

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Second Language Acquisition (SLA) is a relatively young field. Although some interest was seen in the past, the study of second language acquisition has expanded and developed significantly only in the last 40-45 years. From that time, the body of knowledge of the field has been increased very much. The term second language acquisition is used to describe any language whose acquisition starts after early childhood (including what may be the third or subsequent language learners). Gass and Selinker (2008, p. 7) define second language acquisition as “the process of learning another language after the native language has been learned”. According to them, SLA sometimes refers to the learning of the third or fourth language. The important aspect is that SLA refers to the learning of nonnative language after the learning of the native language. Similarly, 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 natural or a tutorial setting.” Both Ellis (1985) and Gass and Selinker (2008) define SLA in a similar way but they are different in the use of word. Gass and Selinker (2008, p. 1) SLA is the study of the acquisition of a non-primary language; that is, the acquisition of a language beyond the native language. It is the study of how learners create a new language system with only limited exposure to a second language. It is the study of what is learned of a second language and what is not learned; it is the study of why most second language learners do not achieve the same degree of knowledge and proficiency in second language as they do in their native language.

The term “language acquisition” becomes common after Stephen Krashen contrasted it with formal and non-contrastive “learning”. Krashen (as cited in Richards and Rodgers, 2001, p.181) makes distinction between acquisition and

learning. According to him, we get mastery over two procedures; acquisition and learning. Acquisition occurs subconsciously in natural setting in which the focus is on meaning whereas learning occurs consciously in a tutorial setting in which the focus is on form of structure. 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, whereas learning in a foreign language environment usually does not”. Today, most scholars use “Language learning” and “language acquisition” as interchangeably, unless they are directly addressing Krashen’s work. However, “second language acquisition” has become established as the preferred term for this academic discipline. While being developed as a full-fledged discipline, SLA is also drawing the knowledge from other different disciplines. It has a close relation with other areas of inquiry such as linguistics, sociolinguistic, sociology, discourse analysis, conversational analysis, education, etc. each of which brings to the study of SLA its own goal, own data collection methods, and its own analytic tools. Thus, SLA is truly an interdisciplinary field. Under SLA, we can study different theories, principles and factors related to it. Among them a variable, i.e. learning strategy is one. Many learners are learning English as a second language from school and university. But one question is raised in this context, i.e. how do they learn second language? So, it is very important to find out the learning strategies used by students

### **1.1.1 Learning Strategies**

What commonly found is that some language learners are more successful than others but also those good language learners sometimes do different things than poorer language learners. This is all due to what is commonly called learning strategies in second language acquisition literature. Generally learning strategies refer to the techniques or deliberate actions that the learners use to make language learning successful and enjoyable. Learning strategies are procedures undertaken by the learner in order to make their own language learning as effective as possible. Cohen(1998, p.4) defines language learning

strategies as those processes which are consciously selected by learners and which may result in action to enhance the learning or use of a second or foreign language through the storage, retention, recall and application of information about that language. He further mentions that learning strategies include strategies for identifying the material that needs to be learned; distinguishing it from other material if need be, grouping it for easier learning having repeated contact with the material and formally committing the material to memory when it does not seem to be acquired naturally. In a similar way Oxford (1990) refers to learning strategies as specific action, behaviors, steps or techniques that students use to improve their own progress in developing skills in a second or foreign language.’’ According to Mayar (1988, as cited in Clouston, 1997), “learning strategies are the behaviours of learners that are intended to influence how the learner processes information.’’ These are the plans intended to achieve a particular purpose. Brown (1993, p. 104 ) defines strategies as “specific methods of approaching a problem or task, mode of operation for achieving a particular end, planned designs for controlling and manipulating certain information.’’ Strategies are contextualized “battle plans’’ that might vary from movement to movement or day to day. These are involved in all learning, regardless of the content and context and vary intraindividually. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. According to Rubin (1987, p. 23) “Language strategies are strategies which contribute to development of the language system, which the learner construct and affect learning directly. As O’Malley and Chamot (1990, as cited in Griffiths, 2004, p.5) put, “strategies are the tools for active, self-directed involvement needed for developing L2 communication ability.’’ For Skehan (1989, p.73). “Learning strategies are the choices that the learners make and the possibility that the efficiency with which the learners’ capacities and use can be changed.’’ This definition highlights the importance of learning strategies for effective learning. Strategies in second language learning are the ‘layers of onion’. For this students are to be encouraged to use a variety of learning styles such as applying prior

knowledge, scanning for specific information in graphs charts, getting meaning from the context, etc.

According to Gass and Selinker (2008, p.440) “learning strategies clearly involve internal mental action, but they may also involve physical actions as well. Thus, learning strategies are particular actions employed by learners to make their learning faster, easier and more effective. These do not imply overall plans, but rather methods using which one can comprehend and remember the language while s\he is learning it. Since language classroom is like a problem solving environment in which language learners are likely to face new input and difficult tasks given by their instructors, learners’ attempts to find the easiest way to do what is required, that is , using language learning strategies is inescapable. Research has repeatedly shown that the conscious, tailored use of such strategies is related to language achievement and proficiency.

