CHAPTER – ONE
INTRODUCTION

1.1   General Background

Language is a means of human communication through which we express our desires, feelings, wants, thoughts etc. so, there is a great need of a language. It can also be taken as a means to have a good relationship among the people in a community, nation and the world as a whole. Language has enabled man to establish great civilization on this earth. Man differs from all other species because he/she possesses unique faculty of speech. Mankind is the only species gifted with the power of speech. We perceive the whole picture of the universe in terms of language. We pray and think, read and write, meditate and dream in terms of language. Language is the way of transmitting our history, thoughts, literature and the whole of our achievement from generation to generation.

The English language is one of the major lingua francas in the world since it is one of the six UN languages and an indispensable vehicle for the transmission of modern technology. It is used for more purposes than ever before. More than fifty percent of textbooks and print media of the world in any discipline are published in this language. Thus, the English language is used worldwide to acquire knowledge in the various fields like literature, culture, religion, education, science and technological discovery. The wide use of English as a 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.

Language had been defined by various scholars in various ways. Finocchioro (1964, p.8) defines language as a "system of arbitrary, vocal symbols which permit all people in a given culture or other people who have learned the system of that culture, to communicate or to interact." Crystal (1997, p. 61) comments, the use of English, thus "There has never been a language so widely spread or spoken by so many people as English".

The use of the English language as the medium of instruction is expanding its scope and it is rapidly creating a generation of middle class professionals. Middle class, a group that is more likely to learn and use the English language in jobs, will only increase economic development. So, it may become one tool that opens window to the world, unlocks doors to opportunities and expands our mind to new ideas. Thus, in the context of Nepal, the English language has been accepted as the language of international communication and has been taught as a compulsory subject from grade one to graduate level and optional subject from secondary level to post-graduate level.

The history of the English language teaching in Nepal formally dates from the establishment of the Durbar High School, the first School in the Kingdom, in 1854 A.D. in Kathmandu. The establishment of Tri-Chandra College based on western education system in Kathmandu (1918) A.D. paved the clear way for the development of the English language teaching in higher education in Nepal. Most of the English curriculum of that period was a proto-type of what was envisaged by the Indian education system organized under British supervision. Upto the 1960s the education system in India was the model for the Nepalese system.

In this regard, Malla (1977, p. 24, cited in Bhattarai 2001, p. 2) aptly writes, "When Tribhuvan University started to prescribe its own syllabuses and conduct its own examinations in 1960 A.D., there was not much to choose between Patna and Tribhuvan University".

In those days, the fundamental purpose of teaching English was to familiarize the students with the literature written in the target language. Literature was thought to be an end in itself rather than being a means of communication. At that time English curriculum aimed at providing the students with literary taste in English. Such view has been changed now a days. So, the present English curriculum has been developed on the basis of the communicative approach to language teaching, which pays systematic attention to functional as well as structural aspect of language. Thus, due attention has been given to all the four language skills viz-listening, speaking, reading and writing after the implementation of NESP (1971-1976).

The more active and involved students are in the learning process the more motivated they become. In this context Sheerin (1997, p. 56) rightly affirms, "Learning is more effective when learners are active in the learning process…"

For this, students are to be encouraged to use a variety of learning strategies such as applying prior knowledge, scanning for specific information, organizing information in graphs and charts, getting meaning from the context, keeping vocabulary notebook or work files and using outside resources and libraries. These strategies help students to become more aware of their own learning style.For Richards et al. (1999, p. 208) learning strategy is "a way in which a learner attempts to work out the meaning and use of words, grammatical rules and other

aspect of language". In this regard Choen (1998, p. 4) opines learning strategies as "learning processes which are consciously selected by the learners". Ellis (1986, p. 167) contemplates learning strategy as "the process of hypothesis formulation and testing". Similarly, Wenden (1987, pp. 6-8) envisages learner strategies as "language learning behaviour that learner consciously employ in the language learning process". Thus, it is an extremely powerful learning tool. It is particular action or activities employed by learners to make their learning easier, faster, more enjoyable, more directed, more effective and more transferable to a new situation. Witney (1879, p. 3) defines language:

> as a race characteristic and as such inherited from one ancestry along with colour, physical constitution, traits of character, and the like; and that it is independently produced by each individual in the natural comes of his bodily and mental growth.

1.1.1 Characteristics of Language Learning Strategies

Some writers used the term "Learner Strategies" (Wenden and Rubin, 1987), others "Learning Strategies" (O' Malley and Chamot) 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:

a. Language learning strategies are learner generated; they are steps taken by language learners.

b. 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   second language.

c. Language learning strategies may be visible (behaviours, steps, techniques etc) or unseen (thoughts mental process).

    d. Language learning strategies involve information and memory
       (vocabulary, knowledge, grammar rules etc.)

When discussing language learning strategies Oxford (1990) and others such as Wenden and Rubin (1987 as cited in Clouston, 1997) note a desire for control and autonomy of learning on the part of the learner through language learning strategies. Cohen (1990) insists that only conscious strategies are language learning strategies, and that there must be a choice involved on the part of the learners. Transfer of a strategy from one language or language skill to another is a related goal of language learning strategy. In addition to the characteristics noted above, Oxford (1990a, p. 9) states that language learning strategies:

    a. Allow learners to become more self-directed
    b. Expand the role of language teachers.
    c. Are problem- oriented
    d. Involve many aspects, not just the cognitive
    e. Can be taught.
    f. Are flexible
    g. Are influenced by a variety of factors
    h. Are general process of hypothesis formation and testing

