

**LEARNING STRATEGIES ADOPTED BY THE
INTROVERT LEARNERS IN THE
ENGLISH CLASSROOM**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Birendra Raj Joshi**

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

2012

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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: 18/05/2012

.....
Birendra Raj Joshi

RECOMMENDATION FOR ACCEPTANCE

This is to certify **Mr. Birendra Raj Joshi** has prepared the thesis entitled "**Learning Strategies Adopted by the Introvert Learners in the English Classroom**" under my guidance and supervision.

I recommend this thesis for acceptance.

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DEDICATION

Dedicated

to

My parents and elder brothers who find their happiness in my success and my teachers who made their endeavor to make me literate. I like to dedicate to all my co-operatives.

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May 2012

Birendra Raj Joshi

ABSTRACT

The present study entitled "**Learning Strategies Adopted by the Introvert Learners in the English Classroom**" aimed to find out the learning strategies adopted by the introvert learners in the English classroom, educational status of introvert learner in the classroom and outside the classroom and pedagogical implications. For the completion of above all objectives, I adopted both primary and secondary sources of data. I used two sets of questionnaire one for students and another for teachers and an observation form for data collection. The data collected from forty students, ten teachers and class observation of 135 students. I applied purposive non- random sampling procedure to select school, class and teachers. Minimum two to maximum twenty- seven years, experienced teachers were involved in the research. Altogether forty introvert students were involved as a sampled population in this study. Altogether four groups of two schools participated in this study. Class 11 was my study class. Based on the collected data, the strategies adopted by the introvert learners are shown in different statistical tools i.e. percentage, pie chart, tables, etc. Among other findings, it has found that students used meta-cognitive and cognitive strategies. They prefer to read books and want to self-reading activities. Their educational status was satisfactory but not as good as extrovert learner.

This study is divided into four main chapters and sub-chapters. The first chapter deals with the introduction of the study, general background, description about learning strategies, information about introvert learners, review of related literature, objectives of the study and significance of the study. The second chapter is concerned with the methodology. It consists of the sources of data, sampling procedure, tools of data collection, process of data collection and limitations of the study. The third chapter consists of analysis and interpretation of the data. Analysis and interpretations are shown in different tables, charts or percentages. The fourth chapter is concerned with the findings and recommendations. In the findings, I have written several points what I found from the study and in the recommendation I have given some suggestions and those suggestions are based on the total research study. Finally, I have attached some appendixes. There are seven appendixes and sample of the observation checklist, questionnaire and references are attached with this thesis.

TABLE OF CONTENTS

	<i>Page No.</i>
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Figures</i>	<i>xii</i>
<i>Abbreviations</i>	<i>xiii</i>
CHAPTER ONE: INTRODUCTION	1-17
1.1 General Background	2
1.1.1 Second Language Acquisition	3
1.1.2 Learning Strategies	5
1.1.2.1 Importance of Learning Strategies for English Language Learning	7
1.1.2.2 Types of Learning Strategies	9
1.1.3 Introvert Learning	12
1.2 Review of Related Literature	14
1.3 Objectives of the Study	16
1.4 Significance of the Study	16
CHAPTER TWO: METHODOLOGY	18-20
2.1 Source of Data	18

2.1.1	Primary Sources of Data	18
2.1.2	Secondary Source of Data	18
2.2	Sampling Procedure	19
2.3	Tools of Data Collection	19
2.4	Process of Data Collection	19
2.5	Limitations of the Study	20

**CHAPTER THREE: ANALYSIS AND INTERPRETATIONS
OF DATA 21-49**

3.1.	Analysis of the Data Obtained from the Questionnaire for the Students	21
3.2.	Analysis of the Data Obtained from the Questionnaire for the Teachers	42
3.3.	Analysis of the Data Obtained from the Observation	45

CHAPTE FOUR : FINDINGS AND RECOMMENDATIONS 50-55

4.1	Findings	50
4.1.1	Findings of Learning Strategies	50
4.1.2	Findings of Educational Status	53
4.1.2.1	Education Status Inside the Classroom	53
4.1.2.2	Educational Status Outside of the Classroom	53
4.2	Recommendations	54

References

Appendices

LIST OF TABLES

			Page No.
Table 1	-	Introvert learning	13
Table 2	-	Students Response	22
Table 3	-	Observation check-list	46

LIST OF FIGURES

	Page No.
Figure 1 - Getting Knowledge	23
Figure 2 - Learn new things	24
Figure 3 - Participation in ECA	25
Figure 4 - Sitting in the classroom	26
Figure 5 - Knowing the meaning of new words	27
Figure 6 - Learn the correct pronunciation	28
Figure 7 - Learn answer of the question	29
Figure 8 - Learn the grammatical items	30
Figure 9 - Doing listening practice	31
Figure 10 - Doing speaking practice	32
Figure 11 - Best way to practice reading text	33
Figure 12 - Practice writing text	34
Figure 13 - Like to learn the literary text	35
Figure 14 - Interaction with teacher in the classroom	36
Figure 15 - Medium of language they like	37
Figure 16 - Taking extra classes	38
Figure 17 - Time expend in playing	39
Figure 18 - Use to talk in English	40
Figure 19 - Learner's position in the English class	41
Figure 20 - Outside of the classroom they do	42

LIST OF SYMBOLS AND ABBREVIATIONS

%	-	Percentage
Dr.	-	Doctor
e.g.	-	example
ECA	-	Extra Curricular Activities
Edu.	-	Education
etc	-	etcetera
i.e.	-	id est (that is to say)
Mgmt.	-	Management
p.	-	Page
Prof.	-	Professor
S. No.	-	Serial Number
SLA	-	Second Language Acquisition
T. U.	-	Tribhuvan University
Viz.	-	vide licet (name

CHAPTER ONE

INTRODUCTION

English is known as a dominant language all over the world. Not every sees the growth of English as a benign or even desirable phenomenon (Harmer J. fourth edition). "English comes into contact with seeing its teaching as a form of cultural or linguistic 'imperialism' (Phillipson, 1992, Pennycook 1994, 1998 cited in Harmer (2008 p. 16)

Based on English language, worlds are classified into three circles viz: inner, outer and expanding. These circles show the proficiency level of English. Inner circle refers to the English as a native like competence and performance or mother tongue, outer circle refers to the English as a second language and expanding circle refers to the English as a foreign language (Kachru 1985 as cited in Harmer (2008,p.17). Although all countries of the world are involving in the English language directly or indirectly. By the help of above three circles Nepal is lies under expanding circle but influence of English is not less than other countries. Therefore, Nepal has taken different strategies to learn English Language. So, English is regarded as a compulsory subject until bachelor level and elective subject until master and research levels. Gass and Selinker (2008, p.433) found two types of learner in English classroom. Learners who are interested to learn from book, newspaper, magazine and gain knowledge from the resources individually are known as introvert learner and the learner who are interested to learn English by the help of other people or participate in extra activities are known as extrovert learners.

The study is about learning strategies adopted by the introvert learners in the English classroom. In my thesis first chapter consists of introduction general background, learning strategies and their types, information of introvert learners, review of related literature, objectives of the research and significance of the study. Second chapter consists of methodology, sources of data, sampling procedure, process of data collection, tools of data collection and

limitations of the study. The third chapter refers to the interpretation and analysis of the data and fourth chapter deals with findings and recommendations of the research.

1.1 General Background

Language can be defined as a voluntary vocal system of human communication. It is species specific and species uniform position of human beings. There are different modes of communication besides language, they are visual tactile, olfactory, gustatory, etc. among them language is universal medium to express human thoughts, ideas, feelings, emotions experiences and desires (Jespersen 1994, p. 4). Nobody can imagine the modern world in the absence of language. The language influences all the activities. It bridges the gap between social, economical, political and geographical distance. "A language is a system of arbitrary vocal symbols by means of which social group co-operates." (Bloch and Trager, 1942, p.5).

English is a global language. It is used as a lingua franca all over the world. More than six thousand languages spoken all over the world but English is a unique and favorite language for all people who engaged in any field. It is a contact language for all people who speak different language as a mother tongue. Kachru (2004 as cited in Harmer 2008, p.18) has stated the level of proficiency in circle. He has divided English language in three circle inner, outer and expanding and shows high proficiency to low proficiency respectively. According to Kachru's circle, Nepal is lies under expanding circle or low proficiency level. Nepal wants to develop English and English language because English is helpful for the improvement of diplomatic relationship, trade, travel or other help. Therefore, English submitted in the curriculum of primary to bachelor level as a compulsory subject and elective subject submitted in intermediate to Ph.D. level. English is regarded as a difficult subject in Nepal. Nepali learners are interested to learn English language but they are unable to learn English by the lack of exposure of English in government aided schools.

Generally, we can find out two types of learners during the teaching learning process. They are introvert and extrovert. Gass and Selinker (2008 p.433) say: Extrovert learners are those learners who used to participate with other people or activities. And introvert learners are those learners who used to read book rather than people. These introvert and extrovert have implications for second language learning success but the implications are contradictory. Everyone expect that introvert learner to do better in school. In other word, introversion is a cognitive type of learning. Learner wants to know anything by the help of book or other reading materials in the separate place. They take peaceful environment for gaining knowledge.

English is widely used and popular variety of language. Therefore, all people want to know English language for gaining English knowledge. We should adopt different strategies, which make learning easier.

1.1.1 Second Language Acquisition

Second language acquisition refers to the process of acquiring the language, which is other than the first language. Gass and Selinker (2008, p.1) say: "It is the study of the acquisition of a non primary language: that is the acquisition of a language beyond the native language." These definitions suggest that 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 p, 6) says, "Second language acquisition refers to the subconscious or conscious processes by which a language other than the mother tongue is learnt in a natural or a tutored setting." It means clear that second language acquisition is used as a general term that includes the acquisition of second language either in the natural or in the controlled or tutored situation.

According to Cook (1991), "SLA is acquisition of a language in addition to mother tongue." This definition makes us clear that second language acquisitions are those languages, which are additional languages and acquired

after the first language. At least one language has learnt before acquiring second or other languages.

Generally, second language acquisition and second language learning are used synonymously. But they are not same. According to Krashen, (1985, cited in Mitchell and Myles p. 45), "Acquisition refers to the "subconscious process identical in all important ways to the process children utilize in acquiring their first language, and learning refers to the conscious process that result is knowing about language." In other words, acquisition is the result of natural interaction with language via meaningful communication, which sets in motion developmental processes akin to those outlined in first language acquisition, and learning is the result of classroom experience, in which the learner is made to focus on form and to learn about the linguistic rules of the target language.

Some people think that foreign language learning and second language acquisition are same but they are not same. Making difference between second language acquisition and foreign language learning, Gass and Selinker (2008, p. 5) state that "learning in a second language environment takes place with considerable access to speakers of the language being learned, where as learning in a foreign language environment usually does not."

According to Schachter (1993) SLA is an emerging discipline in the field of applied linguistics and language learning. SLA is thought of 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 phenomena and not others, etc (as cited in Awasthi 2007, p.13).

Ellis (1985p. 5) says: "Second language acquisition refers to all aspects of language that the language learners needs to master." However, the focus has been on how L2 learners acquire grammatical sub-systems, such as negatives or interrogatives or grammatical morphemes such as the plural (s) or the definite and indefinite articles. Dulay, Burt and Krashen (1982) say: "SLA is

the process of learning another language after the books of the first language have been acquired."

SLA is a new discipline, which was developed only after Second World War for the compensation of the strong necessity of the people. It has been developed as a full discipline. Many linguists are devoted to develop this discipline. Gass, Selinker, Mitchell, Myles, Ellis, Krashen, Chomsky, Cook, etc. are the contributors of SLA. Under SLA, we can study different theories principles aspects and factors related to second language acquisition.

1.1.2 Learning Strategies

Learning strategies refer to the techniques or tricks that the learners use to make language learning more successful and enjoyable. According to Brown (1994, p. 104), "Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information." A strategy consisted of mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use. Cohen (1990, p 15) for instance, refers to learning strategies directed at the 'language skill' of 'vocabulary learning', although this is clearly an aspect of linguistic knowledge. In this way, Stern (1983) distinguished strategies and techniques. Ellis (1983) distinguishes strategies and techniques. Ellis (1985, p. 165) uses more comprehensive term 'learner strategies', which include; reception strategies, production strategies and communication strategies. Learning strategies are mainly reception strategies and to some extent production strategies. However, communication strategies are social strategies that one used to establish interaction.

Making differences between learning strategies and communication strategies Brown (1994, p.118) states "While learning strategies deal with the receptive domain of intake, memory, storage and recall, communication strategies pertain to the employment of verbal and non verbal mechanisms for the productive

communication of information. Learning strategy are not the strategies that are used for communication but they are the ways learners adopt to receive input intake and produce as output. Strategies refer to both general approach and specific actions or techniques used to learn an L2. Strategies are problem oriented. The learner displays a strategy to overcome some particular learning problem learners are generally aware of the strategies they use and can identify what they consist of if they are asked to pay attention to what they are doing or thinking.