### **1.1.2 Characteristics of Learning Strategies**

The terminology is not always uniform. Some writers used the term “Learner strategies”(Weden and Rubin, 1987), others “Learning strategies” (O’Malley and Chamot),and still others “Language learning strategies” (Oxford, 1990). However, there are a number of basic characteristics in the generally accepted view of language learning strategies (LLS). They are as follows:

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

Reading the literature of language learning strategies, it is clear that a number of further aspects of language learning strategies are less uniformly accepted. When discussing language learning strategies, Oxford (1990) and other such as Wenden and Rubin (1987) note a desire for control and autonomy of learning on the part of the learner through language learning strategies. Cohen (1990) insists that only conscious strategies are language learning strategies and that there must be a choice involved on the part of the learner. Transfer of a strategy from one language or language skill to another is a related goal of language learning strategies as Pearson (1988) and Skehan (1989) have discussed. In her teacher oriented text, Oxford summarizes her view, of language learning strategies by listing twelve key features. In addition to the characteristics noted above, she states that learning strategies:

1. Allow learners to become more self-directed.
2. Expand the rate of language teachers.
3. Are problem oriented.
4. Involved many aspects not just the cognitive.
5. Can be taught.
6. Are flexible.
7. Are influenced by a variety of factors. ( Oxford, 1990, p.9)

### **1.1.3 Importance of Learning Strategies**

The importance of leaning strategies is now widely recognized in all areas of education. As Oxford (1990, p.1-2) says, “under various names such as learning skills, learning-to-learn skills, thinking skills, and problem- solving skills, learning strategies are the ways students learn a wide range of subjects, from native language reading through electronics trouble- shooting to new language.”Language learning is concerned with the assistance given to the learners to learn that language more effectively and successfully. In language learning, researches have shown that some language learners are more successful than others due to the use of learning strategies. If these strategies are suggested to adopt to poorer learners, they can improve their language learning. Brown (1993, p. 125) states, “with many styles and strategies operating within a person, hundreds of cognitive profiles might be identified if we could discover some over riding and all pervading variables that classify learners neatly categories of unsuccessful, then of course we could make a case for typing language learners”. Crouton (1997) uses the term ‘language learning strategy’ more generally for all strategies that second language learners use in learning the target language and communication strategies’ as just one type of language learning strategies. For all second language teachers who aim to help develop their student’s communicative competence and language learning, then an understanding of language learning strategies is crucial. Oxford (1990 ) puts it, “Language learning strategies are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence.” According to this definition, language learning strategies develop communicative competence, which is the overall goal of teaching or learning language.

To develop student’s communicative competence learning strategies are important because the use of learning strategies help students to become better language learners. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of

language learning. Language learning strategies while non-observable or unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn or remember new input presented in the language classroom.

Thus, language learning strategies are very much important for language learners. Being specific actions, behaviors, tactics or techniques, learning strategies facilitate the learning of the target language of language learners. Learning strategies help both teachers and students in language class. They can adopt some strategies to become successful learner and learn language easily. Thus, language learning strategies are important for all language learners.

#### **1.1.4 Types of Learning Strategies**

Language learning strategies have been classified by many scholars. However, most of the attempts to classify language learning strategies more or less the same categorizations without any radical changes. Oxford (1990) has developed a fairly detailed list of language strategies in her taxonomy. Her taxonomy is “Perhaps the most comprehensive classification of learning to date” (Ellis, 1994, p.539). Oxford (1990, p.14) divides language learning strategies into two major classes; direct and indirect, She further subdivided into groups which are as follows:

##### **a. Direct Language Learning Strategies**

Language learning strategies that directly involve the target language are called direct language learning strategies. All direct strategies require mental processing of the language, but the three groups of direct strategies; (memory, cognitive, and compensation) do this processing differently and for different purposes. The descriptions of these strategies are as follows:

##### **i) Memory Strategies**

Memory strategies, sometimes called mnemonics, which have been used for thousands of years. Memory strategies fall into four sets; creating mental linkages, applying images and sounds, reviewing well, and employing actions.

Memory strategies are clearly more effective when the learner simultaneously uses metacognitive strategies, like paying attention, and affective strategies, like reducing anxiety through deep breathing. Memory strategies reflect very simple principles, such as arranging things in order, making associations, and reviewing. These principles all involve meaning. For the purpose of learning a new language, the arrangement and associations must be personally meaningful to the learner, and the material to be reviewed must have significance. Memory strategies help language learners to cope with difficulty. They enable learners to store verbal material and then retrieve it when needed for communication. In addition, a memory strategy of structured reviewing helps more information from the fact level to the skill level, where knowledge is more procedural and automatic.

## **ii) Cognitive Strategies**

Cognitive strategies are essential in learning a new language. Such strategies are a varied lot, ranging from repeating to analyzing expressions to summarizing. Cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner. Cognitive strategies exist four sets practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Strategies for practicing are among the most important cognitive strategies. Practicing strategies including repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining and prating naturalistically taken on special value.

Strategies for receiving and sending messages are necessary tools. One such strategy, known as getting the idea quickly, helps learners locate the main idea through skimming or the key points of interest through scanning. This strategy implies that it is not necessary for learners to focus on every single word. Analyzing and reasoning strategies are commonly used by language learners. Many learners especially adults tend to “reason out” the new language. They construct a formal model in their minds based on analysis and comparison.



Create general rules, and revise those rules when new information is available. This process is extremely valuable.

Language learners often feel besieged by whirling words from radio and T.V programs, films, lectures and conversation. To understand better learners need to structure all this input into manageable chunks by using strategies such as taking notes, summarizing, and high-lighting such structure-generating strategies are also helpful in preparing to use language for speaking and writing.

Cognitive strategies are for memorizing and manipulating target language structures. The example of cognitive strategies is repetition, writing things down, and inference.