1.1.2 Importance of Language Learning Strategies in Language Learning and Teaching

Since the amount of information to be processed by language learners is high in language classroom, learners use different language learning strategies in performing the tasks and processing the new input they face. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, language learning strategies while non-

observable or unconsciously used in some cases, give 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. According to Fedderholdt (1997, p. 1), the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way. Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Socio-affective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem. Developing skills in three areas, such as metacognitive, cognitive, and socio-affective can help the language learner build up learner independence and autonomy whereby he can take control of his own learning. Lessard-Clouston (1997, p. 3) states that language learning strategies foreign language learners use in learning the target languages and communication strategies are one type of language learning strategies. It follows from this that language teachers aiming at developing the communicative competence of the students and language learning should be familiar with language learning strategies. As Oxford (1990, p. 1) states, 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." Besides developing the communicative competence of the students, teachers who train them to use language learning strategies can help them become better language learners. Helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to be the appreciated characteristics of a good language teacher (Lesssard Clouston

1997, p. 3). Research into the good language learning strategies revealed a number of positive strategies so that such strategies could also be used by bad language learners trying to become more successful in language learning. However, there is always the possibility that bad language learners can also use the same good language learning strategies while becoming unsuccessful owing to some other reasons. At this point, it should be strongly stressed that using the same good language learning strategies does not guarantee that bad learners will also become successful in language learning since other factors may also play a role in success.

1.1.3 Definition of a Language Learning Strategy

The term language learning strategy has been defined by many researchers. Wenden and Rubin (1987, p. 19) define learning strategies as "… any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information." Richards et al. (1992, p. 209) state that learning strategies are "international behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information." Claus and Casper (1983, p. 67) stress that a learning strategy is "an attempt to develop linguistic and sociolinguistic competence in the target language. According to Stern (1992, p. 261), "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques". All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Since language classroom is like a problem-solving environment in which language learners are likely

to face new input and difficult tasks given by their instructors, learners' attempts to find the quickest or easiest way to do what is required, that is, using language learning strategies is inescapable.

Language learners use language learning strategies during the act of processing the new information and performing tasks have been identified and described by researchers. In the following section, how various researchers have categorized language learning strategies will be shortly summarized.

1.1.4 Types of Learning Strategies

Language learning strategies have been classified by many scholars (O'Malley et al. 1985; Wenden and Rubin 1987, Oxford 1990; Stern 1992; Ellis 1994, etc.) However, most of these attempts to classify language learning strategies reflect more or less the same categorization without any radical changes. In what follows, O' Malley's (1985), Rubin's (1987), Oxford's (1990), and Stern's (1992) taxonomies of language learning strategies will be handled. These are:

   a. Learning Strategies
   b. Communication Strategies
   c. Social Strategies

1.1.4.1 Learning Strategies

They are two main types, being the strategies contributing directly to the development of the language system constructed by the learner:

   a. Cognitive Learning Strategies
   b. Metacognitive Learning Strategies

1.1.4.2 Cognitive Learning Strategies

They refer to the steps or operations used in learning or problem-solving that requires direct analysis, transformation, or synthesis of learning materials. Rubin (1987) identified six main cognitive learning strategies contributing directly to language learning:

a. Clarification/Verification
b. Guessing/Inductive Inferencing
c. Deductive Reasoning
d. Practice
e. Memorization
f. Monitoring

1.1.4.3 Metacognitive Learning Strategies

These strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritizing, setting goals, and self-management.

1.1.4.4 Communicative Strategies

They are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker.

1.1.4.5 Social Strategies

Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute

indirectly to learning since they do not lead directly to the obtaining, storing, retrieving and using of language (Rubin and Wenden 1987, pp. 23-27).

1.1.5 Oxford's Classification of Language Learning Strategies

Oxford (1990, p. 9) sees the aim of language learning strategies as being oriented towards the development of communicative competence. She divides language learning strategies into two main classes, direct and indirect, which are further subdivided into six groups. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirement such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication. Oxford's (1990, p. 17) taxonomy of language learning strategies is shown in the following:

a. DIRECT STRATEGIES

    i. Memory

        ➢ Creating mental linkages

        ➢ Applying images and sounds

        ➢ Reviewing well

        ➢ Employing action

    ii. Cognitive

        ➢ Practicing

        ➢ Receiving and sending messages strategies

        ➢ Analysing and reasoning

        ➢ Creating structure for input and output

iii. Compensation strategies

- ➢ Guessing intelligently
- ➢ Overcoming limitations in speaking and writing

b. INDIRECT STRATEGIES

i. Metacognitive Strategies

- ➢ Centering your learning
- ➢ Arranging and planning your learning
- ➢ Evaluating learning

ii. Affecting Strategies

- ➢ Lowering anxiety
- ➢ Encouraging yourself
- ➢ Taking your emotional temperature

iii. Social Strategies

- ➢ Asking questions
- ➢ Cooperating with others
- ➢ Emphathising with others

It can be seen that much of the recent work in this area has been underpinned by a broad concept of language learning strategies that goes beyond cognitive processes to include social and communicative strategies.

1.1.6 O'Malley Classification of Language Learning Strategies

O' Malley et al. (1985, pp. 582-584) divide language learning strategies into three main subcategories:

- ➢ Metacognitive Strategies

> ➢ Cognitive Strategies
>
> ➢ Socioaffective Strategies

1.1.6.1 Metacognitive Strategies

It can be stated that metacognitive is a term of expressive executive function and strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation.

1.1.6.2 Cognitive Strategies

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive.

1.1.6.3 Socio-affective Strategies

As to the socio-affective strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socio-affective strategies (Brown 1987, pp. 93-94).

