.

Table No. 30

Reading English newspapers and magazines

Rating Scale	Always		Seldom		Rarely		Never	
	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Reading English newspapers and magazines	35	63.75	10	22.75	8	7.25	7	6.25

The third item in the questionnaire inquired whether the respondents read English newspapers and magazines to learn English grammar. The above data shows that 63.75% of them always adopted this strategy; 22.75% of them seldom adopted this strategy; 7.25% of them rarely adopted this strategy and 6.25% of them never adopted this strategy. Hence, majority of the respondents always used this strategy.

3.6.4 Reading authors' biography

The analysis of 'reading authors' biography' is presented below.

Table No. 31

Reading authors' biography

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Reading authors biography	5	6.25	36	78.25	15	10.75	4	4.25

The fourth item in the questionnaire consisted of the strategy of reading authors' biography to learn English grammar. The above table reveals that 78.25% of them seldom used this strategy; 10.75% of them rarely used this strategy; 6.25% of them always used this strategy and 4.25% of them never used this strategy.

3.6.5 Using short-cut key of grammatical rules while memorizing formula

The analysis of 'using short-cut key of grammatical rules while memorizing formula' is presented below.

Table No. 32

Using short-cut key of grammatical rules while memorizing formula

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Using short-cut key of grammatical rules	30	66.75	20	23.25	5	5.25	5	4.75

The fifth item in the questionnaire included the strategy of using short-cut key of grammatical rules while memorizing formula to learn English grammar. The table above reveals that 66.75% of the respondents always adopted this strategy; 23.25% of them seldom adopted this strategy, 5.25% of them rarely adopted this strategy and 4.75% of them never adopted this strategy. It shows the fact that most of the respondents always adopted this strategy.

3.7 Strategies Used in Learning Pronunciation

There were six items in the questionnaire to find out the strategies that the good language learners in the English language use to learn pronunciation. From the careful observation of the responses given by the students, the following frequencies and their percentages are presented in the given tables.

3.7.1 Trying to spell the words

The analysis of 'trying to spell the words' is presented below.

Table No. 33

Trying to spell the words

Rating Scale	Always		Seldom		Rarely		Never	
	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Trying to spell the words	40	65.25	10	20.75	5	9.25	5	4.75

The first item in the questionnaire was asked about the strategy of trying to spell the words to develop pronunciation skill. Out of the total respondents, 65.25% agreed that they always try to spell the words; 20.75% of them seldom adopted this strategy; 9.25% of them rarely adopted this strategy and 4.75% of them never adopted this strategy. It shows that majority of the respondents always adopted this strategy.

3.7.2 Making correct pronunciation

The analysis of 'making correct pronunciation' is presented below.

Table No. 34

Making correct pronunciation

Rating Scale	Always		Seldom		Rarely		Never	
	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Making correct pronunciation	30	57.25	20	24.75	6	10.25	4	7.75

The second item in the questionnaire was designed to investigate whether the students pronounce the words in order to make correct pronunciation. Out of 60

respondents, the majority 57.25% responded that they always used this strategy; 24.75% of them seldom used this strategy; 10.25% of them rarely adopted this strategy and 7.75% of them never used this strategy. Hence, majority of the respondents always adopted this strategy.

3.7.3 Using correct stress, pause, tone and intonations

The analysis of 'using correct stress, pause, tone and intonations' is presented below.

Table No. 35

Using correct stress, pause, tone and intonations

Rating Scale	Always		Seldom		Rarely		Never	
	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Using correct stress, pause, tone and intonations	10	18.25	35	58.75	10	16.75	5	6.25

The third item in the questionnaire was asked about the strategy of using correct stress, pause, tone and intonations in order to learn pronunciation. The above data shows that 58.75% of them seldom used this strategy; 18.25% of them always used this strategy; 16.75% of them rarely used this strategy and 6.25% of them never used this strategy.

3.7.4 Listening to English news broadcasted by television

The analysis of 'listening to English news broadcasted by television' is presented below.