Learning is a cognitive process. Shiffrin and Schneider (1997 as cited in Mitchell and Myles, p. 100), "The way in which we process information may be either controlled or automatic, and that learning involves a shift from controlled towards automatic processing" Here this definition make us clear that learners learn language in two ways, controlled or automatic. Here controlled processing involves the temporary activation of a selection of information nodes in the memory in a new conformation. Such processing requires a lot of attention control on the part of the subject and constrained by the limitations of the short-term memory for e.g. Beginner learner wanting to greet someone in the second language might activities the word: Good morning or good evening, how are you? Etc. initially these words are used but not kept in the mind for long time. Though repeated activation, sequences first produced by controlled processing become automatic and automatized sequences are stored as until in the long- term memory which means that they can be made available very rapidly whenever the situation requires it, with minimal attention control on the part of the subject.

In a similar way, Cohen (1998, p.4) defines language learning strategies as "those processes which are consciously selected by learners and which may result in action taken to enhance the learner or use of a second or foreign language, through the storage, retention, recall and application of information about that language. (as cited in Gass & Selinker 2008, p.439). Ellis (1985, p.165) says: strategies as varied as memorization overgeneralization, inference

and prefabrication patterns all have been treated under the general heading of 'learning strategies'.

Morren (1993) used pair these learners, who possessed little oral ability in English. Vein, Oxford (1999,p. 518) refers to learning strategies as "specific actions, behaviours, steps or techniques that students use to improve their own progress in developing skills in a second or foreign language (cited in Gass & Selinker 2008, p.439).

Many writers have written about the learning strategies among them some writers showed their critical analysis about the learning strategies. In terms of critical analysis Bialystok (1990, a) expressed his critique about this area and he pointed out that it is difficult in practice to distinguish as strategic those learner behaviors that are clearly (a) concern with problematic task (b) conscious or unconscious and (c) intentional or unintentional. In this way Cohen (1998) took on such criticism and claimed that strategies do not have to be directly associated with problematic tasks in that learners may very well be using their strategy preferences in all or most of their learning (cited in Gass & Selinker, 2008 p. 442).

Thus, language learning strategies are the way in which learner attempts to work out the meaning and use of words, grammatical rules and other aspects of language. The importance of language learning strategies for second language acquisition and classification of learning strategies are explained below.

1.1.2.1 Importance of Learning Strategies for English Language Learning and Teaching

Learning strategies are the key aspect of learning English language. Language teaching is concerned with the assistance given to the learners to learn that language more effectively and skillfully. Gass and Selinker (2008,p.44) stated "in order to "support learners" one first has to understand them and their strategies from a research point of view and then assess whether what they have been taught in terms of learning strategies actually works". Similarly,

Wenden (1985) asserts, "learner strategies are keys to learner autonomy; and that one of the most important goals of language training should be the facilitating of that autonomy (as cited in Brown 1994, p.124).

Brown (ibid) States:

With many styles and strategies operating within a person, hundreds of cognitive "profiles" might be identified, if we could discover some overriding and all pervading variables that classifies learners neatly into categories of 'successful and unsuccessful', then of course we could make a case for typing language learners" (p. 125)

One of the investigations shows the following importance for learner or students and teacher.

For the students:

- To find out language learning tips.
- To point out common mistakes made by the students
- To do English practice and to select study sites

Source: [Http://turkishtefl.com](http://turkishtefl.com)

For teachers:

- To search the advantages of teaching to the students.
- The challenges faced by teacher in the English classroom.
- To make lesson plan.
- To involve in the job.

Source: [Http://turkishtefl.com](http://turkishtefl.com)

By the help of above research I can say that learning strategies are essential for teaching learning process. English and English language is going to be a world famous language or global language so we need to learn English for learning English we need different styles and strategies. Strategies are used for making easy and effective teaching and learning. The strategies are used in favours of learner and their interest.

1.1.2.2 Types of Learning Strategies

Different scholars have classified learning strategies into different types. Rubin (1981, as cited in Griffiths, 2004) has identified two kinds of learning strategies.

- **Direct learning strategies**

Those strategies, which contribute directly to learning, are called direct learning. She has divided learning strategies into six types. They are clarification/verification, monitoring, memorization, guessing/inductive inference, deductive reasoning and practice.

- **Indirect learning strategies**

Those strategies, which contribute indirectly to learn are called indirect learning strategies, Rubin (1981) has divided these strategies into two types; creating opportunities for practice and production tricks. O'Malley and Chamot (1985, b) have studied the use of strategies by learning of English as a second language (ESL) in the United States. According to O'Malley and Chamot (as cited in Brown, 1994, p. 116-117) learning strategies are broadly divided into three types:

- i) **Meta-cognitive strategies**

Meta-cognitive strategies refer to the attempts of regulating language learning by means of planning, monitoring and evaluating. They are strategies about learning rather than learning strategies themselves. According to O'Malley and Chamot meta-cognitive learning strategies are: advance organizers, directed attention, selective attention, self management, functional planning, self monitoring, delayed production and self evaluation.

- ii) **Cognitive Strategies**

Cognitive strategies refer to the operations used in problems solving which requires direct analysis, synthesis and transformation, etc. of learning materials. They are more limited to specific learning tasks, which involve more direct manipulation of the learning materials itself. O'Malley and Chamot (1990, cited

in Brown 1994) have identified 15 cognitive strategies. They are repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory, representation, keywords, contextualization, elaboration, transfer, inference.

iii) Socio -affective strategies

Socio-affective strategies refer to the ways in which learners choose to interact with the learners and native speakers. Under socio-affective strategies, O'Malley and Chamot (1990) listed co-operation and question for clarification.

Oxford (1990, p. 8) took this process a step further she defines language learning strategies "operations employed by the learner to aid the acquisition, storage retrieval and use of information". She classifies learning strategies more comprehensively including Rubin's (1981), O'Malley, and Chamot's (1990) classification. Oxford's taxonomy of learning strategies is perhaps the most comprehensive classification of learning strategies to date" Ellis (1994).

Oxford (1990 b) categories language learning strategies into two types and three sub types of each (as cited in Asher 1994, p. 268)

i) Direct language learning strategies

Those strategies, which directly involve the target language learning, come under direct language learning strategies. It has three subtypes.

a. Memory strategies

Memory strategies, which relate to how students remember language, include, the activities such as grouping, imagery, rhyming and structured interviewing. Cohen (1998, p. 8) names these strategies, retrieval strategies, retrieval strategies. Retrieval strategies are used to call up language materials from storage, through whatever memory searching the learner can master.

b. 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.

c. Compensation Strategies

Those strategies, which enable students to make up for limited learning, are compensation strategies. They are needed to overcome any gap in knowledge of the language. They are guessing meaning from the context in reading and listening and using synonymous and gestures to convey meaning when precise expression is not known.

Cohen (1998, p.7) calls cover strategies which are used to produce simplified utterances.

ii) 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 is also subdivided in to three strategies.

a) Meta-cognitive Strategies

Those strategies, which are related to how students manage their own learning, are meta-cognitive strategies. Such strategies allow learners to control their own cognition by coordinating the planning, organizing and paying attention, consciously searching for practice opportunities, planning, planning for language task, self- evaluating and monitoring errors. Cohen (1998) names these strategies as rehearsal strategies, which are used, for rehearsing language structures.

b) 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.

c) Social strategies

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

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

Ellis (1985,p. 165) uses more comprehensive term learner strategies. Learner strategies are categorized into three types of strategies.

i) Learning strategies

Strategies that are used to receive 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 device for using existing resources automatically.

iii. Communication strategies

Communication strategies, which the learners operate when the learner need to compensate for inadequate means which, as a result are likely to involve greater effort and to see closer to consciousness (Ellis, 1985, p.165).

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

1.1.3 Introvert Learning

Introvert learning refers to the learning from books rather than other people (Gass & Selinker, 2008, p. 433). Learners learn language or knowledge about anything from the resource materials such as books, magazines, newspapers, etc. they think that learning is an individual effort. Books and teachers are guide or source for learning. Self-motivation is the characteristics of introvert learning. In many places introvert learners has taken a good position of formal education. They consult many books and gain knowledge from the books. Main limitation of introvert learning is not participating with other people or extra activities. They want to peaceful environment. One of the researches (cited in Gass & Selinker (ibid)) shows that introvert learners to do better in school or

formal education. Skehan (1989) cited studies of British undergraduates showing a correlation of 0.25 between introversion and academic success. However, both introversion and extroversion are beneficial for effective learning (Gass and Selinker 2008, p.433).

According to Barrett and Connot (1986)

"Introverted students are least involved in school activities" (Source: <http://www.google.com>). One research had on introvert learner by Barrett and Connot (1986) in a grammatical items 'auxiliary function'. This research shows the following data.

Table No. 1

Dominant function	Percentage in a population
Sensing	39.1
Feeling	26.7
Intuition	13.9
Thinking	20.2

(Source: <http://www.google.com>)

Above data make us clear that introvert learner adopt sensing, feeling, intuition, thinking and other strategies where sensing covers more knowledge and feeling, thinking and intuition are used properly. Therefore, we can say that sensing, feeling, thinking and intuition are the characteristics of introvert learning.

1.2 Review of 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/foreign language learning. Researchers at several universities in the world are carrying out research works on learning strategies. O'Malley and his colleagues (1987,

as cited in Griffiths, 2004,p.14) conducted a research on "effectiveness of language learning strategy instruction." They assigned an experimental research 75 students to one of three instructional groups where they received training in:

- i) Meta-cognitive, cognitive and socio affective strategies
- ii) Cognitive and socio- affective strategies.
- iii) No special instruction in language learning strategies (control group)

They conducted research for listening, speaking and vocabulary acquisition skills. The first and second were experimental groups but the third group was control group. Among other findings, it was discovered that for vocabulary, the control group actually scored slightly higher than the treatment groups.

O'Malley explains this unexpected finding as being due to the persistence of familiar strategies among certain students who continued to use rote respective strategies and were unwilling to adopt the strategies presented in training, especially when they know they would be tested with in only a few minutes

Tang and Moore (1992 as cited in Griffiths, 2004, p.16) conducted one study, which researched the effects of the teaching of cognitive and meta-cognitive strategies on reading comprehension in the classroom. They conducted that, while cognitive strategy instruction (title: discussion, pre teaching vocabulary) improved comprehension scores, the performance gain were not maintained up on the withdrawal of the treatment. Meta-cognitive strategy instruction on the other hand, involving the teaching of self- monitoring strategies, appeared to lead to improvements in comprehension ability, which was maintained beyond the end of the treatment. This findings accords with that of O'Malley et. al. (1985) who discovered that higher-level students are more able than lower level students to exercise meta-cognitive control over their learning.

Nunan (1995) conducted another classroom-based study, which aimed to research whether learner strategy training makes a difference in terms of knowledge. He involved 60 students in a twelve-week program "designed to

help them reflect on their own learning to develop their knowledge of and ability to apply learning strategies, to assess their own progress, and to apply their language skills beyond the classrooms." He concluded that his study supported the idea that language classrooms should have a dual focus, teaching both content and an awareness of language processes. Various scholars in different universities all over the world have carried out many researchers in this area. In the department of education, faculty of English Education, T.U. there are few studies conducted on learning strategies that learner adopt while learning English as a second language. However, no research studies on learning strategies adopted by introvert learning in English classroom for pedagogical implications.

Shahi (2007) conducted a research entitled 'Impact of Extroversion and Introversion in Learning the Productive Skills of Language' aimed to find out the impact of extrovert and introvert students in learning productive skills of English by the Grade IX students. He used observation, interaction and interview as research tools. He has done experimental research. The overall findings of the study were that the introvert learners could have equal achievement as the extrovert learners, If they are provided with favorable environment.

KC, (2008) carried out a research on the topic "Learning Strategies Used in Teaching English Language Functions in Janabadi Model Schools and Government Aided Schools". His purpose was to find out the teaching strategies used in Janabadi model schools to teach language functions, to compare strategies used in government-aided schools and Janabadi model school and list out pedagogical implications.

Chaudhary, (2009) carried out 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 meta-cognitive (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 (2009) carried out a research on "Learning Strategies Adopted by a Tenth Graders." His purpose was to find out the techniques or strategies used by the tenth grade students, way they prepare for examination and the pedagogical implications. He used questionnaire and observation to collect the data. He used random sampling to collect primary sources of data. He has taken twenty students and a teacher from a school. Two government aided school and two boarding schools of Pyuthan district were his study area. His study found that grade ten students preferred to use books, guides, guess papers and class notes to learn the English language and prepare for the examination.

Although some researchers are conducted on the area of leaving strategies, but no research yet carried out observing introvert learners'. Therefore, this is my interested area. 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 learning strategies adopted by the introvert learners in English classroom.
- ii) to find out their educational status in the classroom and out of the classroom.
- iii) to list some pedagogical implications.

1.4 Significance of the Study

The present study will be significant for those who are engaged in teaching learning process or who want to be a teacher or instructor particularly this study focus to the English class and the students who involve in the classroom. It will express the strategies, which is adopted by the introvert learners in the

English classroom. It will make easy to the teaching learning process. It will help to the professional and novice teachers. It will be beneficial for others who engaged in curriculum designing, resource development, syllabus and textbook writer and teaching material producers. It will be helpful for the use of appropriate learning strategies in the English classroom. This study will show the effectiveness of introversion and their proficiency and competency level towards learning. My research will be beneficial to find out introvert and extrovert learners from the classroom and it will helpful to understand about the learner. It will be effective for adopting appropriate methodology or strategy.