1.1.7 Stern's Classification of Language Learning Strategies

According to Stern (1992, pp. 262-266), there are five main language learning strategies. These are as follows:

- ➢ Management and Planning Strategies
- ➢ Cognitive Strategies
- ➢ Communicative – Experiential Strategies
- ➢ Interpersonal Strategies
- ➢ Affective Strategies

a. Management and Planning Strategies

These strategies are related with the learner's intention to direct his own learning. A learner can take charge of the development of his own programme when he is helped by a teacher whose role is that of an adviser and resource person. That is to say that the learner must:

- ➢ Decide what commitment to make to language learning
- ➢ Set himself reasonable goals
- ➢ Decide on an appropriate methodology, select appropriate resource, and monitor progress,
- ➢ Evaluate his achievement in the light of previously determined goals and expectations (Stern 1992, p. 263).

b. Cognitive Strategies

They are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. In the following, some of the cognitive strategies are exhibited:

- ➢ Clarification/Verification
- ➢ Guessing/Inductive Inferencing
- ➢ Deducting Reasoning
- ➢ Practice

- ➢ Memorization
- ➢ Monitoring

c. Communicative-Experiential Strategies

Communicative strategies, such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication (Stern, 1992, p. 265).

d. Interpersonal Strategies

They should monitor their own development and evaluate their own performance. Learners should contact with native speakers and cooperate with them. Learners must become acquainted with the target culture (Stern 1992, pp. 265-266).

e. Affective Strategies

It is evident that good language learners employ distinct affective strategies. Language learning can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some other cases, L2 learners may have negative feelings about native speakers of L2. Good language learners are more or less conscious of these emotional problems. Good language learners try to create associations of positive affect towards the foreign language and its speakers as well as towards the learning activities involved. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise (Stern 1992, pp. 266).

1.2   Review of the Related Literature

Researchers at several major universities in the world are carrying out research works on learning strategies. They use different strategies for studying a language in various contexts, it has direct implication for syllabus designing, material production, teaching methodologies, teacher training and learner training. Students may not be aware of the strategies and their effect in learning languages. Raising awareness among students on what strategies they would employ and what strategies would be effective for them to learn language, therefore are important.

Hence, it is worthwhile to mention Rubin (1975 as cited in Frigginths, 2004) concluded that successful language learners had a strong desire to communicate 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 practiced and monitored their own language and the language of those around them. Some of Rubin's findings have been supported by other more new researches, such as filmore (1982 as cited in Griffiths, 2004) who, reporting on research into individual differences at the university of California, paid special attention to the strategies employed by good language learners she reported that the good language learners spent more time in socializing with their classmate.

In another study Oxford (1990b) points out factors influencing the choice of learning strategies. Oxford (1990a) syntherized existing research on how the following factors influence the choice of strategies used among students learning a second language.

a. Motivation: More motivated students tended to use more strategies than less motivated students, and the particular reason for studying the language (motivational orientation, especially as related to career field) was important in the choice of strategies.

b. Gender: Females reported greater overall strategy use than males in many studies (although sometimes males surpassed females in the use of a particular strategy).

c. Cultural Background: Rote memorization and other forms of memorization were more prevalent among some Asian students than among students from other cultural background. Certain other cultures also appeared to encourage this strategy among learners.

d. Attitudes and Beliefs: These were reported to have a profound effect on the strategies learners choose, with negative attitudes and beliefs often causing poor strategy use or lack of orchestration of strategies.

e. Type of Task: The nature of the task helped determine the strategies naturally employed to carry out the task.

f. Age and 12 Stage: Students of different ages and stages of L2 learning used different strategies, with certain strategies often being employed by older or more advanced students.

g. Learning Style: Learning style (general approach to language learning) often determined the choice of L2 learning strategies. For example, analytic-style students preferred strategies such as contractive analysis, rule-learning and dissecting words and phrases, while global

students used strategies to find meaning (guessing, scanning, predicting) and to converse without knowing all the words (paraphrasing, gesturing).

h. Tolerance of ambiguity: Students who were more tolerant of ambiguity used significantly different learning strategies in some instance than did students who were less tolerant of ambiguity.

Devkota (2003) carried out a research on "Learning Strategies; An Attitudinal Study". He found that one of the causes of Students' failure is due to lack of writing practice. Moreover, after overall analysis he found that studying texts in English is geared toward examination.

Raut (2007) carried a research entitled "A study on strategies Use in Teaching vocabulary: A case of lower secondary Level English Teaching. His research showed that many teachers used real objects pictures, synonyms antonyms actions, definitions word analysis, minimal pairs modeling copying, blackboard sketches facial expression, phonetic transcription and translation while teaching vocabulary.

Shrestha (2007) conducted a research entitled "strategies Adopted by Xth graders in Learning English vocabulary." He found that the most frequently used strategies were verbal repetition and learning by heart. The other common strategies employed were keeping the vocabulary note book, learning the meaning of an idiom together, asking to the teacher to translate into Nepali and taking notes of the difficult words in the classroom.

Ganawali (2008) conducted research entitled "strategies and opportunities for English language teachers' professional Development", and found that although there are apparent differences, most teachers have realized that they have made substantial improvement in their performance due to similar factors like : knowledge and skills. challenge and responsibilities dealing with their wants and needs professional interaction and decision making.

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.

Although some researches are conducted in the area of learning strategies, no research is carried out to find out the learning strategies used by Maithili learners of English at higher secondary level and the way they know the strategies for higher education. I used both questionnaire and interview as my research tools. Therefore, my study will be different from any researches carried out in the department so far.

1.3   Objectives of the Study
The objectives of this study were as follows:
  a. To find out the learning strategies used by Maithili learners of English at higher secondary level.

b. To suggest some pedagogical implications for enhancing teaching learning process.

1.4   Significance of the Study

The researcher hopes that this study will be significant to the students who are studying English at higher secondary level education. It will let them know whether they are adopting the strategies adopted by Maithili learners in English. It will help the teachers to suggest their students to use the effective learning strategies.

Moreover, this study is expected to be significant to students, teachers, syllabus designer's textbook writers, materials producers, teachers trainers, learners and trainers, English language experts and those who are directly or indirectly involved in teaching, learning English.

CHAPTER – TWO
METHODOLOGY

The researcher adopted the following methodologies to carry out the study.

2.1   Sources of Data

In order to carry out this research, the researcher used both primary and secondary sources of data.