### **iii) Compensation Strategies**

Compensation strategies enable learners to use to new language for either comprehension or production despite limitation in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary. Ten compensation strategies exist, clustered into two sets: guessing intelligently in listening and reading, and overcoming limitations in speaking and writing.

Guessing strategies, some times called “inference, “involve using wide variety of clues- linguistic and nonlinguistic- to guess the meaning when the learner does not know all the words. Good language learners, when confronted with unknown expressions, make educated guesses. Compensation occurs not just in understanding the new language but also in production it. Compensation strategies allow learners to produce spoken or written expression in new language without complete knowledge. Compensation strategies for production helps learners to keep on using the language, thus obtaining more practice.

## **b. Indirect Language Learning Strategies**

c. Indirect strategies do not directly involve the subject matter itself but are essential to language learning none the less as planning co-operating and seeking opportunities.

### **i) Meta-cognitive Strategies**

“Meta-cognitive” means beyond, beside, or with the cognitive. Meta cognitive strategies are actions which go beyond purely cognitive device, and which provide a way for learners to coordinate their own learning process.

Metacognitive strategies include three strategies sets they are centering learning, arranging and planning learning, and evaluating learning. Meta cognitive strategies make language learner more capable. Metacognitive strategies are essential for successful language learning. Many language learners lose their focus, which can only be regained by the conscious use of metacognitive strategies such as paying attention and over viewing/ linking with already familiar material. Metacognitive strategies, like organizing, setting goals and objectives, considering the purpose, and planning for a language task, help learners to arrange and plan their language learning in an efficient, effective way. In several studies of second or foreign language learner students used meta cognitive strategies less often than cognitive strategies were limited in their range of meta cognitive strategies, with planning most frequently employed and with little self evaluation or self-monitoring.

### **ii) Affective Language Learning Strategies**

The term affective refers to emotions, attitudes, motivation, and values. It is impossible to overstate the important of the affective factors influencing language learning. Language learner can gain control over these factors through affective strategies. Thus affective language learning strategies enable learner to control feelings, motivations and attitudes related to language learning. Anxiety reduction, self-encouragement and self reward come under these strategies. The affective side of the learner is probably one of the very

biggest influences on language learning success or failure. Good language learners often those who know how to control their emotions and attitudes about learning.

### **iii) Social Strategies**

Language is a form of social behavior; it is communication, and communications occur between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process. There are three sets in social strategies each set comprising two specific strategies asking question, cooperating with others, empathizing with others.. One of the main basic social interactions is asking question, an action from which learners gain great benefit. Asking question helps learners get closer to the intended meaning and thus aids their understanding, it helps learners encourage their conversation partners to provide larger quantities of input in the target language and indicates interest and involvement.

In addition to asking questions, cooperating in general- with peers and with more proficient users of the target language is imperative for language learners. Co-operation implies the absence of competition and the presence of group spirit. It involves a co-operative task structure or a cooperative reward structure either of which can encourage. “Positive interdependence” and mutual support. How ever social strategies can help all language learners increase their ability to empathize by developing cultural understanding and becoming aware of others thoughts and feelings.

Rubin (1975) identified two kinds of learning strategies, those which contribute directly to learning and those which contribute indirectly to learning. She divided the direct learning strategies into six types (i.e. Clarification / verification, monitoring, memorization/guessing//inductive differencing, deductive reasoning and practice). She divided indirect learning strategies into two types they are,

a) creating opportunity for practice

b) production tricks Oxford (1990) divides language learning strategies into two main classes that is direct and indirect. For direct language learning strategy she divided into three parts they are memory strategies, cognitive, compensation strategies. For indirect language learning strategies she divided into three branches they are Meta-cognitive strategies, Affective language learning strategies, and Socio strategies. Whereas Rubin divided language learning strategies into direct and in direct. She divided direct learning strategies into six types (i.e. clarification, verification, monitoring, memorizing, guessing, inductive differencing, deductive reasoning and practice). She divided indirect learning strategies into two types they are, creating opportunity for practice, production tricks.

O'Malley and Chamnot (1990) have studied the use of strategies by learners of English as a second language in the United States. According to them there are three types of strategies which are as follows:

**a. Meta-cognitive Strategies**

Meta cognitive strategies are the strategies that the learners use to control their own cognition by co-ordination the planning, organizing and evaluating the learning process. These strategies deal with pre-assessment and pre-planning, online planning and evaluation, and post evaluation of language learning activities. As O'Malley et al. (1985, as cited in Brown, 1993) define, “Metacognitive is term to express ‘executive function’ , strategies which require planning for learning , thinking about learning process as it is taking place, monitoring of one’s production of comprehension, and evaluating learning after an activity is completed”. Similarly Rubin (1987) states, “ Metacognitive strategies are used to overuse, regulate or self- direct language learning.” He describes the processes as planning, prioritizing, setting goals and self management under this category. Thus, metacognitive strategies refer to attempt of regulating language learning by means of planning, monitoring and evaluating. Such strategies help learners to pay attention, consciously search

for practice opportunities, plan for language tasks, arranging, and focus and evaluate their own learning and monitoring errors.

**b. Cognitive Strategies**

Cognitive strategies refer to the operations used in problem solving. These strategies require direct analysis, synthesis and transformation of learning materials. According to O'Malley et al. (1985), "These strategies are more limited to specific learning tasks which involve more direct manipulation of the learning materials." Oxford (1990) says "cognitive strategies are those mental strategies that the learners use to make sense of their learning. These are for memorizing and manipulating target language structures." To sum up, cognitive strategies encompass the language learning strategies of identification, grouping, retention, and strong of language materials. These are the language use strategies of retrieval, rehearsal and compensation of production of words, phrases and other elements of the second language.