CHAPTER TWO

METHODOLOGY

Methodology is a set of methods and techniques to discover a new facts and information about a particular subject matter. It is regarded as an instrument used to find out reliable and effective conclusion. This chapter addresses the research methods employed for data collection. I adopted the following procedures to collect the data.

2.1 Sources of Data

I used both the primary and secondary sources of data to collect required information. The primary and secondary sources of data were used to facilitate the research or supported to the research. The primary and secondary sources of data were used in order to carry out this research.

2.1.1 Primary Sources of Data

This study was primarily based on the primary sources of data. The primary sources of data for the purposed study were the students of grade eleven and the teachers who taught English in class 11 of two schools and two groups of each school.

2.1.2 Secondary Sources of Data

Various books especially Bloch and Tragar (1942), Ellis (1985, 1994), O'Malley and Chamot (1990), Oxford (1990), Brown (1994, 2001), Cohen (1998), Jespersen (1998), Mitchell and Myles (2004), Harmer (2008) Gass and Selinker (2008), Journals: NELTA (2007, 2009 Vol. 12 & 14), reports, articles research studies, internet websites, teacher notes, etc were used as secondary sources of data.

2.2 Sampling Procedure

Sampling procedure is the way of determining the sample or a small group from the large heterogeneous study population. For this study, I selected Kathmandu district purposively as the research area of my study. I chose two +2 schools of Kathmandu district. I selected two classes from the class eleven in both schools. However, four groups of grade eleven were my study groups. Introvert students selected by observing their characteristics and related teachers response. Ten students were selected from each group. So, altogether forty students and ten teachers were my study population. Introvert students were selected by the first ten students from the each group by selecting according to the 'Introvert learner selection criteria (tips)'. Teachers were selected from the same colleges. The English teachers who taught English in class eleven were selected. Five English teachers were selected from each school for this thesis. Formally, fifty peoples were my sampled population. All together more than seventy people were involved to complete my study.

2.3 Tools for Data Collection

For the fulfilment of this study or my thesis, I used two types of tools for gathering required information, viz: questionnaire and observation. Questionnaire was of two types; one for students and another for teachers. The closed ended questions asked to the students and open ended or informative questions asked to the teachers. Observation was held with structurally for gathering information. The survey methodology (research) was used to complete this thesis. The students of class 11 were my research groups. Forty students and ten teachers were my sampled population.

2.4 Process of Data Collection

To collect the primary data, the following procedures were used hierarchically.

- First of all, I prepared a research tools then I went to the selected school.

- I expressed my aims or purposes of my study to the school administration and requested them for the permission of class observation.
- I entered the class and ticked the option of my observation sheet by observing their behaviour inside and outside the classroom.
- I selected introvert and extrovert learners from the class by the help of their (students) activities, teachers' responses and their background information.
- I observed the progressive report of the selected students and encouraged them to fill up a questionnaire, which I had prepared before entering the class.
- I observed the class and their behavior at least five times in each group.
- I checked the relevance between first observed class report and last observed class report.
- I distributed questionnaire to the students and encouraged them to put tick mark which option did they prefer.
- I distributed questionnaire to the teachers for expressing their experience and thought towards introvert learner or my topic.
- Finally, I showed my observation report, result of the questionnaire to the related English teacher and school administration, and included their suggestions and information.

2.5 Limitations of the Study

The basic limitations of the study were as follows:

- The study was limited to two schools of Kathmandu district.
- It was limited on the introvert learners only.
- It was based on school activities only.
- It was limited on questionnaire and observation tools only.
- It showed the learning strategies only.
- It was focused on learner's behaviour of class eleven.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

I analyzed and interpreted the data descriptively by using statistical tools eg. Percentage, pie chart, etc and I presented the data in different lists, charts and tables. I collected the data by using two research tools viz: Questionnaire and observation. The questionnaires were also two types, one for students and another for teachers. I analyzed, described and interpreted the collected data under the following three main headings followed by several sub headings.

- 3.1 Analysis of the data obtained from the questionnaire for the students.
- 3.2 Analysis of the data obtained from the questionnaire for the teachers.
- 3.3 Analysis of the data obtained from the observation.

3.1 Analysis of the Data Obtained from the Questionnaire for the Students

Altogether 20 questions were asked to the sampled students. The item wise responses of the students were analyzed and interpreted under the separate titles as follows.

Response Report of Introvert Learners on Given Questions

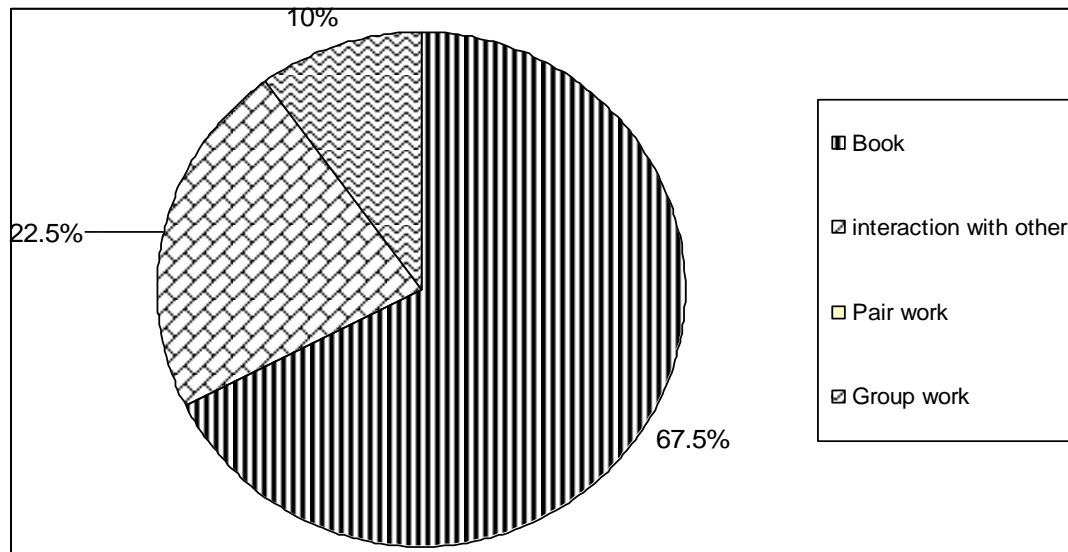
Table No. 2

Q.N.	A	B	C	D
1	27	9	0	4
2	27	7	5	1
3	8	12	5	15
4	21	1	13	5
5	35	1	3	1
6	10	26	4	-
7	13	6	3	18
8	35	2	2	1
9	15	17	1	7
10	18	11	6	5
11	10	22	6	2
12	7	0	2	31
13	4	9	18	9
14	17	3	20	0
15	6	34	0	0
16	7	5	13	15
17	26	2	2	10
18	11	4	11	14
19	26 Middle	14 very good	-	-
20	28 reading	10 playing	2 other activity	-

1. Getting Knowledge

This is the first item, where four alternatives were given to check the students' opinion on the topic getting knowledge. The result of students' response is shown in the pie chart, which is as follow.

Figure No. 1
Getting Knowledge

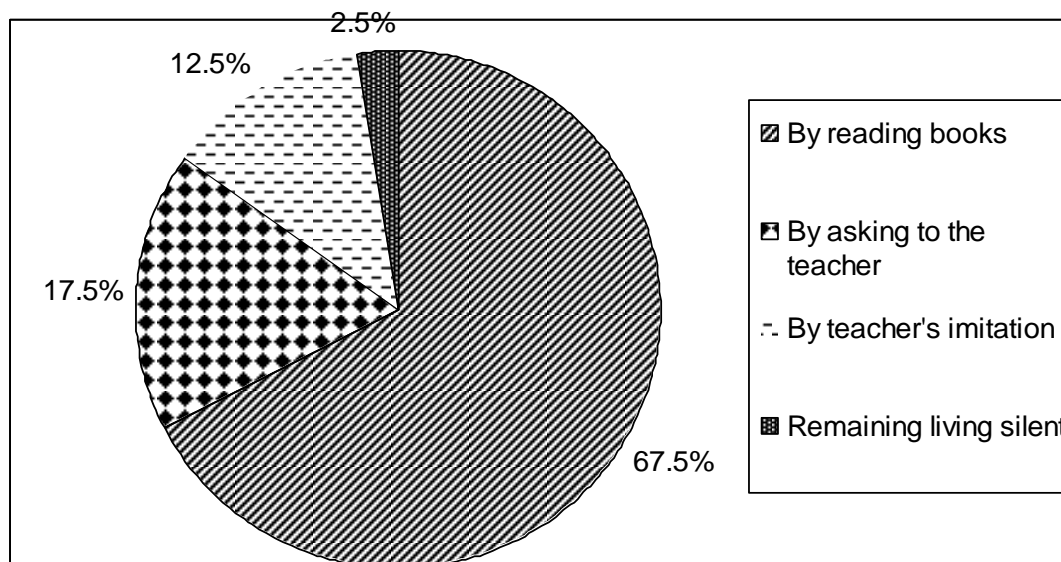


The first item was asked to identify what strategy or tools they used for getting knowledge. According to the students' response, 67.5% introvert learners preferred to use books or written materials for getting knowledge, 22.5% introvert students preferred to get knowledge by the help of interaction with others. Nobody responded on the option pair work and 10% introvert students wanted to get knowledge by the help of group work. Here large number of introvert students wanted to get knowledge from the book.

2. Learn New Things

This is the second item; where four options were given to check students view on the topic learn new things. The students' response report given in the pie chart below.

Figure No.2
Learn New Things

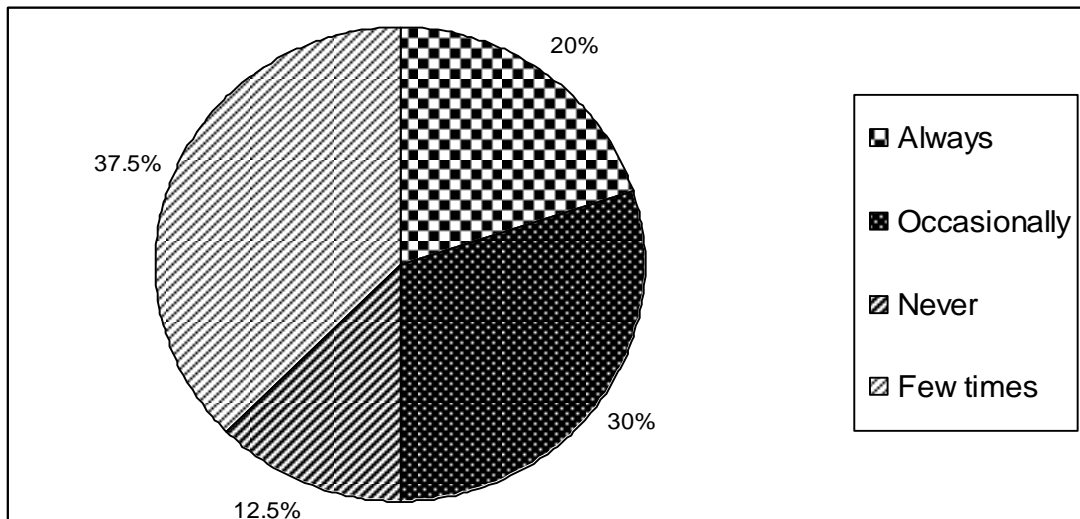


The second question was related to how they learned new things. According to their response, 67.5% students preferred to learn new things by reading the books, 17.5% students preferred to learn new things by asking to the teacher. 12.5% students preferred to learn new things by teachers' imitation and only 2.5% students liked to learn new things by remaining silent. This question also somehow related to the first question. This question also indicated huge mass of introvert learners wanted to learn new things by reading books.

3. Participation in ECA

In the third question, four alternatives were given to check their (students) interest towards ECA. The students response report shown in the following pie chart.

Figure No.3
Participation in ECA

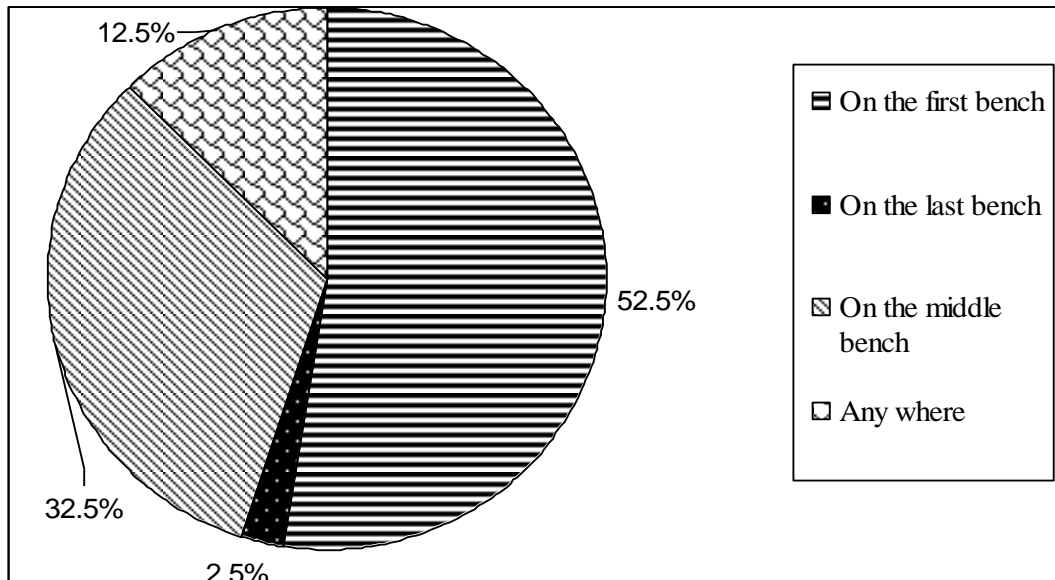


Third question was asked to find out their interest towards ECA (extra-curricular activities). The question was how often do you participate in ECA? According to their responses, the great number of students selected the option few times .Statistically 37.5% learners were selected this option, 30 % students preferred to participate in ECA occasionally, 20 % students preferred to participate in ECA regularly and 12.5% learner never preferred to participate in ECA. This item showed the result that, introvert learners were not wanted to participate in ECA regularly. I found intentionally they were not interested to participate in extra activities but few times, they were participated in ECA by force.

