

**LANGUAGE LEARNING STRATEGIES ADOPTED BY
BACHELOR LEVEL STUDENTS**

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

Submitted by

Rina Mahat

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2011

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2011

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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:-

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Rina Mahat has prepared this thesis entitled “Language Learning Strategies Adopted by Bachelor Level Students” under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated

*to my parents who devoted their whole life
to enlighten me and to my respected teachers*

Who always support and inspire me

to meet the golden life.

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Date:

Rina Mahat

ABSTRACT

This research entitled “Language learning strategies adopted by the bachelor level students” is an attempt to find out the strategies adopted by the students in learning at class. It also aims to point out the problems faced by them while studying at that level. In order to achieve these objectives, two research tools – questionnaire for students and class observation form were prepared. Two colleges of Kathmandu district were selected for the collection of data. Twenty-five students were selected from each college. The researcher distributed the questionnaire to the selected students and also observed their classes for six days focusing on the strategies of language learning. A very divergent situation was found in the strategies of language learning. It was varied from students to students. No fixed strategy was found in language learning at Bachelor level. The condition of language learning to the respective level was found satisfactory. Though, there was the maximum use of memory strategy, students were using other strategies too. It was found that students were facing with different problems in language learning.

This thesis consists of four chapters. Chapter one defines the study in terms of general background of the learning strategy, its types, review of the related literature, objectives of the study and significance of the study. Chapter two deals with methodology i.e. how the research was carried out. This chapter includes sources of data, sampling procedure, tools, and process of data collection and limitations of the study. The analysis and interpretation of the data has been presented in chapter three. Simple statistical tools and charts have also been used to make presentation and interpretation more vivid. On the basis of analyzed data, some findings and recommendations have been pin pointed in chapter four.

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LIST OF ABBRIVATIONS

e.g.	=	For example
etc	=	Etcetera
i.e.	=	That is
et al	=	And other people
LLS	=	Language learning strategies
M. Ed	=	Masters in Educations
No.	=	Number
P.	=	Page
P.P.	=	Pages
Prof	=	Professor
S.N	=	Serial Number
T.U.	=	Tribhuvan University