2.1.1 Primary Sources

The study was mainly based on the primary sources of data i.e. the responses or answers from the learners of higher secondary level through questionnaires. Another primary source of data was the responses made by the teachers teaching English at higher secondary level schools

2.1.2 Secondary Sources of Data

The researcher used the secondary sources of data i.e. books, journals, research reports, articles and websites for the preparation of questionnaire and for widening his insight and knowledge in the related area. Some of them were: Ellis (1986), Richards and Rodgers (1986), Oxford (1990b), Cohen (1998), Kumar (1999).

2.2   Population of the Study

The population of this study was the students and teachers of English learning and teaching at higher secondary level from Dhanusha District.

2.2.1 Sampling Procedure

The researcher selected five higher secondary schools of Dhanusha district as a research area purposively. He selected twenty students from

each campus using simple random sampling method. Thus, the magnitude of the sample population was one hundred only. Moreover, a set of structured interview was administered to five teachers teaching English.

2.3   Tools for Data Collection

While collecting data the researcher used questionnaire for the higher secondary level students and a set of structured interview schedule to the teachers teaching this subject (See appendix I and II).

2.4   Process of Data Collection

For the data collection, the following procedures were followed:

a. After preparing research tools I went to the field.
b. I explained the teachers about the purpose of my research.
c. I built relationship with the concerned the subject teachers.
d. I gave them questionnaire and requested them to a tick ( ) the best grid.
e. I collected data from them.
f. Then I analyzed and interpreted the collected data and presented them.

2.5   Limitations of the Study

The study was confirmed with the following limitations:

)   The study was limited only to the Dhanusha District.

)   The study was limited to strategies employed in higher secondary level.

)   It was carried out only to find out the strategies used by Maithili Learners.

CHAPTER – THREE
ANALYSIS AND INTERPRETATION

This chapter is devoted to the analysis and the interpretation of the data collected from the primary sources. The data is collected from the five higher secondary schools of Dhanusha district with the help of questionnaire and interview consisting of both close as well as open ended questions. Interpretation is divided into three categories-viz-Metacognitive Strategy, Cognitive Strategy and Socio-affective strategy. Different tables have been provided to make the analysis and interpretation comprehensives.

3.1 Metacognitive Strategy Used by Maithili Learners of English

There were fifteen items in the questionnaire to find out the Maithili learners of English. They were as follows;

- Reading English newspapers and magazines.
- Making a habit of writing using the new words that learn.
- Listening to English news regularly.
- Listening to English songs.
- Watching English movies.
- Listening to recorded materials by the native speakers of English.
- Taking part in speech or debate context organized by the college.
- Reading English stories.
- Doing homework regularly.
- Writing whatever my teacher teaches at school or campus so that I can read it time and again.
- Preparing my own note.
- Taking part in essay competition organized by the college.

〕 Skimming the text before teacher teaches in classroom.

〕 Going through the examination questions of previous years and solving them to check my understanding.

〕 Reading through out the academic year regularly to refresh what I have learned.

From the careful observation of responses given by respondents, the following weighted mean were found.

Table No. 1

Distribution of Student's Response about the Metacognitive Strategy

Rating Scale / Statement	0	1	0+1	2	3	4	3+4	Mean weightage
1	5	20	25	21	28	26	54	3.50
2	9	35	44	33	26	2	25	2.80
3	8	39	47	25	18	10	28	2.83
4	29	28	57	17	10	10	20	2.16
5	7	36	43	22	25	10	35	2.95
6	2	20	22	28	35	15	50	3.41
7	0	9	9	14	37	40	77	4.08
8	4	27	31	34	25	10	35	3.10
9	9	34	43	32	23	2	25	2.75
10	5	9	14	30	38	18	56	3.55
11	6	34	40	11	20	29	49	3.32
12	0	9	9	18	33	40	73	4.04
13	3	20	23	25	25	27	52	3.53
14	10	29	39	25	20	16	36	3.03
15	4	21	25	23	24	28	52	3.51

The first item in the questionnaire included the strategy of reading English newspapers and magazines. The corresponding weighted mean 3.50 shows that the students use this strategy reading English newspapers and magazines. Majority of the students i.e. 54% opined that they often used to follow that strategy and 25% students opined that they sometimes used to follow that strategy.

The second item in the questionnaire inquired the strategy of making a habit of writing using the new words that I learn. The magnitude of mean weightage 2.80 reveals that the students may or may not use this strategy. Moreover, 44% students opined that they sometimes used to employ that strategy, 25% students opined that hey used to employ that strategy more frequently whereas 33% students opined that they often used to employ that strategy.

The strategy incorporated in the third item in the questionnaire was whether the students learn English by listening to English news regularly. The calculated mean weightage 3.83 reveals that the students may or may not use this strategy. Out of the total informants, 47% respondents that they would sometimes use that strategy, 25% respondent that they would more frequently use the discussed strategy. Moreover, the uniformity in the responses proves that the students may or may not use this strategy.

Item number four inquired whether the students listen to English songs to learn English. Majority of the students i.e. 57% respondent that they would sometimes use that strategy; 17% of the sampled students respondent that they would often use that strategy whereas 20% of the students were found of using this strategy more frequently. The mean weightage 2.16 proves that the students may or may not use this strategy.

The fifth item in the questionnaire consists of the strategy of watching English movies. While responding to it, majority of the students i.e. 43% were found that they would sometimes use that strategy, 22% students were found that they would often use that strategy whereas 35% students were found that they would use the maintained strategy more frequently. The overall mean weightage 2.95 suggest that students may or may not use this strategy.

Item number six included in the questionnaire inquires whether the students used listening to recorded materials by the native speakers of English. The calculated mean weightage of the responses 3.41 show that this strategy is grater than he median line, it suggest that this strategy may or may not be used by the students. But the majority of the sample students i.e. 50% were in favour of using this strategy more frequently. Twenty eight percent (28%) students often used this strategy whereas 22% students were found in favour of using this strategy sometimes.