4. Sitting in the Classroom

This item was given to check where introvert learners wanted to sit in the classroom where, four options were given to know students interest, which shown in the pie chart below.

Figure No. 4
Sitting in the Classroom



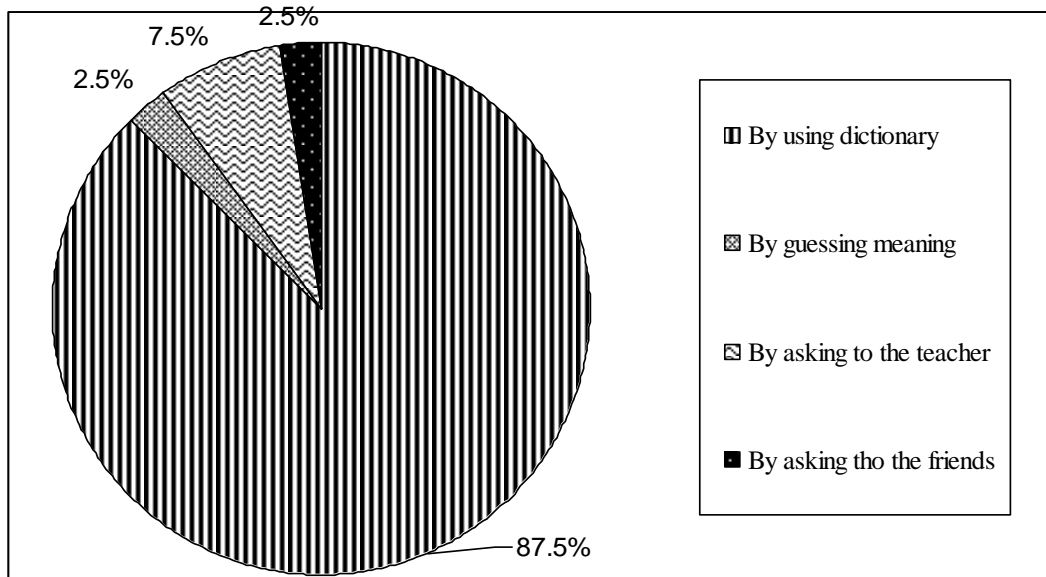
According to their responses, students preferred to sit first, middle, last desk or anywhere of the classroom. Most of the introvert learners were preferred to sit on the first bench of the classroom. Statistically 52.5% introvert students wanted to sit on the first bench of the classroom, 32.5 % introvert students preferred to sit on the middle bench of the classroom, 2.5% students wanted to sit on the last bench of the classroom and 12.5% students wanted to sit anywhere of the classroom. This question indicated that introvert students wanted to sit on the first bench of the classroom.

5. Know the Meaning of New Words

This question asked to know what materials they used to know the meaning of the new words. The result of the students' response given In the pie chart below.

Figure No.5

Know the Meaning of New Words

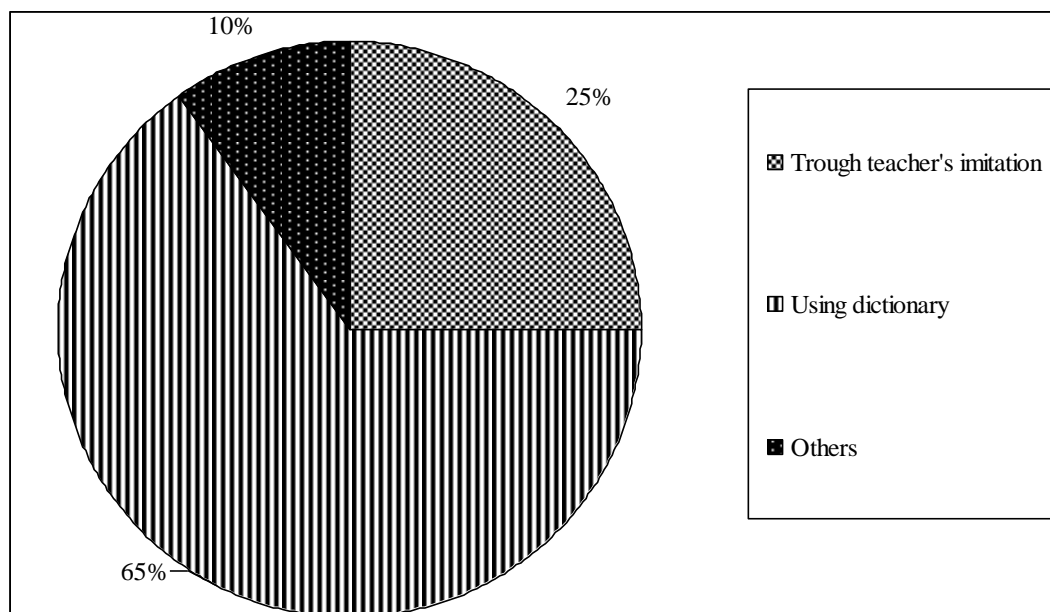


The chart showed that 87.5% introvert learners preferred to learn the meaning of new words by using dictionary, 2.5% introvert students preferred to learn meaning of new words by guessing, 7.5 % introvert students preferred to learn the meaning of new words by asking to the teachers' and 2.5% introvert learners wanted to learn meaning of new words by asking to the friends. This question made us clear that most of the introvert learners wanted to learn meaning of new words by using dictionary. Dictionary was the reliable source to learn the meaning of new word for the introvert learners.

6. Learn the Correct Pronunciation

This item was related to the learning pronunciation. The result of the students' response is shown statistically in the given pie chart below.

Figure No.6
Learn the Correct Pronunciation

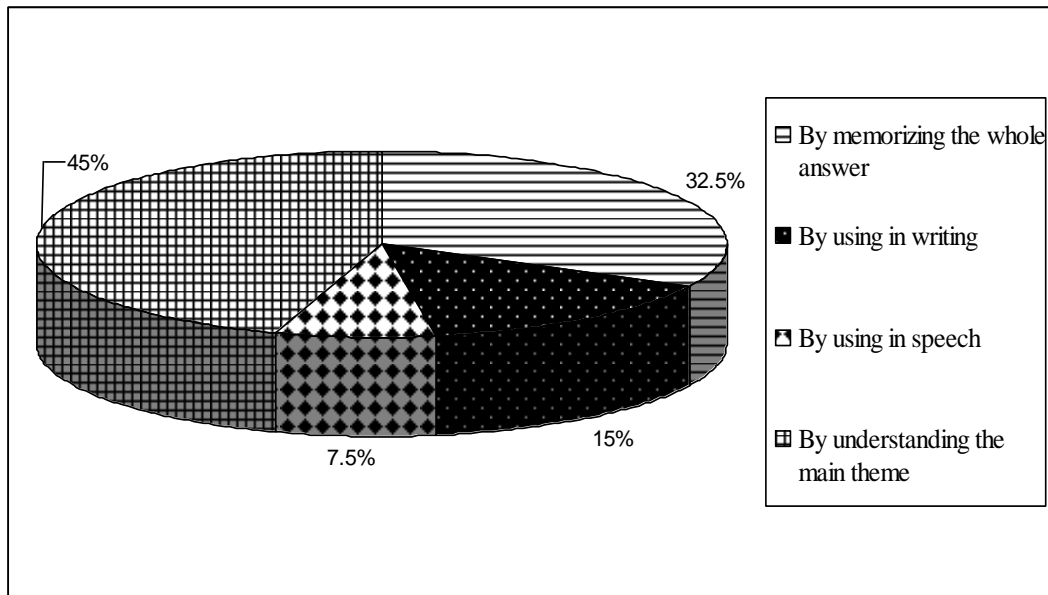


The sixth item was concerned with how the introvert learner learned the correct pronunciation. According to their response large number of students i.e. 65% students preferred to use dictionary to know the correct pronunciation, 25% students wanted to learn correct pronunciation through teachers imitation and 10% students were wanted to learn correct pronunciation through other activity like: recorded materials, listening radio, imitation of friends, etc. Most of the introvert learners preferred to use dictionary for learning correct pronunciation.

7. Learn Answer of the Question

This question was related with the way of learning answer of the question. The given pie chart showed the statistical value of the students' response.

Figure No. 7
Learn Answer of the Question



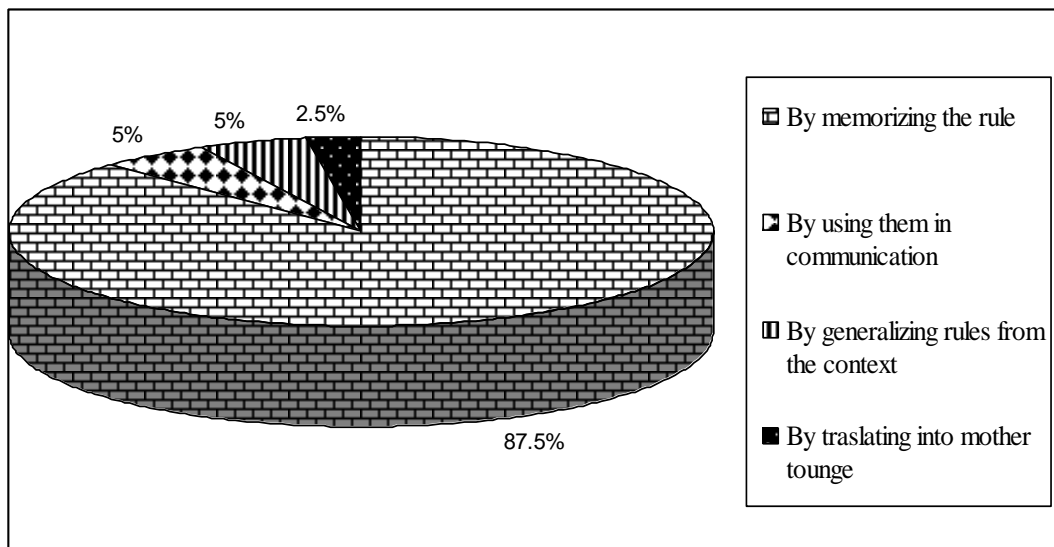
The seventh question was concerned with how did they learn the answer of the question. Introvert students responded on all options but most of the students' selected the option understanding the main theme. Statistically 45% introvert students preferred to learn answer of the question by understanding the main theme, 32.5 % introvert students wanted to learn answer of the question by memorizing the whole answer, 15% students wanted to learn answer of the question by using in writing and 7.5% students wanted to learn answer of the question by using in speech. So this question suggested us that introvert learners wanted to learn answer of the question by looking main theme of the answer then they develop the answer creatively.

8. Learn the Grammatical Items

This item asked to know the way of learning grammatical items. The Student's response report is given in the chart below.

Figure No. 8

Learn the Grammatical Items

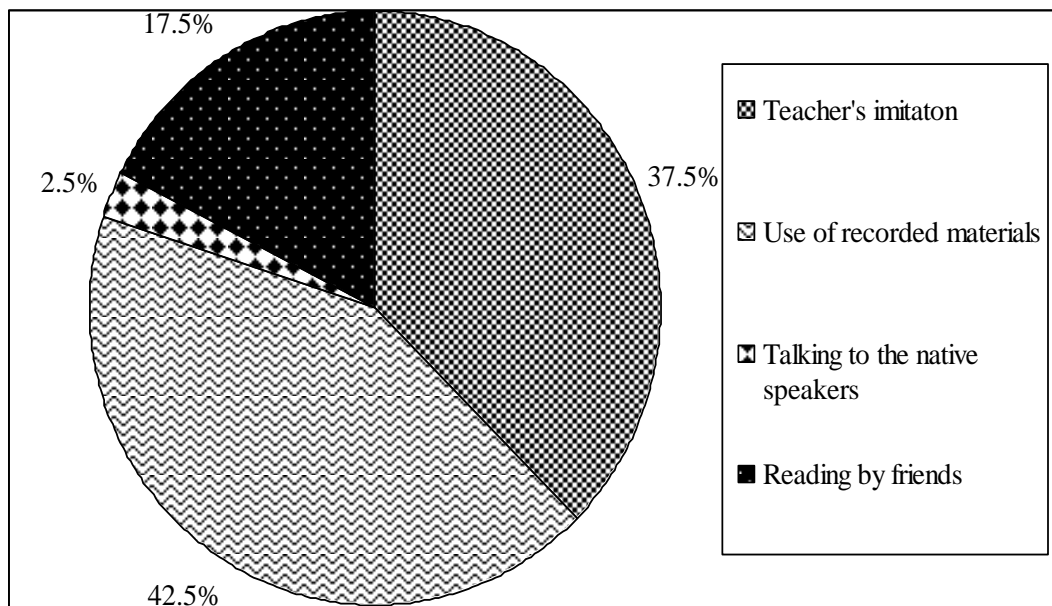


Eighth item was related to the grammatical items. This question used for searching how introvert students wanted to learn grammatical items. There were also four alternatives. Students responded on four alternatives but more than two third number of students responded on the first option. Statistically 87.5% introvert students wanted to learn grammatical items by memorizing the rules, 5% introvert students wanted to learn grammar by using them in communication, 5 % introvert students preferred to learn grammar by generalizing the rules from the context and 2.5% introvert students preferred to learn grammar by translating into mother tongue. However, this item indicated that introvert learner preferred to learn grammar by memorizing the rules.