Table No. 36

Listening to English news broadcasted by television

Rating Scale	Always		Seldom		Rarely		Never	
	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Listening to English news broadcasted by T.V	12	15.75	28	48.75	15	24.25	5	11.25

The fourth item in the questionnaire consisted of the strategy of listening to English news broadcasted by television in order to develop pronunciation skill. Out of the total respondents, 48.75% agreed that they seldom used this strategy; 24.25% of them rarely used this strategy; 15.75% of them always used this strategy and 11.25% of them never used this strategy.

3.7.5 Listening recorded materials by the native speakers of English

The analysis of 'listening recorded materials by the native speakers of English' is presented below.

Table No. 37

Listening recorded materials by the native speakers of English

Rating Scale	Always		Seldom		Rarely		Never	
	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Listening recorded materials by the native speakers of English	7	9.25	28	48.75	20	37.25	5	4.75

The fifth item in the questionnaire inquired whether they listen to record materials by the native speakers of English in order to develop pronunciation skill. The above table shows that 48.25% of the total students seldom used this strategy; 37.25% of them rarely used this strategy; 9.25% of them always used this strategy and 4.75% of them never used this strategy.

3.8 Strategies used in Learning Language Functions

There were six items in the questionnaire to find out the strategies that the good language learning in English in order to learn language functions. From the careful observation of the responses given by the students, the following frequencies and their percentages are presented in the given tables.

3.8.1 Greeting their teachers daily

The analysis of 'greeting their teachers daily' is presented below.

Table No. 38

Greeting their teachers daily

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Greeting to their teacher daily	40	75.25	10	15.25	5	4.75	5	4.75

The first item in the questionnaire comprised the strategy of greeting their teachers daily in order to learn (greeting) language functions. The above table shows that 75.25% of the total respondents always used this strategy; 15.25% of them seldom used this strategy; 4.75% of them rarely used this strategy and 4.75% of them never used this strategy. It shows that majority of the students always used this strategy.

3.8.2 Helping friends problem in English subject

The analysis of 'helping friends problem in English subject' is presented below.

Table No. 39

Helping friends problem in English subject

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Helping friends problem in English	38	66.75	10	15.25	10	9.25	7	8.25

The second item was included in the questionnaire to find out whether they help their friends in problem. The above table shows that 66.75% of the total respondents always used this strategy; 15.25% of them of them seldom used this strategy; 9.25% of them rarely used this strategy and 8.25% of them never used this strategy. Thus, majority of the student always used this strategy.

3.8.3 Paying attention to their study

The analysis of 'paying attention to their study' is presented below.

Table No. 40

Paying attention to their study

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Paying attention to their study	40	73.25	10	13.75	7	6.25	3	6.75

The third item included in the questionnaire was about the strategy of paying attention to their study in order to develop language functions. The data shows that 73.25% of the total respondents always adopted this strategy; 13.75% of them seldom adopted this strategy; 6.25% of them rarely adopted this strategy and 6.75% of them never adopted this strategy. It shows the fact that most of the respondents always adopted this strategy.

3.8.4 Threatening their friends who have bad habit

The analysis of 'threatening their friends who have bad habit' is presented below.

Table No. 41

Threatening their friends who have bad habit

Rating Scale	Always		Seldom		Rarely		Never	
Strategies	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Threatening their friends who have bad habit	10	10.25	25	48.75	20	38.25	5	2.75

The fourth item incorporated in the questionnaire encompassed the strategy of threatening their friends who have bad habit. As indicated above; 48.75% of the total respondents seldom used this strategy; 38.25% of them rarely used this strategy; 10.25% of them always used this strategy and 2.75% of them never used this strategy.

3.8.5 Seeking specific details (consulting reference materials)

The analysis of 'seeking specific details (consulting reference materials)' is presented below.

Table No. 42

Seeking specific details (consulting reference materials)

Rating Scale	Always		Seldom		Rarely		Never	
	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Seeking specific details	34	62.75	15	18.25	6	10	5	9

The fifth item in the questionnaire comprised the strategy of seeking specific details (consulting reference materials) to develop language functions. The above table shows that 62.75% of the total respondents always used this strategy; 18.25% of them seldom used this strategy; 10% of them rarely used this strategy and 9% of them never used this strategy. It shows the fact that the most of the respondents always adopted this strategy

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The aim of the present study was to find out the learning strategies used by the good language learners in English (especially S.L.C distinction holders in English subject) to develop listening, speaking, reading and writing skills; to learn vocabulary, grammar, pronunciation and language functions. The data were presented in tables and analyzed and interpreted to accomplish the objectives, using simple statistical tools like percentages and frequencies.