The seventh item included in the questionnaire was about taking part in speech or debate context organized by the college. The magnitude of mean weightage 4.08 clearly reveals that the students follow this strategy to a greater extent since the mean score is far greater than the median line. Furthermore, majority of the students i.e. 77% expressed their opinion of using the same strategy more frequently whereas 14% of the students expressed their opinion that they would often use the same strategy and 9% of the students expressed their opinion of using the same strategy sometimes. Besides, majority of the teachers opined that they use this strategy more frequently and the students as well.

The strategy incorporated in the eighth item of the questionnaires was whether the students read English stories. Since the mean weightage 3.10 is very near to the median line, this strategy may or may not be used by the students. Out of the total informants, 31% responded that they would sometimes use the discussed strategy; 34% responded that they would often use the discussed strategy where as 35% responded that they would more frequently use the discussed strategy.

The ninth item in the questionnaire included the strategy of doing homework regularly. The corresponding mean weightage 2.75 shows that the students may or may not employ this strategy. However, the individual rating, shows that majority of the students i.e. 43% responded that they sometimes use that strategy; 32% of the informants responded that they often use that strategy whereas 25% of the informants responded that they use that strategy more frequently.

The tenth item was incorporated in the questionnaire to ensure whether the students take part in essay competition organized by the college. The overall mean weightage 4.04 clearly reveals that the students followed this strategy to a greater extent since the mean score is greater than that of the median line. Furthermore, majority of the students i.e. 73% expressed their opinion of using the same strategy more frequently whereas 18% of the students expressed their opinion that they often use the same strategy and 9% of the students expressed their opinion of using the same strategy sometimes.

The eleventh item included the strategy of preparing their own notes. The overall mean weightage 3.32 reveals that the students may or may not use this strategy. However, the majority of the students i.e. 49% opined that

they more frequently use the mentioned strategy, 40% students opined that they often use the same strategy whereas 11% of the students opined that they sometimes use this strategy.

The twelveth item included the strategy of writing whatever their teacher teaches at school so that they can read it time and again. Fourteen percent (14%) of them responded that they sometimes use that strategy, 30% of them responded that they often use that strategy more frequently. In addition, the overall mean weightage 3.55 also prove that the students follow this strategy while learning English.

The thirteenth item incorporated in the questionnaire encompassed the strategy of skimming the text before teacher teaches in classroom. The calculated mean weightage 3.03 shows that the students may or may not employ this strategy. However, individual rating shows that majority of the students i.e. 39% responded that they sometimes use that strategy 25% of the informants responded that they often use that strategy whereas 36% of the informants responded that they use that strategy more frequently.

The fourteenth item incorporated in the questionnaire encompassed the strategy of going through the examination questions of previous years and solve them to check their understanding. The calculated mean weightage 3.53 reveals the fact that the students use this strategy while learning English. Majority of the students i.e.52% opined that they used to follow that strategy more frequently whereas 25% students opined that they often used to follow that strategy, and 23% students opined that hey sometimes used to follow that strategy.

The next item comprised the strategy of reading throughout the academic year regularly to refresh what they have learned. The students were found of employing this strategy since the mean weightage is 3.51. Similarly, majority of the students i.e. 52% opined that they used that strategy more frequently. Twenty three percent (23%) students opined that they often used to follow that strategy and 25% students were found of using that strategy sometimes.

3.2   Cognitive Strategy Used by Maithili Learners of English

In order to find out the strategies used to learn English eight items consisting of cognitive strategies were included in the questionnaire. Their distribution of mean weightage in the rating scale was analyzed. The overall analysis and interpretation of the responses regarding the strategies of learning English have been given below and delineated separately including the responses to interview sheet as well.

The eight items in the questionnaire to find out the cognitive strategies of Maithili learners of English were as follows:

- Using reference materials such as glossaries to help themselves to get the meanings.
- Consulting the dictionary of literary terms when they don't understand the literary terms.
- Memorizing the grammatical rules.
- Noting down the main points during teachers' explanation.
- Seeking specific details (consult reference materials) in what they read.
- Reading summary given by the teacher.
- Consulting guide, guess-paper to understand the text.

⟩ Reading notes prepared by themselves.

The table given below shows the distribution of strategy responses about cognitive strategies adopted by them.

Table No. 2

Distribution of Student's Response about the Cognitive Strategy

Rating Scale / Statement	0	1	0+1	2	3	4	3+4	Mean Weightage
1	30	27	57	19	9	9	18	2.22
2	12	15	27	25	27	21	48	3.30
3	4	21	25	39	25	21	46	3.68
4	0	20	20	27	24	29	53	2.66
5	10	23	33	28	25	24	49	3.60
6	9	30	39	35	20	16	36	3.04
7	15	17	32	25	23	20	43	3.16
8	16	24	40	31	21	8	29	2.85

Item number first included in the questionnaire inquired whether the students use reference materials such as glossaries to help themselves to get the meanings. The mean weightage 2.22 shows that this strategy may or may not be used by the students. Out of the total informants, 57% responded that they would sometimes use the discussed strategy; 22% responded that they would often use the discussed strategy whereas 21% responded that they would more frequently use the discussed strategy.

In the same way, the second item in the questionnaire was whether the students consult the dictionary of literary terms when they do not understand the literary. The terms strategy may or may not be used by the

students since the overall mean weightage is 3.30. Similarly, the majority of the students i.e. 48% were found using this strategy more frequently, 25% students were found that they often used the strategy whereas 27% were found that they sometimes used this strategy.

The strategy included in the third item was whether the students memorize the grammatical rules. Out the total informants, majority of them i.e. 46% responded of using this strategy more frequently, 25% responded of using this strategy sometimes and 39% of the students responded that they often used that strategy. The counted mean weightage 3.08 % clearly prove that the students employ this strategy.