9. Listening Practice

This item was related with the listening practice. Students responded on the four alternatives, which are shown in the following pie chart.

Figure No. 9
Listening Practice

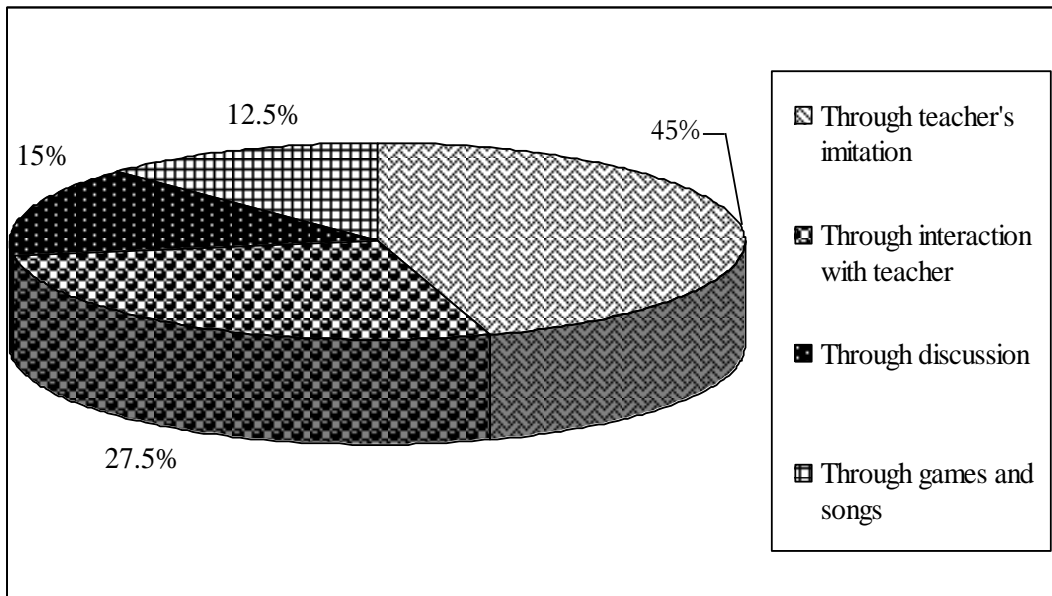


This item was related to how they do listening practice. According to their responses, 37.5% students were preferred to do listening practice through teacher's imitation, 42.5% students were preferred to do listening practice through use of recorded materials, 2.5% students were preferred to do listening practice through talking to the native speakers and 17.5% students wanted to do listening practice through reading by friends. By the help of this item, we can found that introvert learners preferred to use recorded materials and teacher's imitation for doing listening practice.

10. Speaking Practice

Four alternatives were given in this question. Students responded on the four alternatives, which is shown in the following chart.

Figure No. 10
Speaking Practice



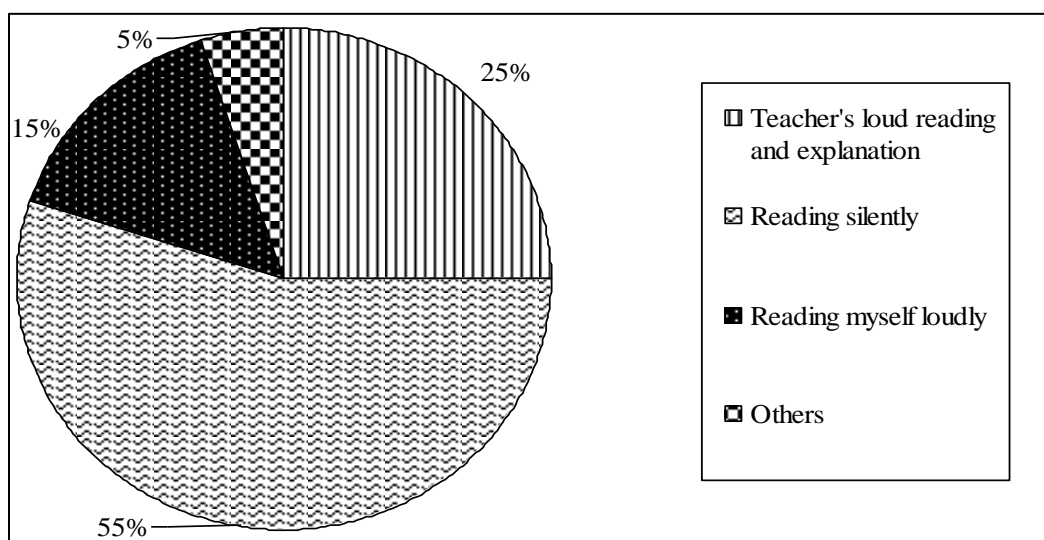
The tenth question was related to how the introvert learner preferred to do speaking practice. Four alternatives were given there and students were selected all options but great numbers of population responded on the first option 'teacher's imitation'. Altogether 45% of sampled students were preferred to do speaking practice through teacher's imitation, 27.5 % sampled students were preferred to do speaking practice through interaction with teachers, 15 % sampled population were preferred to do speaking practice through discussion and only 12.5% sampled population were wanted to do speaking practice through games and songs. It means most of the introvert learners wanted to do speaking practice through teacher's imitation.

11. Best Way to Practice Reading Text

This item asked to know the way of practice reading text of introvert learners. The students' response is shown in the pie- chart below.

Figure No. 11

Best Way to Practice Reading Text

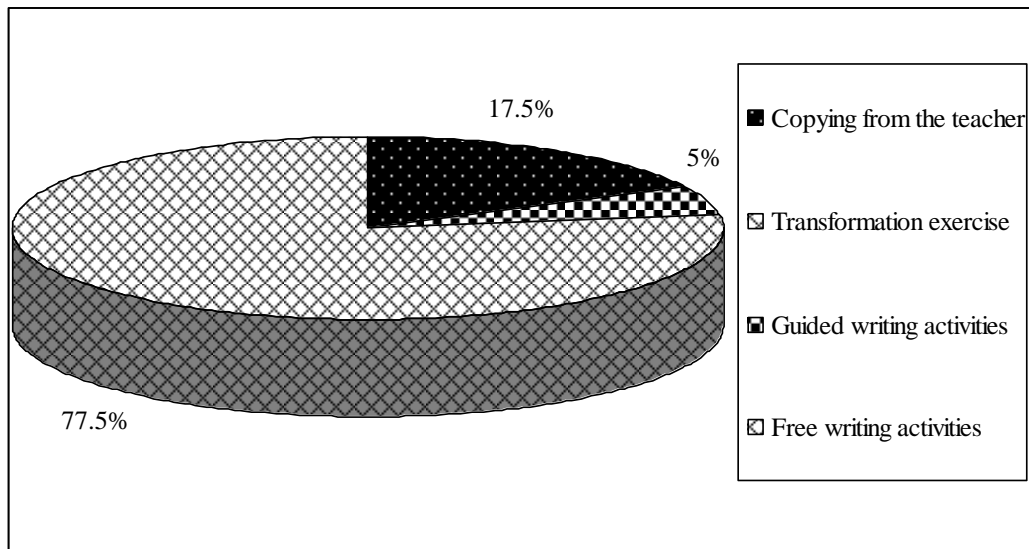


This question was asked to know what was the best way to practice reading text for the introvert learners. For this question, four options were given to the learners. They were chose all options hierarchically but more than fifty present students selected the second option 'reading silently'. Statistically 25% introvert students wanted to practice reading text through teacher's loud reading and explanation, 55 % introvert learners wanted to practice reading text by reading themselves silently, 15 % introvert students preferred to practice reading text by reading themselves loudly and 5% introvert students preferred to practice reading text through other methods like: talking to others, giving speech, etc. By the help of this data, it was found that introvert learners preferred to practice reading text by reading silently.

12. Practice Writing Skill

The following statistical value showed the way of writing practice of the introvert learners.

Figure No. 12
Practice Writing Skill

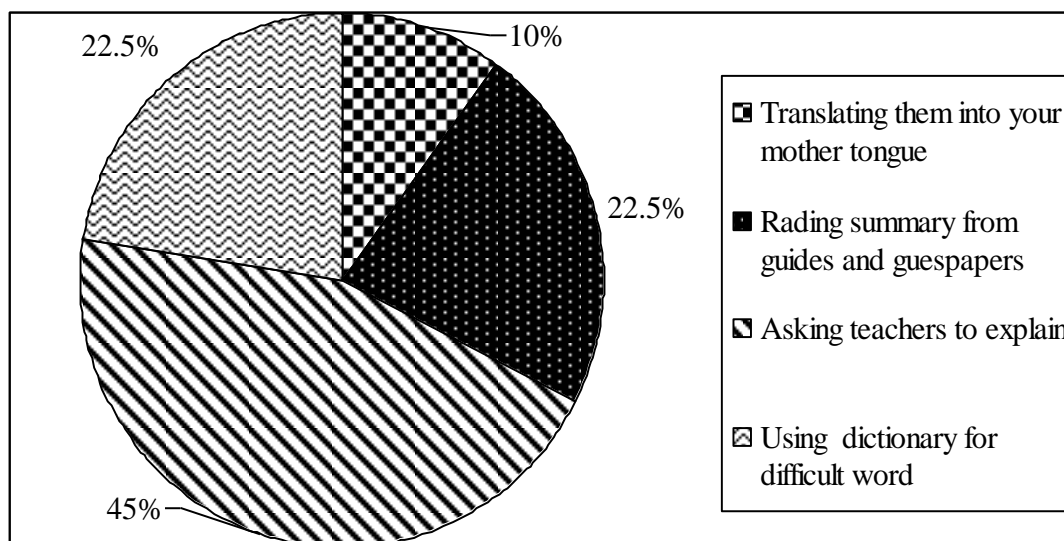


Item no. 12 was related to writing practice. This item asked to the students that how the introvert students preferred to do writing practice. In this question, four alternatives were given to the respondents among them, they responded on three options but large number of respondents responded on the fourth option ‘free writing activities.’ According to their responses, 17.5% introvert students preferred to do writing practice through copying from the teachers. Nobody responded on the second option transformation exercise, 5% introvert learners preferred to do writing practice through guided writing activities, and more than two third population or 77.5% introvert learners preferred to do writing practice through free writing activities. Though, free writing activities was the best way to practice and develop writing skills for the introvert learners.

13. Like to Learn the Literary Text

Item no. 13 asked to the students to know the way of learning literary texts. Their response report on the given question is shown in the chart below.

Figure No. 13
Like to Learn the Literary Text

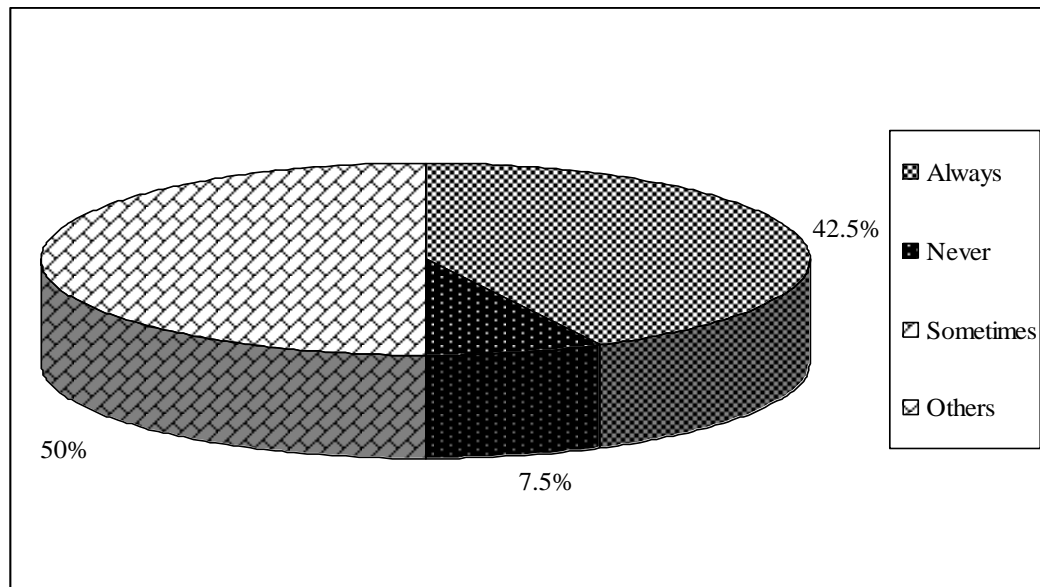


Students responded on four alternatives. Sampled population chose different options but they were not equal in quantity. Statistically, 10% introvert students preferred to learn literary text through translating them in to their mother tongue, 22.5 % introvert students preferred to learn literary text through reading summary from guides and guess papers, 45 % introvert students wanted to learn literary text by asking teachers to explain and 22.5% introvert students preferred to learn literary text by using dictionary for difficult words. So great number of introvert students wanted to learn literary texts through asking teachers to explain.