**c. Social Strategies/Socio- affective Strategies**

Socioaffective strategies include the actions which the learners choose to take in order to interact with other learners and native speakers. O'Malley et al. (1985) state, "Socioaffective strategies are related with social mediating activity and transacting with others." These are concerned with the learners, emotional requirements. These strategies help learners to control feelings, Motivations and attitudes related to language learning. So, these strategies are sometimes described as affective strategies. Anxiety reduction, self-encouragement and self- reward come under these strategies.

Socioaffective strategies are also described as social strategies because such strategies afford the learners opportunities to be exposed to and practice heir knowledge. As Oxford (1990) states, " Social strategies involve learning by interaction wit others. These lead to increased interaction in target language. Asking questions, cooperating with native speakers of that language and becoming culturally aware come under social strategies.

## **1.2 Review of Related Literature**

Learning strategy has been widely accepted by both teachers and researchers as one of the keys that influence the rate and success of second/foreign language learning. Researchers at several universities in the world are carrying out research work on learning strategies. Studying successful and unsuccessful language learners, Rubin(1987) concluded that successful language learners had a strong desire to communicate, and they were willing to guess when unsure, and were not afraid of being or appearing foolish. This did not mean they did not care about correctness, however, good language learners also paid attention to form and meaning in their language. In addition, good language learners practice and monitor their own language and the language of those around them. Some of Rubin's findings have been by other more new researchers, such as Fillmore (1982), who, reporting on research into individual differences in the University of California, paid special attention to the social strategies employed by good language learners. She reported that the good language learners spent more time in socializing with then in e.g. strategic classmate. Rubin (1975) noted that strong desire to communicate is a characteristic of a good language learners.

Another research was conducted by O'Malley and others (1985 as cited in Skehan 1989,p.86) on “ Effectiveness of Language Learning Strategy Instruction.” It was an experimental research. A group of 75 ESL students were randomly assigned to one of the three groups. The first group was provided with strategy training in meta-cognitive, cognitive and socio affective strategies, the second group was in cognitive and socio affective strategies and third one was control group i.e. no special instruction in language learning strategies. They conducted research on listening, speaking and vocabulary acquisition skills. 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 knew that they would be tested within only a few minutes.

A similar study which found out the effects of the teaching of cognitive and meta-cognitive strategies on reading comprehension in classroom was conducted by Tang and Moore (1992, cited in Griffiths, 2004,p.16). They concluded that, while cognitive strategy instruction (title: discussion, pre-teaching vocabulary) improved comprehension treatment. Meta-cognitive strategy instruction, on the other hand, involving teaching of self monitoring strategies, appeared to lead to improvements in comprehension ability which was maintained beyond the end of treatment. This findings accords with that of O'Malley et al. (1985) who discovered the higher level students are more able than lower level students to exercise meta-cognitive control over their learning

One study was carried out by Politzer and McGroarty( 1985, as cited in Skehan) on this area. Their study was based on a questionnaire administered to a group of 37 students who were preparing for postgraduate study in United States in an intensive eight- week English course. The group was made up of approximately equal number of Hispanic and Asian students. The questionnaire they used consisted of three section; classroom behaviors, individual study and interaction with other out side the classroom. In addition to the questionnaire, the students were given three pre- and post- course proficiency tests; an oral comprehension tests, grammar test and a communicative competence test. In this study, the researchers found several interactions between learners' strategies and ethnic background. The Hispanic students scored significantly higher than the Asian ones on all learning behavior scales, especially in interaction suggesting that the Hispanic students should be more successful language learners. How ever, the only significant difference between the gain scores of the groups was on the discrete point scored from of the communicative competence test and the greater gain was for the Asian students. From this study, they pointed out that different groups may have

different norms for behavior and we can only interpret these behaviors within the set of cultural assumptions that hold within each group. A second factor concerns the nature of the criterion test as the researchers used in this study and found different relationship between them and the strategies items.

In many ways, this study is exemplary. It included many crucial variables and had a research design which laid the group work for many important questions to be addressed. It also seemed to be well timed to build upon the insights arising from the more biographical or observationally oriented strategies research. As an exploratory study, it is interesting and provides the basis for further questionnaire based studies.

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 12 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 classroom. 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. Beside these studies, some of the studies are also done in our country. In the department of English Education of T.U., there are a few research conducted on learning strategies that learners adopt while learning second language. Devkota (2003) carried out a research on "Learning strategies: An attitudinal study." His purpose was to find out the techniques or strategies employed to learn literature. He used questionnaire to collect data from students and structured interview to collect information from the teachers. He found that one of the cause of student' failure is due to the lack of writing practice. Moreover after overall analysis, he found that studying texts in English was geared toward examination. In similar way, Rain (2006) conducted a research on "Learning Strategies used by Maithili Learner of English at Secondary Level". His study was centered on how Maithili learners of English learn English as their third language. He used questionnaire,



structured interview and class observation as the tools for study. He found that the learners used very few techniques to learn English language. He concluded that teacher and learners do not use communicative strategies in classroom.