In the same way, the fourth item in the questionnaire was to find out whether the student learns English noting down the main points during teachers' explanation. Students sue this strategy while learning English. Majority of the students i.e. 53% opined that they used to follow that strategy more frequently whereas 27% students opined that they often used to follow that strategy and 20% students opined that they sometimes used to follow that strategy.

The fifth item included in the questionnaire was whether the students seek specific detail in what they read. Since the mean weightage 3.10 is very near to the median line, this strategy may or may not be sued by the students. Out of the total informants, 33% responded that they would sometimes use the discussed strategy; 28% responded that they would often use the discussed strategy whether 49% responded that they would more frequently use the discussed strategy. Moreover, the uniformity in the responses proves that the students may or may not use this strategy.

Similarly, the next item was incorporated in the questionnaire to find out whether the students learn English through reading summary given by the teacher. The calculated mean weightage 3.04 show that the students may or may not use this strategy though the mean weightage is slightly above the median line. Majority of the students i.e. 39% were found using this strategy to lesser extent i.e. sometimes, 25% students were found that they often used that strategy whereas 37% were found using this strategy to a greater extent i.e. more frequently.

In the same way, the seventh item in the questionnaire was whether the students learn English through consulting guide, guess paper to understand the text. The overall mean weightage 3.16 shows that this strategy may or may not use by the students while learning English. However, majority of the students i.e. 43% opined that they used to follow in to a grater extent i.e. more frequently whereas 25% students opined that they often used to follow the mentioned strategy, and 32% students opined that they sometimes used to follow the mentioned strategy.

The eighth item included in the questionnaire incorporated the strategy of reading note prepared by themselves. Since the calculated mean weightage is 2.75, this strategy may or may not be used by the students. Minority of the students i.e. 29% responded that they used the discussion strategy more frequently, 31% students responded that they often used the same strategy whereas majority of the students i.e. 40% responded that they sometimes used the same strategy.

3.3   Socio-Affective Strategy Used by Maithili Learners of English

In order to find out the strategies of studying to learn English, nine items were included in the questionnaire. For this, the distribution of mean weightage in the rating scale was analyzed. The overall analysis and interpretation of the responses regarding the strategies of learning English has been given below and delineated separately.

These nine items in the questionnaire to find out the Maithili learners of English were as follows:

- Noting down the difficult words and asking the teacher the meaning of those words.
- Trying to understand the meaning with the help of given context.
- Trying to talk in English with their friends.
- Speaking English with their friends.
- Speaking English with their teachers.
- Having any problems in English subjects, they help them orally.
- Recording their own speech and listen it.
- Discussing the difficult sections with their friends and teachers.
- Guessing the important questions and memorize their answers.

Table No. 3

Distribution of Student's Response about the Socio-Affective Strategy

Rating Scale / Statement	0	1	0+1	2	3	4	3+4	Mean Weightage
1	9	15	24	20	38	18	56	3.41
2	0	15	15	25	47	13	60	3.58
3	2	12	14	35	31	20	51	3.55
4	3	16	19	39	31	11	42	3.01
5	29	25	54	30	11	5	16	2.38
6	22	29	51	26	14	9	23	2.59
7	30	25	55	19	17	9	26	2.50
8	0	6	6	25	31	38	69	4.01
9	11	22	33	21	32	14	46	3.06

Item number one in the questionnaire inquired about the strategy of noting down the difficult words and asking the teacher the meaning of those works. Though the mean weightage 3.41 is above the median line, it suggests that the students may or may not use this strategy. However, majority of the students i.e. 56% responded that they more frequently used this strategy where as 20% students responded that they often used that strategy and 24% students responded that they sometimes used that strategy.

To elicit the response whether the students try to understand the meaning with the help of given context in the second item was incorporated in the questionnaire. It was found the students used the mentioned strategy while learning English since the mean weightage is 3.58. Besides, majority of the students i.e. 60% opined that they more frequently used to

follow this strategy, 25% students opined that they often used to follow that strategy whereas 15% students opined that they sometimes used to follow that strategy.

Another strategy incorporated in the 3rd item in the questionnaire was whether the students learned English by speaking English with ones own friends. Out of the total number of students, 14% of them responded that they sometimes used that strategy; 35% of them responded that they often used that strategy whereas majority of the students i.e. 51% were found using that strategy more frequently. In addition, the overall mean weightage 3.55 also proves that the students follow this strategy.

Item number four was included in the questionnaire to elicit information about the strategy of trying to talk in English with ones own friends. The mean weightage 3.01 shows that this strategy may or may not be used by the students while learning. However, majority of the students i.e. 42% opined that they used to follow it to a greater extent i.e. more frequently whereas 39% students opined that they often used to follow the mentioned strategy and 19% students opined that they sometimes used to follow the mentioned strategy.

In the fifth item included in the questionnaire incorporated the strategy of speaking English with their teachers. Since the calculated mean weightage is 2.38 this strategy may or may not be used by the students. Minority of the students i.e. 54% responded that they used the discussion strategy more frequently, 30% students responded that they often used the same strategy whereas majority of the student i.e 51% responded that they sometimes used the same strategy.

In the same way, the sixth item in the questionnaire was whether the students friends have any problems in English subject he/she helps them orally. The overall mean weightage 2.59% reveals the fact that the students don't use that strategy. Moreover, majority of the students i.e. 51% were found of using this strategy to a lesser extent i.e. sometimes whereas 26% students responded that hey often help them orally and 23% students were found helping them more frequently.

The seventh item included in the questionnaire was whether the students record their own speech and listen it. Majority of the students i.e. 55% were found of using that strategy sometimes; 19% students were found that they often use that strategy whereas 26% students were found of using that strategy more frequently on the process of studying speech in English. Moreover, the mean weightage 2.50 shows that the students may or may not use this strategy.