14. Interaction with Teacher in the Classroom

In this question, there are four alternatives but students responded on only three options. Their response report is shown in the given pie chart.

Figure No. 14
Interaction with Teacher in the Classroom



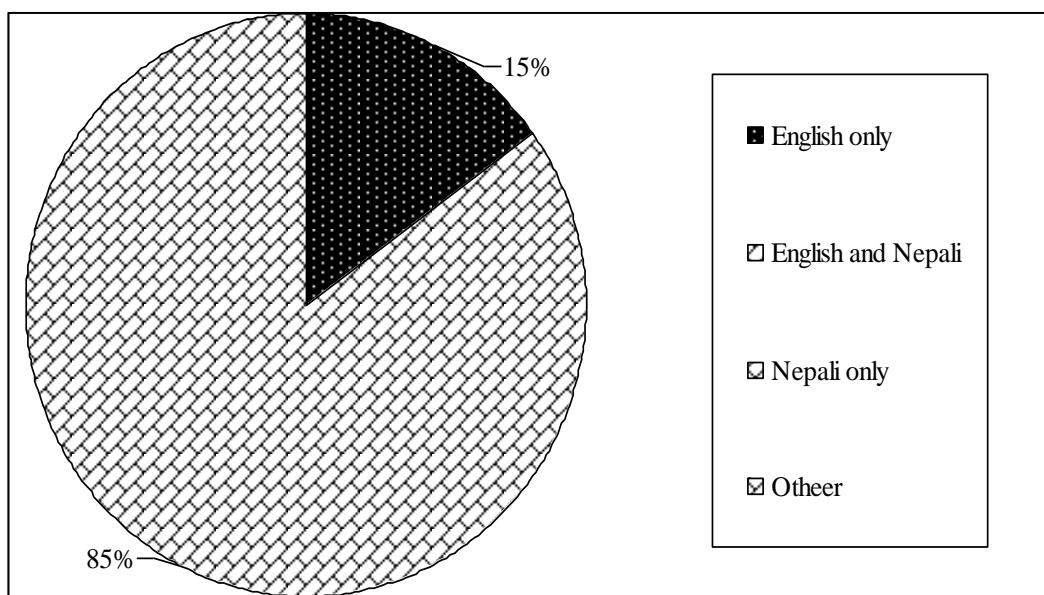
This question was related to the students' behavior in the classroom. This question wanted to measure the students interaction with teachers in the classroom, either they interact or not in the classroom. According to the learners' response 42.5% learners always preferred to participate in interaction with their teachers in the classroom, 7.5% students never wanted to participate in interaction with their teacher in the classroom, 50% students wanted to participate few times in the interaction with their teacher in the classroom. Nobody wanted to use fourth option or other activities. By the help of this item, it was found that introvert learners wanted to participate in interaction few times.

15. Medium of Language they Like

This question asked to know which medium of language they preferred in English classroom. Student's response on given question is shown below statistically.

Figure No. 15

Medium of Language they Like

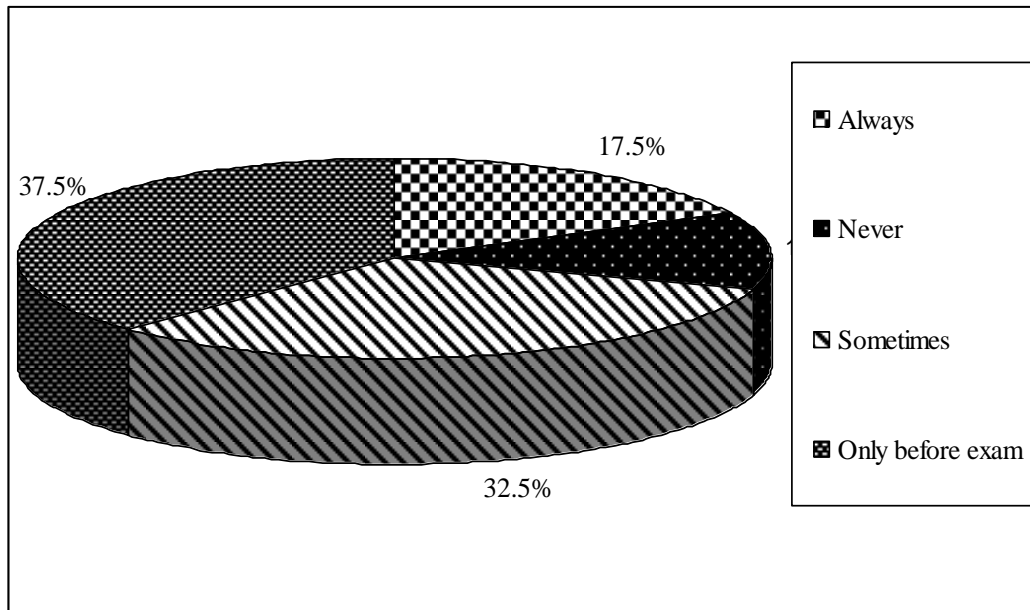


Fifteenth question was, which medium of language you like most during teaching English text? There were also four alternatives given to the students but students responded on only two alternatives. According to their response 15% introvert learners' preferred English medium only during teaching English text. More than two third numbers of students preferred both mediums (English and Nepali) during teaching English text. Statistically, 85% introvert students preferred English and Nepali medium of language during teaching English text. However, nobody preferred Nepali only and other medium during teaching English text. Therefore, English and Nepali medium was the best for the introvert learners.

16. Taking Extra Classes

Item no.16 was, do you take extra classes? Students' response report is given in the following pie chart statistically.

Figure No. 16
Taking Extra Classes

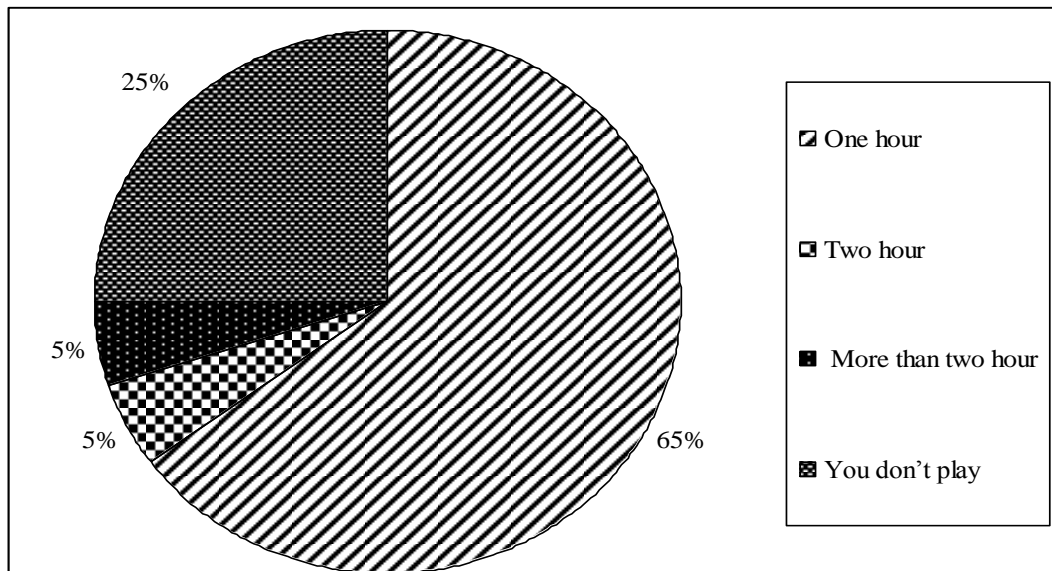


This item helped us to know introvert learner wanted or not to take extra classes. According to their responses 17.5% introvert students always wanted to take extra classes, 12.5% students of total population never wanted to take extra classes or tuition classes, 32.5 % introvert students sometimes wanted to take extra classes and 37.5% introvert students preferred to take extra classes or tuition classes only before the exam. It means introvert students wanted to take extra classes or tuition classes only before the examination.

17. Time, they Expend in Playing at the School

Following chart visualized the students' response on the given question statistically.

Figure No.17
Time, they Expend in Playing at the School

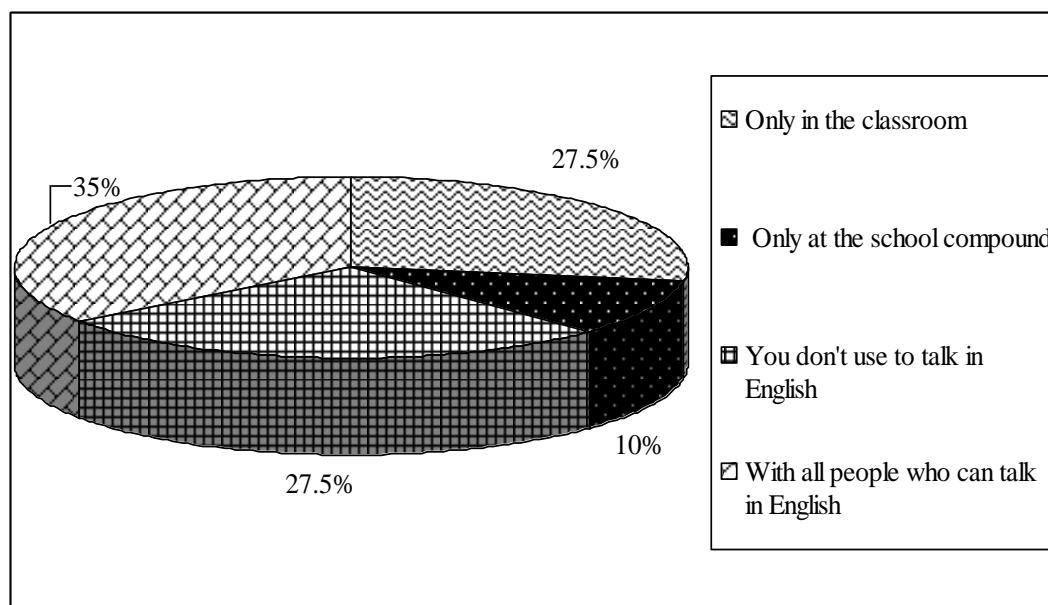


Item no. 17 wanted to investigate their interest towards playing. After this rigorous investigation, it was found that 65% introvert learners preferred to play one hour at the school, 5 % introvert students preferred to play two hours at the school, 5 % introvert student wanted to play more than two hours at the school and 25% introvert students didn't want to play at the school. Therefore, this data indicated that introvert learners preferred to play one hour at the school in school time.

18. Use to Talk in English

This is also a multiple-choice question, students responded on given four options statistically shown in the given pie chart.

Figure No. 18
Use to Talk in English

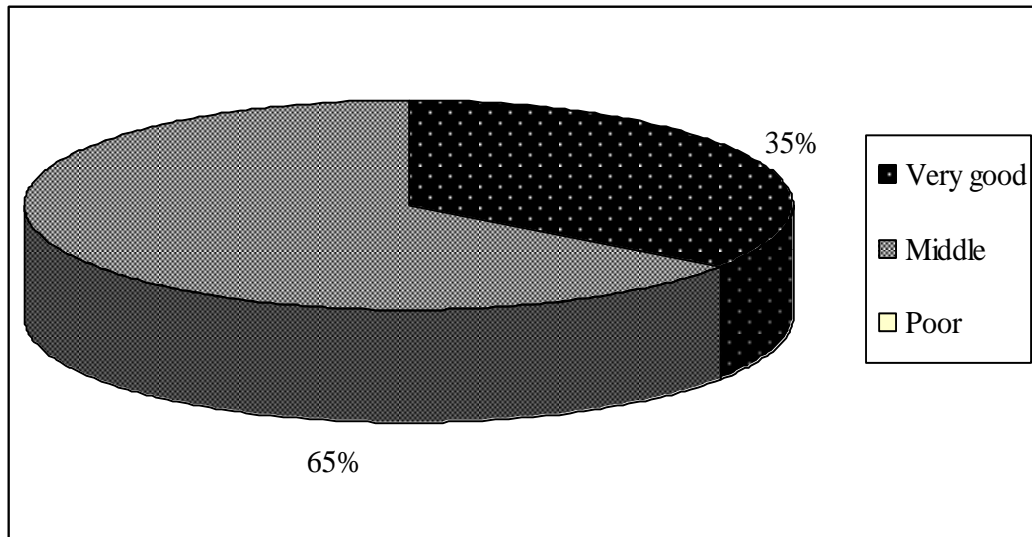


This item was asked to find out their interest towards English language or where and with whom they wanted to interact. By the help of students' response, 27.5% introvert students wanted to talk in English only in the classroom, 10% of the learners used English only while talking at the school compound, 27.5% introvert learners did not use to talk in English anywhere and 35% introvert learners preferred to talk in English with all people who can talk in English. So large number of introvert learners preferred to talk in English with all people who can talk in English.

19. Their Position in the English Classroom

This is open- ended questions asked to the students. But they responded on only two things which is shown in the following chart.