4.1 Findings

It would be fair to say that to a greater or lesser extent, the good language learners (S.L.C distinction holders) in English subject use language learning strategies of different kind. The following findings have been drawn from the analysis and interpretation.

- a. To develop listening skill, the good language learners used the following activities:
 - i. They listen to English news broadcasted by radio.
 - ii. They listen to English songs.
 - iii. They watch English movies.
 - iv. They listen to the BBC world service regularly.
 - v. They listen recorded materials by the native speakers of English
- b. To develop speaking skill, the good language learners used the following activities:
 - i. They speak English with their friends.
 - ii. They watch English news on television.
 - iii. They record their own speech and listen to it.
 - iv. They take part in speech or debate context organized by the college.
 - v. They speak English with their teacher
- c. To develop reading skill, the good language learners used the following activities:

- i. They read English stories
 - ii. They read text loudly
 - iii. They read English poem
 - iv. They read any materials in English silently
 - v. They read English newspapers and magazines.
- d. To develop the writing skill, the good language learners used the following activities:
- i. They prepare their own note
 - ii. They do home work regularly
 - iii. They note down the main points during teacher explanation
 - iv. They take part in essay competition organized by the college.
 - v. They write whatever their teacher taught at school.
- e. To learn vocabulary, the good language learners used the following activities:
- i. They translate the new words in their own language.
 - ii. They note down the difficult words and ask their teacher the meaning of those words.
 - iii. They note down the difficult words and consult dictionary.
 - iv. They consult the dictionary of literary terms.
 - v. They use reference materials such as glossaries to help themselves to get the meanings.
- f. To learn grammar, the good language learners used the following activities:
- i. They memorize the grammatical rules
 - ii They use inductive method
 - iii. They read English news papers and magazines
 - iv. They read authors biography
 - v. They use short – cut key of grammatical rules while memorizing formula.

- g. To learn pronunciation, the good language learners used the following activities:
- i. They try to spell the words.
 - ii. They pronounce the words with correct pronunciation.
 - iii. They use correct stress, pause, tone and intonations.
 - iv. They listen to English news broadcasted by television.
 - v. They listen to recorded materials by the native speakers of English.
- h. To learn language functions, the good language learners used the following activities:
- i. They greet their teachers daily.
 - ii. They solve their friends problem.
 - iii. They pay much attention to their study.
 - iv. They threaten to their friends who have bad habit
 - v. They seek specific detail in what they read.

Good language learners in English spend much time to improve their English. They show willingness to use language in real communication. They show the positive strategies for developing particular aspect of language. After overall analysis, it is found that meta cognitive strategies are used by the good language learners.

4.2. Recommendations

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

- i. Students use metacognitive (rehearsal) activities a lot. They should give opportunity to practice the language skills and aspects.
- ii. They like to talk with all the people who can talk in English. So they should be encouraged to speak English in and out of the classroom.
- iii. Teachers should use group work, pair work, discovery technique etc. a lot so that student will actively participate in learning.
- iv. New vocabularies should be taught creating real or real like context.
- v. Grammatical items should be taught creating real or real like context.

- vi. They need to teach them English vocabularies with the help of English songs.
- vii. Teachers need to inspire students to prepare their own notes and go through their course book continuously throughout the academic year for better result.
- viii. Syllabus designers and text book writers need to develop syllabus and textbooks which emphasize all the language skills .i.e. listening speaking, reading and writing equally.
- ix. The learners should try to speak with English native speakers whenever possible.
- x. The teachers need to conduct speech or debate contests inside or outside the classroom time to time and inspire their students to take part time and again.
- xi. All the language skills should be equally emphasized.
- xii. The teacher should provide their students with sufficient opportunity to listen to authentic or native speech in the classroom with the help if different recorded materials.
- xiii. They need to suggest students to go to library regularly and read prescribed authentic materials and reference materials as well.
- xiv. The study shows that metacognitive strategies are used by the students to a great extent. So, the teacher should be conscious about it while teaching them.
- xv. Teachers need to encourage students to read them regularly to develop vocabulary power and to develop the capacity of comprehending the texts.