In the same way, the eighth item given in the questionnaire encompassed the strategy of discussing the difficult section with their friends and teachers. Out of the total informants, majority of them i.e. 69% responded of using this strategy more frequently, very nominal number of students i.e. 6% responded of using this strategy sometimes and 25% of the students responded that they often used that strategy while learning English. The counted mean weightage 4.01 clearly prove that this is one of the main strategies that students employ while learning English.

The last item included in the questionnaire was whether the students guess the important questions and memorize their answers. The calculated mean weightage 3.16 shows that the students may or may not use this strategy though the mean weightage is slightly above the median

line. Majority of the students i.e. 46% were found using this strategy to a greater extend i.e. more frequently whereas 21% students were found that they often used that strategy and 33% students were found using this strategy sometimes.

3.4   Analysis of the Open-Ended Items of the Interview Sheet

In order to make the finding valid and reliable, I had prepared a sheet of interview and conducted to the teachers teaching in higher secondary level. I took interview with five higher secondary English teachers of Dhanusha district. The interview centered on 21 questions which were about learning strategies of English under the Metacognitive Strategy, Cognitive Strategy and Socio-Affective Strategy. In addition, the reason why the teachers from the respective higher secondary schools were taken four interviews is to find out the causes that led Maithili learners to perform unsatisfactorily in learning English and in turn their failure in it.

The teachers put forward the following reasons behind the student's weak progress in learning English.

- Socio-cultural background.
- Lack of linguistic competence.
- Poor schooling and irregularity.
- Lack of sufficient exposure.
- Lack of vocabulary.
- Less use of group discussion.
- Lack of sophisticated materials.
- Lack of awareness of reading newspaper and magazine.

CHAPTER FOUR
FINDINGS AND RECOMMENDATIONS

The major aim of this research was to find out the learning strategy used by Maithili learners of English at Higher Secondary Level with reference to Metacognitive, Socio-affective and Cognitive strategies. The data were collected from 100 the Maithili native speakers at Higher Secondary level. The data were carefully presented in tables and analyzed and interpreted to accomplish the objectives using simple statistical tools like percentage and weighted arithmetic mean.

4.1   Findings

a) The comprehensive analysis of the data shows that Maithili learners are highly interested to utilize metacognitive strategies to foster the pace of the learning of the English language. From the analysis, I came to point out that Maithili learners more frequently utilized metacognitive strategies in almost all skills. Some of the metacognitive strategies adopted by the Maithili students are:

   i.   Participating in speech and debate contest organized by the college.

   ii. Noting down the points mentioned by teacher time and again.

   iii. Taking part in essay competition organized by the college.

   iv. Skimming the text before teacher teaches in classroom.

   v.   Reading throughout the academic year regularly to refresh what they have learned.

Out of all the strategies, the Maithili learners of English highly entertained to participate in speech and debate contest to learn English effectively. However, they did not show much interest in listening to the English songs.

b) It was learned that socio-affective strategies were often used by the Maithili learners of English to learn the English language. The strategies that they followed are:

 i.   Discussing the difficult section with friends and teachers.
 ii.   Understanding the meaning with the help of given context.
 iii. Trying to talk in English with their friends.
 iv.   Noting down the difficult works and asking the teacher the meaning of these words.

The learners highly entertained to discuss the difficult section of language with their friends and teachers. However, they did not become highly motivated to talk to their teachers.

c) The Maithili learners of English comparatively made less use of cognitive strategies to learn the English language. They adopted the following strategies to comprehend the language.

 i.   Memorizing the grammatical rules.
 ii.   Noting down the main points during teachers' explanation.
 iii. Seeking specific details (consult reference materials) in what they read.
 iv.   Consulting the dictionary of literary terms when they do not understand the literary.

Thus, the learners followed the traditional method of learning the language. They highly emphasized on the memorizing the grammatical rules.

4.2   Recommendations

The researcher has come to suggest the following recommendations on the basis of the findings:

i. The research shows that metacognitive strategies are used by the higher secondary level of Maithili learners of English to a great extent. So, such strategies should be emphasized and teachers should suggest the students to use them.

ii. The teacher needs to expose the students to the real life communication in English in the classroom and suggest them to watch English movies regularly.

iii. They need to teach them English words with the help of songs.

iv. The teacher needs to provide students with ample opportunity for practicing in the English language by creating different real life situations.

v. The teacher should inspire students to prepare their own note and to go through their course book continuously throughout the academic year for better result.

vi. The teacher should encourage the students to interact in a friendly environment.

vii. Teachers need to bring newspapers and magazines in the classroom and motivate students to read them regularly to develop words power and to develop the capacity of comprehending text.

viii. The language teachers should follow the communicative approach to language teacher.

ix. The teacher needs to inspire the students to go through the questions of previous exam and try to solve them within a limit time to evaluate themselves.

x. English language teachers are still found to be using GT method to a great extent. This type of traditional method of teaching should be replaced by communicative approach.

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Questionnaire

The questionnaire will be prepared to elicit the primary data for the study on learning strategies used by Maithili Learners of English at Higher Secondary Level under the guidance of Dr. Jai Raj Awasthi, prfessor of the Department of English Education. T.U., Kirtipur. I am very hopeful that all the information will be valued to complete this research work.

Name: Age:

Campus: Faculty:

Mother Tongue:

Note: Number 1, 2, 3 and 4 in indicate 25, 50, 75 and 100 percent of your agreement respectively. Read the following learning strategies with five alternatives. Tick (√) any alternative you agree with.