Figure No.19
Their Position in the English Classroom

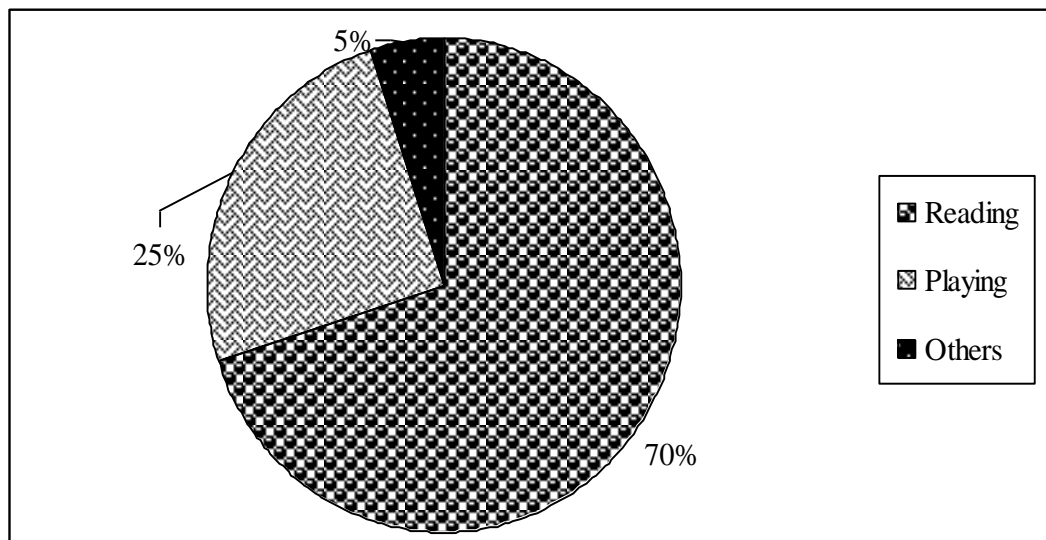


This item asked to the students to know their educational status or position in the English classroom. They wrote two things viz: very good and middle position. According to their response 35% of introvert, learners got very good position or first position or top position in the English classroom. In this way 65% of introvert, learners got middle position in the English classroom. I did not find poor introvert students in the English classroom. By the help of this item, it was proved that introvert learners got middle position in the English classroom either they topped the class or got low marks. Investigation made us clear that most of the introvert learners got middle position in the English classroom.

20. Outside of the Classroom they Do

The last question was also an open- ended question. Students' responded on three things viz: reading, playing and others showed in the following pie chart statistically.

Figure No. 20
Outside of the Classroom they Do



The last question was open- ended question but students responded on three options viz: reading, playing and others. The question was what do you do outside of the classroom? According to the learners response 70% introvert learners preferred to read the reading materials like: newspapers, interesting books, etc. 25% introvert learners preferred to play outside the classroom. Moreover, 5% introvert learners preferred other activities outside the classroom like chatting, saying joke, etc. However, most of the introvert learners preferred to read interesting reading materials and newspapers in the outside of the classroom.

3.2 Analysis of the Date Obtained from the Questionnaire for the Teacher

In order to make the study more authentic and reliable, I prepared a set of questionnaire for the teachers. I distributed those questionnaires to the ten English teachers who taught in class eleven of my visited schools. Minimum two years to maximum twenty-seven years of experienced teachers were involved in this questionnaire. I asked them open- ended questions. I wanted to know their attitude or way of teaching towards introvert learners. I analyzed and interpreted their opinions based on their responses. Analyses and

interpretation fundamentally related with teachers' opinions towards introvert learners, which were as follows.

The first question was asked to find out which methods did they prefer for teaching English. According to their response more than 70 % teachers were preferred to use discussion method and 30% teachers were preferred to use integrated method like: audio-lingual method, direct method, G.T. method, etc. It means most of the teachers wanted to use discussion method in the classroom for the introvert learners also. They wanted to make student-centered classroom and wanted to involve to the all students in teaching learning process.

The second question was asked to know teachers opinion towards learning strategies for introvert learners. The question was what strategies will be better to suggest the introvert learners? Based on teacher's response more than 60% teachers were suggested to use cognitive strategies to the introvert learners and 40% teachers suggest them to use mixed strategies like memory, meta-cognitive and compensation strategies. But most of the teachers saying was that cognitive strategies under direct learning strategy was better to the introvert learners because it helped them to solve problems. Third question was related to the introvert learners. I wanted to know what strategy they used for learning. For that, I asked the question, what strategy does a introvert learner use in the classroom? Teachers were responded on this question differently but nearly 70% teachers were responded that introvert learners used meta-cognitive strategies in the classroom and beyond the classroom. Moreover, 30% teachers responded that introvert learners were used memory, cognitive and socio-affective strategies. However, it was found that most of the introvert learners were used meta-cognitive strategy. It means they managed themselves. They controlled their own cognition, evaluated, and monitored themselves whether that is right or wrong. Self- monitoring, self- evaluating, planning, managing, etc were related to the introvert learners also. Therefore, we found meta-cognitive strategies used by the introvert learners in the classroom.

The fourth question was asked for checking the educational status of introvert learners inside or outside the classroom. In this question all the teachers were

responded that educational status of introvert learners were good in inside and outside the classroom but in aggregate not as excellent as extrovert learners. Some teachers were responded that introvert learners were good in theoretical or bookish knowledge but not perfect in practical or other aspect. They have competency but lack of fluency. They have knowledge but they were unable to express their knowledge publicly.

Next question was asked to check, which learners (introvert or extrovert) could get good marks in examination? According to teachers responses 50% teachers were responded that extrovert learners could get good marks in examination, 30% teachers were responded that introvert learners could get good marks in theoretical subject but in practical subject extrovert could get good marks.

Moreover, 20% teachers were responded that introvert learners could get good marks in the examination. When I asked this question to the English teachers, they accepted that introvert learners were good in self- reading and self - evaluating but they were unable to share their knowledge publicly.

The sixth question was related to the extra activities of introvert learners. The question was which learners (introvert or extrovert) could get position in ECA? All of the teachers responded that extrovert learners could get good position in ECA. It means introvert learners were not as excellent as extrovert learners in extracurricular activities.

Next question was given to check which materials they used in the English classroom. Most of the teachers were responded on this question differently. Nearly 70% teachers were expressed that they preferred to use daily used materials like book, marker, whiteboard, duster etc but 30% teachers were preferred to use synthetic materials or they wanted to use other supplementary materials along with daily used materials. I found maximum numbers of teachers were used daily used materials only during teaching in the English classroom.

Next question was related to the way of learning grammar. The question was how do the introvert learners prefer to learn grammar? According to the teachers response approximately 90% teachers responded that the introvert

learners preferred to learn grammar deductively. It means they memorized the rules first then they use memorized rules in real context. Moreover, 10% teachers were responded that introvert learners preferred to learn grammar inductively. It means learning through example to rule. Therefore, deductive method is the favorite method for introvert learner to learn grammar.

Ninth question was asked to know the way of learning new vocabulary of introvert learners. The question was how do the introvert learners prefer to learn new vocabulary items? Different English teachers showed their experience differently. Among them 60 % teachers were responded that introvert learners wanted to learn new vocabulary items by consulting dictionary. However, other teachers expressed their experience differently. They responded that introvert learners preferred to learn new vocabulary through newspaper, some teachers responded that they learn new vocabulary through audio-visual materials or through cassettes or listening materials. One teacher responded that introvert learners preferred to learn new vocabulary by understanding the word meaning, rhyming patterns, synonyms, antonyms etc.

The last question was related to the way of teaching literary text. I asked to the all-English teachers of my visited schools that how you teach literary text to the introvert learners. All teachers preferred to encourage to the students for self - reading at first. However, some of the teachers were interested to teach difficult word of related text and describe about the text and some of the teachers wanted to teach main theme after students' self-reading. However, equality was that all teachers wanted to make student centered teaching.

3.3 Analysis of the Data Obtained from the Observation

Four groups of two schools were observed to identify how introvert learners wanted to learn in the English classroom and what was their educational status inside and beyond the classroom. An observation form was developed to code the different activities. Eleven activities were situated in the structured observation sheet. Some other activities I have written in the points below the

observation check-list. All items were developed to tick only but other activities indicated below the table.

1. Check- list

A check- list with four options i.e. very good, good, average and poor were designed to identify the different learning activities inside the classroom and one point indicated to measure the activities outside of the classroom. The whole check- list with the activities was selected while observation the classroom is presented in the following tabular form.

Table No. 3

Check- list

S.N.	Students activities	Schools and groups			
		Janasewa H.S.S.		Shahid Smarak College	
		Mgmt.	Edu.	Mgmt. 'A'	Mgmt. 'B'
1.	Teacher-student interaction	average	average	average	Average
2	Students asking question	Good	average	average	Average
3	Students activeness	average	average	average	Poor
4	Concentrate on book	Very Good	Very good	very good	Very good
5	Active on group work	average	poor	poor	Average
6	Student-student interaction	average	average	average	Poor
7	Pair work	average	good	good	Good
8	Interested in ECA	Poor	poor	poor	Poor
9	Students fluency in English	Poor	poor	poor	Poor
10	Students writing in English	Good	good	good	good
11	Knowledge of the book	Very good	Very good	Very good	Very good

Some points of students' activities outside the classroom

- Introvert students were not participated in playing games.
- They liked to stay with their close friend outside the classroom.
- If they saw teachers, they preferred to escape from the sitting place.
- They went canteen to take breakfast and returned to the classroom. It means they were not preferred to go here and there.
- If new person was near of them, they felt uneasy to talk with their close friend also.
- They felt hesitation to speak with their teacher or any new person.

From the class observation, it was found that teacher- student interactions in all classes were average but intentionally students did not want to talk with teachers. Teacher started interaction with introvert learners then they were obliged to interact with them. Student asking question was good in management group of janasewa higher secondary school and average in others. Students' activeness was average in all groups but I did not find good or very good in any classes. Concentrations on book were very good in every class. I found all of the introvert learners' preferred to read intentionally. I found book was their ornament or valuable thing. They were devoted on book. In-group work two groups were good and two groups were average. Teacher given them a topic for group works and they were obliged to involve in-group work but they were not interested to participate in-group work. Pair works were average in one group and good in three groups. Introvert learners wanted to work with their close friend so close friend were their pair. If teacher change their friend they were nervous to work with new friends. They were not interested to involve in extracurricular activities. I found poor involvement in ECA in all classes. Students writing power or writing were very good in all classes. They wanted to write many things separately and they preferred to live alone during writing time. Student's fluency in English was poor in every group. They had

knowledge of many things but they were unable to express publicly, cause of hesitation. I found their knowledge towards book was very good. They were able to say answer of the question if I asked some questions from the book. I found introvert learners had good bookish knowledge.

2. Learning Activities in the Classroom

Altogether 140 students were there in four classes of grade eleven but I focused on 40 students. Those were introvert learners. I observed five classes of each group. My focused groups were introvert learners those were ten students in a class. Therefore, altogether 40 students including all groups were my study population. Their activities were pointed while observing the class. It was found that when teacher asked any question to the introvert learners they felt hesitation and unable to say spontaneously. When teacher gave them any exercise to write they were fast in writing. Another things, I found most of the teachers gave them (students) notes and the described the answer of the question, then students memorized them and wrote in the examination. Students were not preferred to participate in debate, quiz context or in any intellectual program in the class but teacher forced them to participate in the program. Teacher spoke a lot and introvert students spoke less in the English classroom. Introvert learners preferred to improve their English language fluency by teacher's imitation but they were unable to get mastery over in English language because of the lack of practice or cause of hesitation. When teacher speak in English then they requested to the teacher to speak in Nepali. Students asked with their own friends rather than the teacher if there were any difficulties.

3. Learning Activities Outside the Classroom

My study area was Kirtipur, Kathmandu here population of Newari people were greater than the other population. In schools also the students from Newari culture always wanted to speak in their mother tongue or Newari

language and people from other communities wanted to speak in Nepali when they talking with their friends. I found introvert learners were good in discipline. Students were not scattered everywhere in the ground. Mainly I focused introvert learners and I found introvert learners were better than extrovert learners in discipline were. They were moved beyond the class only for specific purpose. They were lived with their close friend outside the classroom. They went towards library for reading newspaper or other interesting books in the leisure period. They were not interested to participate in playing or extra activities outside the classroom.

CHAPTER FOUR

FINDINGS AND RECOMMENDATION

This chapter includes findings and recommendations or pedagogical implications.

4.1 Findings

On the basis of the rigorous analysis and interpretation of the data, the following findings are extracted. The findings of the study are listed down under the following headings and sub-headings.

4.1.1 Findings of Learning Strategies

To identify learning strategies adopted by introvert learners in the English classroom, two research tools, viz: questionnaire and observation were used. The findings of learning strategies were listed below under the following three sub headings.

- I. Findings of the data obtained from the questionnaire for the students.
- II. Findings of the data obtained from the questionnaire for the teachers.
- III. Findings of the data obtained from the observation.

I. Findings of the Data Obtained from the Questionnaire for the Students

Findings of the data obtained from the questionnaire for the students were as follows.

1. Introvert learners wanted to get knowledge from the book.
2. They preferred to learn new things by reading books.
3. They did not want to participate in extracurricular activities regularly.
4. Most of the introvert learners wanted to sit in the front benches.