Although some researches are conducted on the area of learning strategies, no research study on learning strategies in second language acquisition used by second language learner who are studying at great eight class. Thus, the present researcher aimed to identify the learning strategies used by second language learner of class eight. For this she carried out survey research and used questionnaire as the tool for data collection.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- a) To find out and analyze the learning strategies used in instructed second language acquisition
- b) To suggest some pedagogical implications.

### **1.4 Significance of the Study**

The study will be significant to the students who are learning a second or foreign language. It will help the teachers to suggest their students to use the effective learning strategies. This research will be useful to teacher, trainers, parents, counselors, textbook writers, subject experts and curriculum designers. It will also be more fruitful to those who are directly or indirectly involved in language teaching and learning activities.

## **CHAPTER TWO**

### **METHODOLOGY**

The researcher adopted the following methodology to carry out the proposed study.

#### **2.1 Source of Data**

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

##### **2.1.1 Primary Sources**

The primary sources of data were secondary level students studying in Kapilvastu district. The whole study was based on the responses from the students and teachers through the questionnaires distributed to them.

##### **2.1.2 Secondary Sources**

The secondary sources of data was carried out from related books, unpublished theses, websites etc. Some of them are Ellis (1985), Wender and Rubin (1987), Skechan (1989), Oxford (1990), Brown (1993), Clouston (1997), Gass and Selinker (2008).

#### **2.2 Sampling Procedure**

The sampling procedure to this research was simple random. Five schools were selected randomly from Kapilvastu district. From each school secondary level teacher and students were 1 and 10 respectively. Altogether there were 5 teachers and 50 students.

#### **2.3 Tools for Data Collection**

To collect the primary and secondary data for this study questionnaire, interview, participant observation and informal discussion with the students and the respective subject teachers were used.

## **2.4 Process of Data Collection**

The researcher visited schools and talked to the authority to get permission to carry out the research and explained the process and purpose of the research. The researcher established rapport with the students concerned. Then she distributed the questionnaire and explained them what they were supposed to do. Then after she collected the questionnaire. The researcher observed each teacher's class. Then, the researcher collected the data.

## **2.5 Limitations of the Study**

The study was limited to only secondary level students of Kapilvastu district. The conclusions may not be generalized to other geographical ethnic settings.

- a. The 8<sup>th</sup> grade students of one school were included.
- b. Five secondary English teachers of Kapilvastu district were included as the sample of the study.
- c. The study was limited to the learning strategies used by the second language learners of secondary level.

## CHAPTER THREE

### ANALYSIS AND INTERPRATION

This chapter deals with the analysis and interpretation of the data. The data for this study were collected using two research tools, i.e. questionnaire for students and teachers. Analysis and interpretation of data is divided into two parts. The data has been analyzed and interpreted under the following two main headings followed by several sub headings:

- 1) Analysis of data obtained from the questionnaire to the students.
- 2) Analysis of data obtained from the questionnaire to the teachers.

All together 20 questions were asked to the students. The responses of student's are analyzed together.

#### 3.1 Holistic Analysis

The first objective of the study was to find out the learning strategies used in second language acquisition. The questionnaire aimed at collecting the data for the two different objectives set. That is why the questionnaire related to the first objective was identified by the researcher and with the students responses; the analysis was done among the total 50 respondents relating to SLA. The analysis is described below.

**Table No 1**

#### **Holistic Analysis**

<b>S.N</b>	<b>No. of students</b>	<b>Strategies</b>	<b>Percentage</b>
1.	27	Memory	54%
2.	10	Cognitive	20%
3.	13	Social	26%

Out of total respondents 27 students gave emphasis on memory strategy of SLA, which results in 54%, 10 students on cognitive strategy which result s20% and 13 students on social strategy which results 26%. Seventy four percent of the total student pointed,out the appropriate strategies as direct i.e. memory and cognitive and 26% of the students pointed out the appropriate strategy as indirect i.e. social, which can also be shown in following pie chart.

To sum up the learning strategies adopted in SLA is memory in prime position and other cognitive and social are also equally significant.

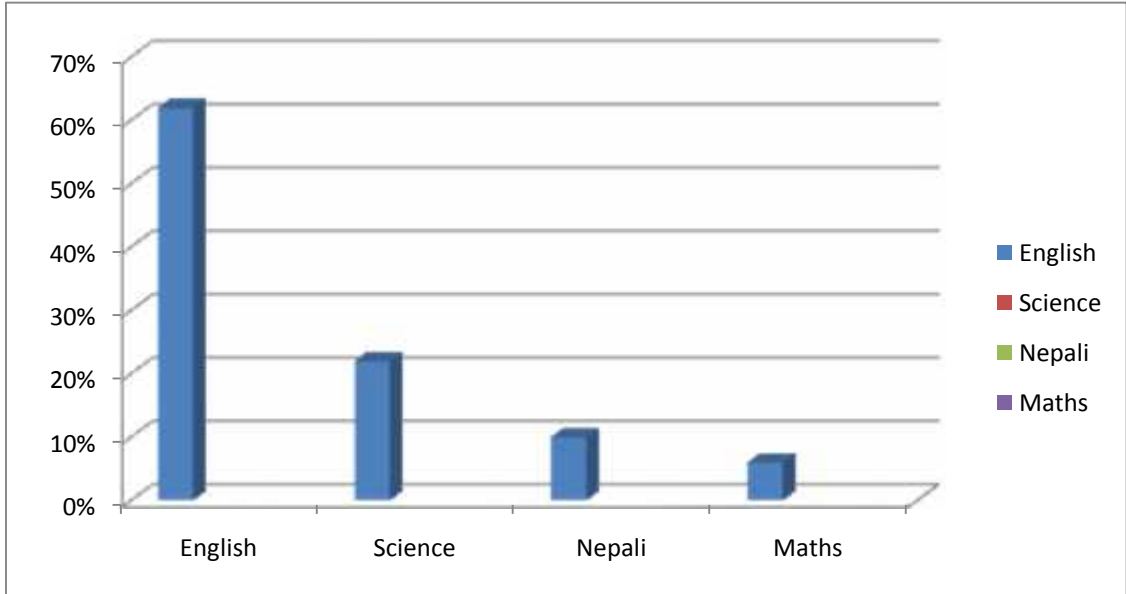
### **3.2 Item Wise Analysis**

The item wise analysis of the study is described on page overhalf:

#### **3.2.1 Favorite subject**

The first question for the student was which subject they like most. Out of four options such as English, Science, Maths and Nepali, they choose as shown in the diagram below:

**Figure No. 1**

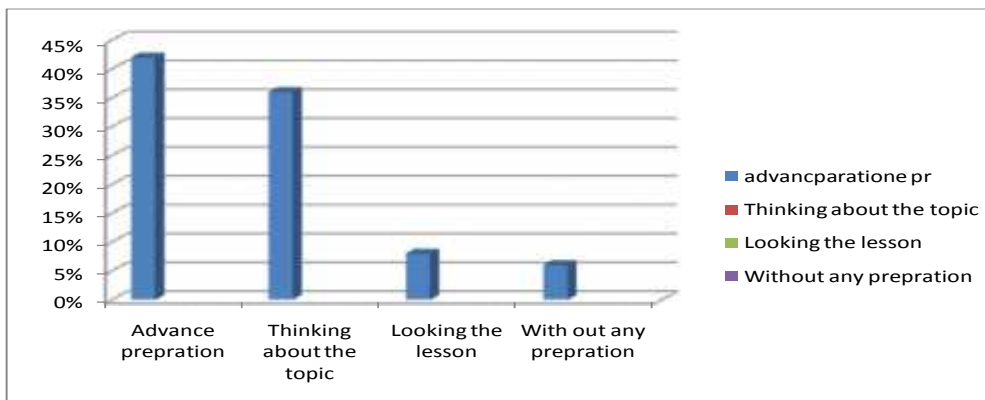


Out of 50 students, 62% responded that their favorite subject is English. On the other hand, 22% of students responded that their favorite subject is science. Similarly 10% students said that their favorite subject is Nepali. Only 6% students opted for Math subject.

### 3.2.2 Coming to school with preparation of subject matter

The second question for students was what kind of preparation was made by them before coming to school. For this question the options I gave them were advance preparation, thinking about topic, looking about lesson and without any preparation.

Figure No. 2

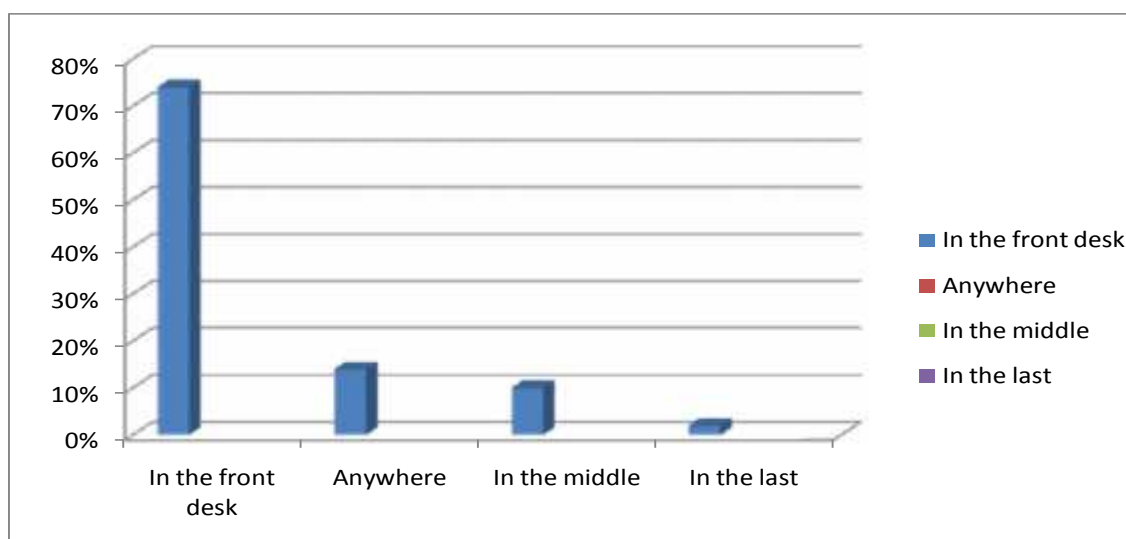


The figure above shows that, 42% students responded that they come to school with advance preparation. 36% students opined that they come to school by thinking about the topic. Similarly 8% of students come to school by looking the lesson and 6% of students responded that they come to school without any preparation.