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APPENDIX I

Questionnaire

Dear respondent,

This questionnaire is a part of my research entitled "Learning Strategies Used by Language Learners in English" under the supervision of Mrs. Hima Rawal. Lecturer, Department of English Education, T.U. Kirtipur. Your co-operation in completion of the questionnaire will be more valuable for me. I assure you the responses made by you will be exclusively used confidentially only for present research. Thank You.

Researcher

Tulashi Dhital

Name :

College:

Level:

Faculty:

Please circle the appropriate option given below. While reading texts to be familiar with 4 language skills i.e. listening, speaking, reading and writing as well as 4 language aspects i.e. vocabulary, grammar Pronunciation and language function.

A. Strategies used in Listening

1. I often listen to English news broadcasted by radio.

Always Seldom Rarely Never

2. I listen to English songs.

Always Seldom Rarely Never

3. I watch English movies

Always Seldom Rarely Never

4. I listen to the BBC world service regularly.

Always Seldom Rarely Never

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

Always Seldom Rarely Never

6.If you adopt some other strategies mention.

.....
.....

Strategies used in Speaking skills:

7. I speak in English with my friends.

Always Seldom Rarely Never

8. I watch English news on television

Always Seldom Rarely Never

9. I record my own speech and listen it.

Always Seldom Rarely Never

10. I take part in speech or debate context organized by the college

Always Seldom Rarely Never

11. I speak in English with my teacher

Always Seldom Rarely Never

12.If you adopt some other strategies mention.

.....
.....

Strategies used in reading skills:

13. I read English stories.

Always Seldom Rarely Never

14. I read texts loudly.

Always Seldom Rarely Never

15. I read English Poem

Always Seldom Rarely Never

16. I read any materials in English silently.

Always Seldom Rarely Never

17. I read English newspapers and magazines.

Always Seldom Rarely Never

18. If you adopt some other strategies mention.

.....
.....

Strategies used in writing skills:

19. I prepare my own note.

Always Seldom Rarely Never

20. I do my homework regularly

Always Seldom Rarely Never

21. I note down the main points during teachers explanation

Always Seldom Rarely Never

22. I take part in essay competition organized by the college.

Always Seldom Rarely Never

23. I write whatever my teacher teaches at school so that I can read it time and again.

Always Seldom Rarely Never

24.If you adopt some other strategies mention.

.....
.....

B. Strategies used in learning vocabulary:

25. I try to translate them in my own language.

Always Seldom Rarely Never

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

Always Seldom Rarely Never

27. I immediately note down the difficult words and consult dictionary.

Always Seldom Rarely Never

28. I consult the dictionary of literary terms.

Always Seldom Rarely Never

29. I use reference materials such as glossaries to help myself to get the meanings.

Always Seldom Rarely Never

30. If you adopt some other strategies mention.

.....
.....

Strategies used in learning grammar:

31. I memorize the grammatical rules.

Always Seldom Rarely Never

32. I use inductive method.

Always Seldom Rarely Never

33. I read English newspapers and magazines.

Always Seldom Rarely Never

34. I read authors biography.

Always Seldom Rarely Never

35. I use short-cut key of grammatical rules while memorizing formula.

Always Seldom Rarely Never

36.If you adopt some other strategies mention.

.....
.....

Strategies used in learning pronunciation:

37. I try to spell the words

Always Seldom Rarely Never

38. I pronounce the words with correct pronunciation.

Always Seldom Rarely Never

39. I use correct stress, pause, tone and intonations.

Always Seldom Rarely Never

40. I often watch to / listen English news broadcasted by television.

Always Seldom Rarely Never

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

Always Seldom Rarely Never

42.If you adopt some other strategies mention.

.....
.....

Strategies used in learning language function:

43. I greet to my teacher daily .

Always Seldom Rarely Never

44. If my friends have any problem in English subject I help them.

Always Seldom Rarely Never

45. I pay much attention to my study.

Always Seldom Rarely Never

46. I threaten to my friends who have bad habit.

Always Seldom Rarely Never

47. I seek specific details (consult reference materials) in what I read.

Always Seldom Rarely Never

48.If you adopt some other strategies mention.