5. They wanted to know the meaning of new words and correct pronunciation by using dictionary.
6. They preferred to learn answer of the question by understanding the main theme.
7. The way of learning the grammatical items was memorizing the rule.
8. They wanted to do learning practice through teacher's imitation and use of recorded materials.
9. They preferred to do speaking practice through teacher's imitation.
10. They read silently for reading practice.
11. They preferred to practice writing skills by free writing activities.
12. They liked to learn or read the literary texts by asking teachers to explain.
13. Only few times introvert learners preferred to interact with teacher in the classroom.
14. English and Nepali medium language they preferred during teaching English.
15. Mainly they used to take extra classes before examination.
16. They expend one hour in playing at the school.
17. They used to talk in English with all people who can talk in English.
18. Introvert learners got neither very good nor bad position in the classroom. It means they got middle position.
19. They were interested to play with their close friend beyond the classroom.

I. Findings of the Data Obtained from the Questionnaire for the Teacher

Findings of the data obtained from the questionnaire for the teacher were as follows.

1. Teacher wanted to use discussion method or communicative approach in the classroom.
2. Cognitive strategies they wanted to suggest to the introvert learner.

3. It was found that introvert learners preferred to use meta-cognitive strategies.
4. Educational status of introvert learners was satisfactory but not as good as extrovert learners.
5. Introvert learners could get good marks in theoretical subject but in aggregate marks, extrovert learners could get good marks.
6. Introvert learners were not very good in extracurricular activities.
7. Most of the teachers preferred to use daily used materials in the classroom.
8. Introvert learners preferred to learn grammatical items by memorizing the rules.
9. Most of the introvert learners preferred to use dictionary for learning new vocabulary.
10. Teacher wanted to teach literary text to the introvert learners that, first they encourage them to do self- reading then tell them the meaning of difficult words and finally tell them main theme of the text.

II. Findings of the Data Obtained from the Observation

Findings of the data obtained from the observation were as follows.

1. Teacher-student interaction and student asking question was not very good in the English classroom.
2. Students' interest in ECA was poor.
3. Students' activeness was average in the classroom.
4. Their interest towards book was very good.
5. Their fluency in English was poor.
6. They felt hesitation to speak in the English classroom.
7. They have good writing power and interested to do individual work.
8. Educational status was satisfactory inside and outside the classroom.
9. They wanted to live with their close friend in the school or in the classroom.
10. They were very good in discipline and gentle in out looking.
11. They wanted to read books rather than other activities.
12. Group work or pair work were average in introvert learners.

13. They used meta-cognitive, cognitive and memory strategies for learning.
14. Learners wanted to use Nepali language a lot.
15. Teacher used cognitive, meta-cognitive, communicative, memory and compensation strategies to teach in the English classroom.

4.1.2 Findings of Educational Status

All findings shown in the findings of learning strategies and some points of educational status were as follows.

4.1.2.1 Educational Status inside the Classroom

I found the educational status of the introvert learners in the classroom were as follows.

1. Introvert learners preferred to do writing, listening and reading practice rather than speaking practice.
2. They were very good in the discipline.
3. They were interested to study book rather than participation in extra activities.
4. They knew many things but they were unable to express thoroughly.
5. Generally, learners always sat in the same place in the classroom.
6. I found they were very gentle and obedient in behavior.
7. They had good knowledge in subject matter.
8. They were concentrating in book and teachers' instruction.
9. They wanted to do self- reading by the help of books and preferred to get more knowledge from the book.
10. Their educational status was satisfactory but not all of the students were excellent in their result.

4.1.2.2 Educational Status outside of the Classroom

I found the educational status of introvert learners beyond the classroom were as follows.

1. Introvert learners preferred to live in the separate place with their close friends.
2. They were not so much interested in playing or participated in extra activities.
3. They wanted to read newspapers and other reading materials during leisure period in the school.
4. They felt uneasy to adjust in the new environment or in new groups.
5. They were very good in behavior.
6. They wanted to do their own work themselves.
7. They had low proficiency in extracurricular activities.
8. They did not have good command in English to talk with others.

4.2 Recommendations

On the basis of the findings, some recommendations or pedagogical implications have been suggested as follow:

1. Students prefer to develop different language skills with the help of a teacher. The teacher should be well prepared and should speak and spell appropriately.
2. Students use meta-cognitive strategies a lot. They should be given opportunities to practice the language skills and aspects.
3. They like to talk in Nepali. So they should be encouraged to speak English inside and outside the classroom.
4. It is recommended that students feel hesitation for involving in any program therefore teacher should help them to participate in programs.
5. It is suggested that not all students get opportunity to speak or participate in the classroom activities so teacher should give equal opportunities to all students.
6. Introvert students have good competency on subject matter but lack of fluency so that teacher should help them to change their competency into fluency.

7. They want to learn grammar by memorizing the rules, means deductive method. Teacher should encourage them to learn grammar inductively.
8. Students should remove their hesitation or shyness, for that they have to involve in programs as much as possible.
9. Students should develop their fluency to improve their educational status inside the classroom and outside the classroom.
10. The teacher should use cognitive, social and communicative strategies to teach to the introvert learners.
11. Students do not want to participate in playing or extracurricular activities. Therefore, teacher should encourage them and make them perfect in extracurricular activities.
12. Only daily used materials are not effective so teacher have to use other supplementary materials also during teaching English.
13. The teacher should not ignore to the introvert learners in the classroom or beyond the classroom.
14. Many teachers were authoritative. They must be flexible in the classroom.
15. The teacher should create the student-centered environment in the classroom.

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APPENDIX - I

OBSERVATION CHECKLIST

School:

Date:

No. of students:

Time:

S.N.	Learner's Activities	Very good	Good	Average	Poor
1.	Teacher-students interaction				
2.	Students asking question				
3.	Students activeness				
4.	Concentrate on book				
5.	Active on group work				
6.	Student-student interaction				
7.	Pair work				
8.	Interest in ECA				
9.	Student's writing in English				
10.	Students fluency in English				
11.	Knowledge of the book				

APPENDIX II

SELECTION CRITERIA FOR INTROVERT LEARNERS

The following traits were considered with observing the class while selecting the extrovert and introvert group.

1. Undisciplined vs. disciplined
2. Frankness vs. melancholy
3. Talkative vs. silent
4. Independent vs. dependent
5. Don't hesitate to speak vs. hesitate to speak

APPENDIX III

QUESTIONNAIRE FOR THE TEACHERS

This study aims to find out learning strategies adopted by introvert learner in English classroom. The following questions ask you to express your opinions about the different aspect of the learning strategies, which introvert learners use in the English classroom. I would appreciate your honest opinion. I have attached some tips about learning strategies with this model question.

School's name:

Teacher's name:

Experience:

1) Which method do you prefer for teaching English?

.....
.....

2) What strategies will be better to suggest the introvert learners?

.....
.....

3) What is the strategy does a introvert learner use in the classroom?

.....
.....

4) What is the educational status of introvert learner in the English classroom and outside the classroom?

.....
.....

5) Which learner (introvert/extrovert) can get good marks in examination?

.....
.....

6) Which learner (introvert/extrovert) can get good position in ECA?

.....
.....

7) Which materials do you use in the English classroom?

.....
.....

8) How do the introvert learners prefer to learn grammar?

.....
.....

9) How do the introvert learners prefer to learn new vocabulary items?

.....
.....

10) How do you teach the literary texts to the introvert learners?

.....
.....

APPENDIX IV

QUESTIONNAIRE FOR THE STUDENTS

Following questions are related to you. Tick any one option, which you like most.

- 1) We can get knowledge from the.....
 - a) book
 - b) Interaction with others
 - c) pair work
 - d) group work
- 2) How do we learn new things?
 - a) By reading books
 - b) By asking to the teacher
 - c) By teachers imitation
 - d) Remaining living silent
- 3) How often do you participate in ECA?
 - a) Always
 - b) Occasionally
 - c) Never
 - d) Few times
- 4) Most often where do you like to sit in the classroom?
 - a) In the first desk
 - b) In the last desk
 - c) In the middle desk
 - d) Anywhere

- 5) How do you know the meaning of the word, if any new word comes in the text?
- a) By using dictionary
 - b) By guessing meaning
 - c) By asking to the teacher
 - d) By asking to the friends
- 6) How do you learn the correct pronunciation?
- a) Through teacher's imitation
 - b) Using dictionary
 - c) Others (mention.....)
- 7) How do you learn the answer of the question?
- a) By memorizing the whole answer
 - b) By using in writing
 - c) By using in speech
 - d) By understanding the main theme
- 8) How do you learn the grammatical items?
- a) By memorizing the rule
 - b) By using them in communication
 - c) By generalizing rules from the context
 - d) By translating into mother tongue
- 9) What is the way you like to do during listening practice?
- a) Teacher's imitation
 - b) Use of recorded materials
 - c) Talking to the native speakers
 - d) Reading by friends
- 10) How do you do speaking practice?
- a) Through teacher's imitation
 - b) Through interaction with teacher
 - c) Through discussion
 - d) Through games and songs

- 11)is the best way to practice reading text and understand it.
- a) Teacher's loud reading and explanation
 - b) Reading silently
 - c) Reading myself loudly
 - d) Others (mention.....)
- 12) You prefer to practice writing skills by.....
- a) copying from the teacher
 - b) transformation exercise
 - c) guided writing activities
 - d) free writing activities
- 13) You like to learn or read the literary texts by.....
- a) translating them into your mother tongue
 - b) reading summary from guides and guess papers
 - c) asking teachers to explain
 - d) using dictionary for difficult word
- 14) Do you want to interact with your teacher in the classroom?
- a) Always
 - b) Never
 - c) Sometimes
 - d) Other (mention.....)
- 15) Which medium of language you like most during teaching English text?
- a) English only
 - b) English and Nepali
 - c) Nepali only
 - d) Other (mention.....)

- 16) Do you take extra classes or tuition classes?
- a) Always
 - b) Never
 - c) Sometimes
 - d) Only before exam
- 17) How much time do you expend in playing at the school?
- a) One hour
 - b) Two hours
 - c) More than two hours
 - d) You don't play
- 18) You use to talk in English.....
- a) only in the classroom
 - b) only at the school compound
 - c) you don't use to talk in English
 - d) with all people who can talk in English
- 19) What is your position in the English classroom?
-
-
- 20) What do you do outside of the classroom?
-
-

APPENDIX-V
SAMPLE SCHOOLS AND GROUPS

1. Janasewa Higher Secondary School, Kirtipur, Kathmandu
 - a. Education group
 - b. Management group
2. Shahid Smarak College, Kirtipur, Kathmandu
 - a. Management "A"
 - b. Management "B"

APPENDIX-VI
SAMPLE STUDENTS

**1. Shree Janasewa Higher Secondary School, Kirtipur,
Kathmandu**

a. Education group

1. Pradeep Chaudhary
2. Kewan Keshari Maharjan
3. Suraj Adhikari
4. Sabbu Maharjan
5. Sushmita Maharjan
6. Asha Pun
7. Madhu Nani Maharjan
8. Urusha maharjan
9. Bijay sunar
10. Kamal Shrestha

b. Management group

1. Krishna Shykya
2. Anil Lama
3. Sangita Shah
4. Sirjana Regmi
5. Basanta Thapa
6. Sajina Maharjan
7. Deepak Lama
8. Bimala KC
9. Manisha Mahato
10. Jitendra Khatri

2. Shree Shahid Smarak College

a. Management "A"

1. Subhash Maharjan
2. Gaitri Shurma
3. Bikash Shrestha
4. Aditya Malla
5. Tirth Bahadur Dhama
6. Mahendra Neupane
7. Nirmala Thapa
8. Khagendra thapa
9. Bishnu Kunwar
10. Sumitra Shurma

b. Management "B"

1. Chitra Khatri
2. Suresh Bhusal
3. Krishna Raj Basnet
4. Gobinda Bhandari
5. Satish Kuwar
6. Ramita Bist
7. Sabir Poudel
8. Santosh Khanal
9. Nav Raj Joshi
10. Netra Bahadur Chalaune

APPENDIX-VII

SAMPLE TEACHERS

S.N.	Name	School
1	Dr. Bhumi Raj Bist	Shahid Smarak College, Kirtipur, Kathmandu
2	Mr. Bipin Dahal	Shahid Smarak College, Kirtipur, Kathmandu
3	Mr. Bikash Neupane	Shahid Smarak College, Kirtipur, Kathmandu
4	Mr. Gyanav Gautam	Shahid Smarak College, Kirtipur, Kathmandu
5	Mr. Narendraman Mukhiya	Shahid Smarak College, Kirtipur, Kathmandu
6	Mr. Dev Raj Maharjan	Janasewa H.S.S. Kirtipur, Kathmandu
7	Mr. Sekhar maharjan	Janasewa H.S.S. Kirtipur, Kathmandu
8	Mrs.Pabitra Maharjan	Janasewa H.S.S. Kirtipur, Kathmandu
9	Mrs. Kushum Pradhan	Janasewa H.S.S. Kirtipur, Kathmandu
10	Mr.Sukra raj shrestha	Janasewa H.S.S.,Kirtipur,Kathmandu

LEARNING STRATEGIES ADOPTED BY THE INTROVERT LEARNERS IN THE ENGLISH CLASSROOM (1431) – **BIRENDRA RAJ JOSHI, 2012**