### 3.2.3 Way of sitting in classroom

The third question for the student was where they like to sit in the classroom'. For this question, I gave four options to the students they were: in the front of the desk, in the last desk, in the middle, anywhere

**Figure No. 3**

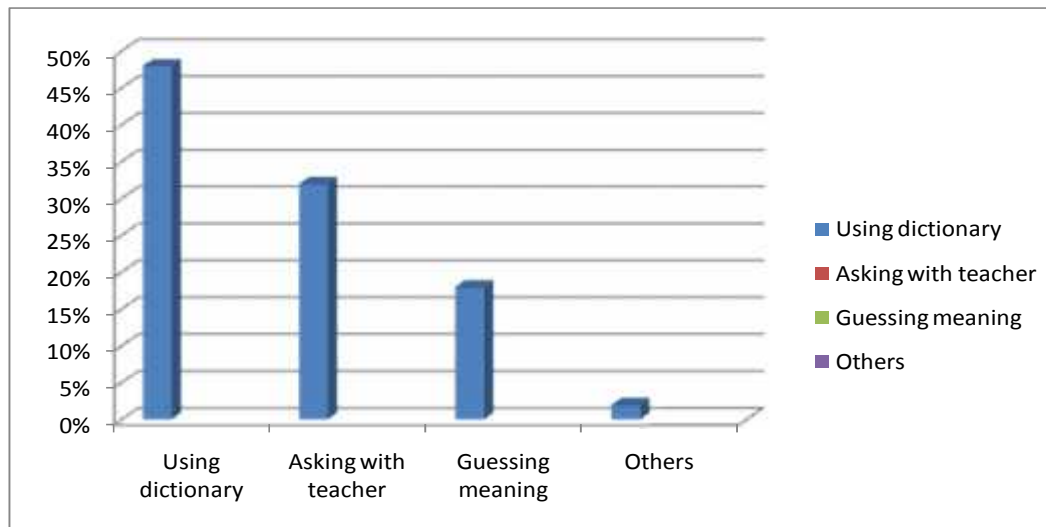


According to students responses 74% of them like to sit in front of classroom, 14% of them like to sit anywhere while learning in classroom. Likewise, 10% of students like to sit in the middle. Only 2% of students like to sit in the last of the classroom.

### 3.2.4 To be familiar with new words

The fourth question for the students was which strategies they used to familiar with new words. The options for this question are asking the teacher, using dictionary, guessing meaning and other.

**Figure No. 4**

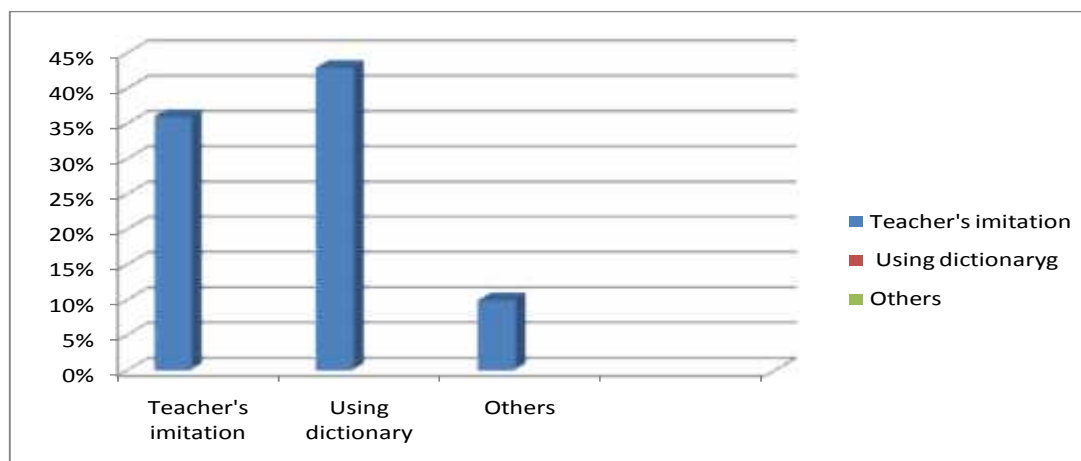


The above chart shows that 48% students know the meaning of new word by using the dictionary. Whereas 32% students ask with teacher, if the new word comes. Similarly, 18% of students responded that they preferred guessing meaning. Only 2% students chose the last option i.e. others where they wrote that they use the dictionary first but later consult with teacher.

### **3.2.5 Learning the correct pronunciation**

The fifth question for the students was which strategies they used to learn the correct pronunciation. For this question the options they got were using dictionary, teacher imitation and others.