A. Metacognitive strategy

1. I read English newspapers and magazines.

    0   1   2   3   4

  Not at all   to a great extent

2. I have a habit of writing using the new words that I learn.

    0   1   2   3   4

  Not at all   to a great extent

3. I listen to English News regularly.

    0   1   2   3   4

  Not at all   to a great extent

4. I listen to English songs.

    0   1   2   3   4

  Not at all   to a great extent

5. I watch English movies.

    0   1   2   3   4

  Not at all   to a great extent

6. I listen to recorded materials by the native speakers of English.

0	1	2	3	4

Not at all   to a great extent

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

0	1	2	3	4

Not at all   to a great extent

8. I read English stories.

0	1	2	3	4

Not at all   to a great extent

9. I do my homework regularly.

0	1	2	3	4

Not at all   to a great extent

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

0	1	2	3	4

Not at all   to a great extent

11. I prepare my own note.

0	1	2	3	4

Not at all   to a great extent

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

0	1	2	3	4

Not at all   to a great extent

13. I skim the text before teacher teaches in class room.

0	1	2	3	4

Not at all   to a great extent

14. I go through the examination questions of previous years and solve them to check my understanding.

0	1	2	3	4

Not at all   to a great extent

15. I read throughout the academic year regularly to refresh what I have learned.

0	1	2	3	4

Not at all   to a great extent

B. cognitive strategy

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

0	1	2	3	4

Not at all   to a great extent

2. I consult the dictionary of literary terms when I don't understand the literary terms.

0	1	2	3	4

Not at all   to a great extent

3. I memorize the grammatical rules.

0	1	2	3	4

Not at all   to a great extent

4. I note down the main points during teachers' explanation.

0	1	2	3	4

Not at all   to a great extent

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

0	1	2	3	4

Not at all   to a great extent

6. I read summary given by the teacher.

0	1	2	3	4

Not at all   to a great extent

7. I consult guide, guess paper to understand the text.

| 0 | 1 | 2 | 3 | 4 |

Not at all   to a great extent

8. I read notes prepared by myself.

| 0 | 1 | 2 | 3 | 4 |

Not at all   to a great extent

C. socio- affective strategy

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

| 0 | 1 | 2 | 3 | 4 |

Not at all   to a great extent

2. I try to understand the meaning with the help of given context.

| 0 | 1 | 2 | 3 | 4 |

Not at all   to a great extent

3. I try to talk in English with my friends.

| 0 | 1 | 2 | 3 | 4 |

Not at all   to a great extent

4. I speak English with my friends.

| 0 | 1 | 2 | 3 | 4 |

Not at all   to a great extent

5. I speak English with my teachers.

| 0 | 1 | 2 | 3 | 4 |

Not at all   to a great extent

6. If my friends have any problems in English subject I help them orally.

| 0 | 1 | 2 | 3 | 4 |

Not at all   to a great extent

7. I record my own speech and listen it.

| 0 | 1 | 2 | 3 | 4 |

Not at all   to a great extent

8. I discuss the difficult section with my friends and teachers.

    0   1   2   3   4

Not at all   to a great extent

9. I guess the important questions and memorize their answers.

    0   1   2   3   4

Not at all   to a great extent

Interview Schedule

The Interview schedule will be prepared to elicit the primary data for the study on *Learning Strategies Used by Maithili Learners of English at Higher Secondary Level* under the guidance of Dr. Jai Raj Awasthi, Professor of Department of English Education, T.U., Kirtipur. I am very hopeful that all the information will be valued to complete this research work.

Name: Qualifications:

Faculty: Experience:

Training: Address: Sex:

1. Which materials do you recommend to your students?

2. Which materials do you use in the class room?

3. What method do you use while teaching texts in English?

4. What do you think are the main reasons for the students' slow progress in studying texts in English?

5. Are the students interested in studying texts in English?

   i. Yes   No

6. If not what may be the reasons behind it?

7. Do you use any lesson specific techniques, teaching aids and example from reference?

8. Are the students good at dictionary skills?

9. Are the genres of literature incorporate in the textbook sufficient to develop skills in reading texts in English?

10 Do you translate the texts in their L_1?

11. If yes how often?

12. Do they ask to translate into L_1?

13. Do you dictate the summary of the texts?

14. Do-students ask to clarify difficult portions of the text?

15. Do they initiate group discussion?

16. How often do they write and ask you to check?

17. Do they rely on your lecture or make note of their own or read guides, guess paper?

18. Do you analyze the text form the perspective of linguistic components in the text?

19. Do you give the socio-political and cultural background of the texts that are written in particular setting?

20. Do they discuss the difficult words or portions with their friends?

21. What of the following strategies do they use?

- using library - initiating classroom discussion

- reading author's biography   - participating in out class event

- learning summary by heart   - preparing note

- reading socio-political background - consulting dictionary and glossary

- reading several time   - emphasizing important portions

- consulting guess paper and guide   - writing several time

- reading only when exam appears   -consulting note of their friends

- consulting note given in other campuses   - translating into L_1

- relying upon teacher (following teacher's note)

Thanks for your kind co-operation

Appendix – III

Sample Campuses

1. Youth Public Campus, Janakpur

2. Gauri Campus, Janakpur

3. Rajarshi Campus, Janakpur

4. Janata Ekai Higher Secondary School, Yadukuha

5. Fakir Chandra Higher Secondary School, Barkurwa

<div align="center">**Appendix – IV**</div>

Sample Students

S.N.	Campus	No. of Students
1.	Youth Public Campus, Janakpur	20
2.	Gauri Campus, Janakpur	20
3.	Rajarshi Campus, Janakpur	20
4.	Janata Ekai Higher Secondary School, Yadukuha	20
5.	Fakir Chandra Higher Secondary School, Barkurwa	20
	Total	**100**

Appendix – V

Sample Teachers

S.N.	Name	Campus	Shift
1.	Shri Krishna Thakur	Youth Public Campus, Janakpur	Morning
2.	Dharvendra Jha	Gauri Campus, Janakpur	Morning
3.	Santosh Kr. Mishra	Rajarshi Campus, Janakpur	Morning
4.	Laxmi Das	Janata Ekai Higher Secondary School, Yadukuha	Morning
5.	Birendra Ray	Fakir Chandra Higher Secondary School, Barkurwa	Morning