.....
.....

Thank you for your kind co-operation

APPENDIX II

Only grade – 11 (science students)

Distinction holders in English subjects

college / level + 2	Stream (science)	
	Section A	Section C
Nobel Academy, ktm.	15	15
Don Bosco Higher secondary school , ktm.	20	10
Total Students		60

APPENDIX III

A. Cognitive strategy

1. I read notes prepared by myself
2. I read summary given by the teacher
3. I consult the dictionary of literary terms when I don't understand the literary terms
4. I memorize the grammatical rules
5. I try to translate them in my own language
6. I use reference materials such as glossaries to help myself to get the meanings.
7. I read guide, guess paper
8. I seek specific details (consult reference materials) in what I read.
9. I note down the main points during teachers explanation.
10. I consult guide, guess paper to understand the text.
11. I immediately note down the difficult words and consult dictionary.

B. Metacognitive (rehearsal, cover) strategy

1. I listen to the BBC world service regularly
2. I prepare my own note
3. I read summary given by the teacher
4. I take part in essay competition organized by the college.
5. I watch English movies
6. I take part in speech or debate context organized by the college.
7. I read English stories
8. I read English newspapers and magazines
9. I listen to English songs
10. I often listen to/ watch English news broadcasted by radio / television.
11. I listen recorded materials by the native speakers of English
12. I do my home work regularly

13. I read throughout the academic year regularly to refresh what I have learnt.

C. Socio – affective (communicative) strategy

1. I speak English with my teacher
2. I speak English with my friends
3. I try to talk in English with my neighbours
4. I pay much attention to my study.
5. I threaten to my friends who have bad habit
6. I try to solve my teachers daily.
7. I greet to my teacher daily
8. I read authors biography
9. I note down the difficult words and ask my teacher the meaning of those words.
10. I discuss the difficult section with my friends and teachers.
11. If my friends have any problem in English subject I help them orally.
12. I try to understand the meaning with the help of given context.
13. Whenever I get chance I try to speak with notice speakers of English.
14. I record my own speech and listen it.
15. I seek specific details in what I read.

APPENDIX IV

Sample Colleges

1. Don Bosco Higher Secondary School, Kathmandu

Section –A

Section –C

2. Nobel Academy, Kathmandu

Section –A

Section – C

APPENDIX V

Name List of Distinction Holders Students

1. Bikram Pathak
2. Samer Bhaila
3. Sanish Pradhananga
4. Subidya Khatiwada
5. Dipak Dahal
6. Ileet Malla
7. Shristi Nakarmi
8. Reena Twanabasu
9. Sarmila Dumaru
10. Muna Aryal
11. Ashnita Raut
12. Sapana Vaidya
13. Anjali Deshemaru
14. Suraj Raj Khadka
15. Bindiya Maka
16. Bhagawati Regmi
17. Birat Kandel
18. Anjana Adhikari
19. Tilak Devkota
20. Saurav Khatri
21. Ranjan Sarof
22. Sherchan Bhujel
23. Bikram Bakhati
24. Ruksana Chaudhary
25. Pooja Thapa
26. Anoja Neupana
27. Sagar Raut
28. Anu Thapa
29. Kul Bdr. Thapa
30. Anu Lama

31. Basanta Bhattarai
32. Subash Niraula
33. Asmita Sharma
34. Sonu Subedi
35. Sagana Khagi
36. Anita Kashai
37. Sofiya Giri
38. Shila Tiwari
39. Anju Shah
40. Punam Manandhar
41. Sonia Poudel
42. Nisha Khati
43. Deepa Jha
44. Manila Khatiwada
45. Parash Raj Timilsina
46. Surakshya Koirala
47. Pitambar Khanal
48. Sagar Neupane
49. Sunil Gyawali
50. Bhawan Chauhan
51. Nirmala Basnet
52. Ajaya Dhukuchhu
53. Dharma Raj Ranabhat
54. Meelan Thapa
55. Rashmin Karki
56. Radha Chudhari
57. Nisha Karki
58. Suyash Shrestha
59. Goma Khanal
60. Sabin Kasula