**Figure No.5**



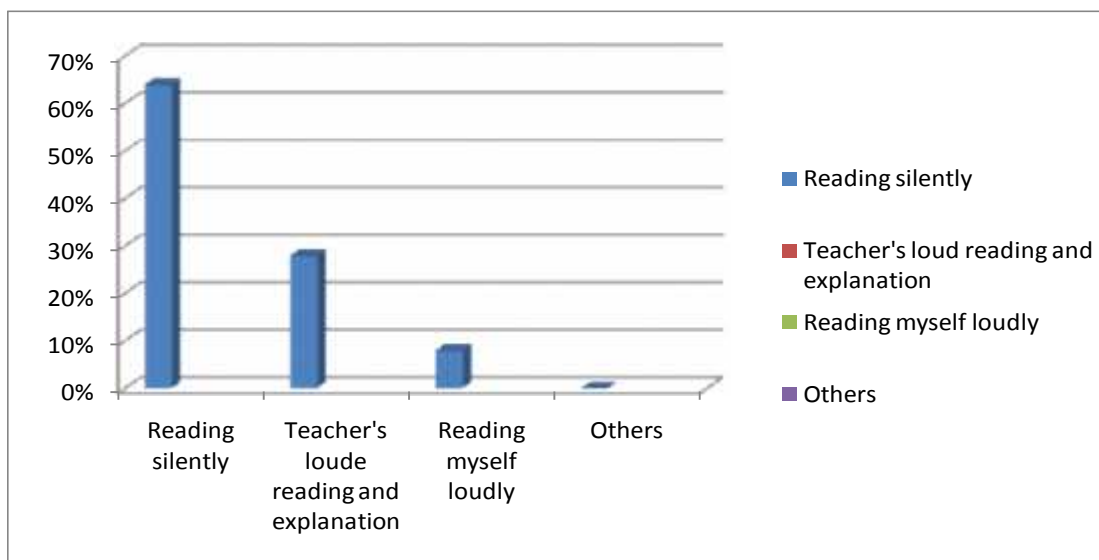


For learning the correct pronunciation, 36% students responded that they imitate teacher while learning correct pronunciation. Similarly, 34% students use dictionary to learn the correct pronunciation. Only 10% students choose the last option that is others.

### 3.2.6 Ways of reading text and understanding

The sixth question for the students was ways of reading the text and understanding. For this question options were teacher’s loud reading and explanation, reading silently, reading myself loudly and others.

**Figure No. 6**

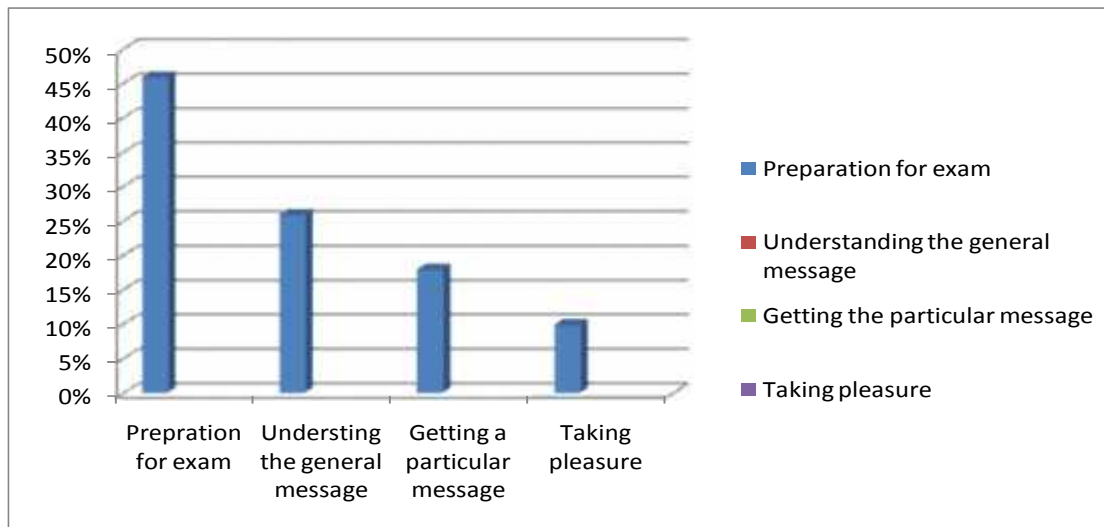


For reading text, 64% students responded that they like the reading silently. Twenty eight percent students responded that they like the teacher’s explanation. Eight percent students responded that they like the reading text by reading their self loudly. No students responded on others.

### 3.2.7 Purpose of reading

The seventh question for the students was for what purpose they read. The options for this question were under setting the general message, talking about pleasure, getting a particular message and preparation for examination.

**Figure No. 7**

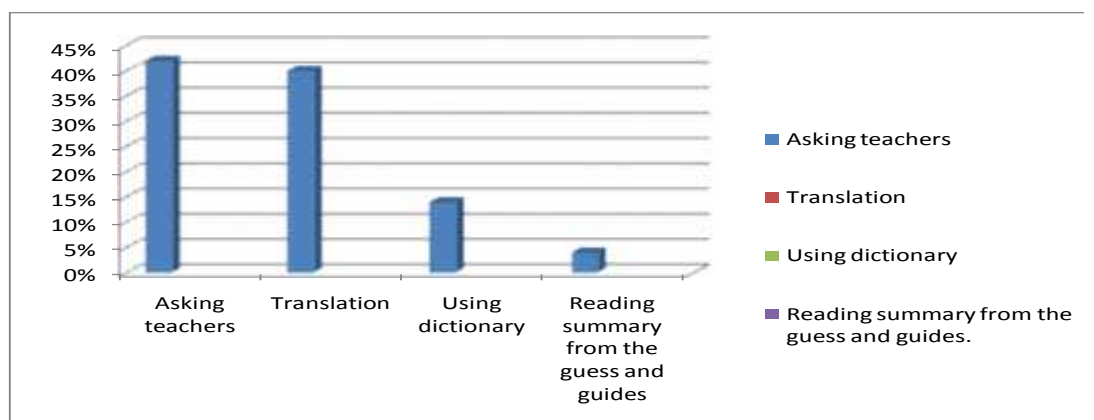


For the purpose of reading, 46% students responded that they read the text for preparation for exam. Similarly 26% students responded that they like to read the text for understanding the general message. 18% students responded that they read the text for getting the particular message. Only 10% students responded that they read the text for taking pleasure.

### 3.2.8 Ways of reading literary texts

The eighth question for the student was as to how they read the literary texts. To know the answer of this question I gave four options to the for students they were translating them into my mother tongue, reading summary from the guess and guides, asking teachers, using dictionary for difficult words.

**Figure No. 8**

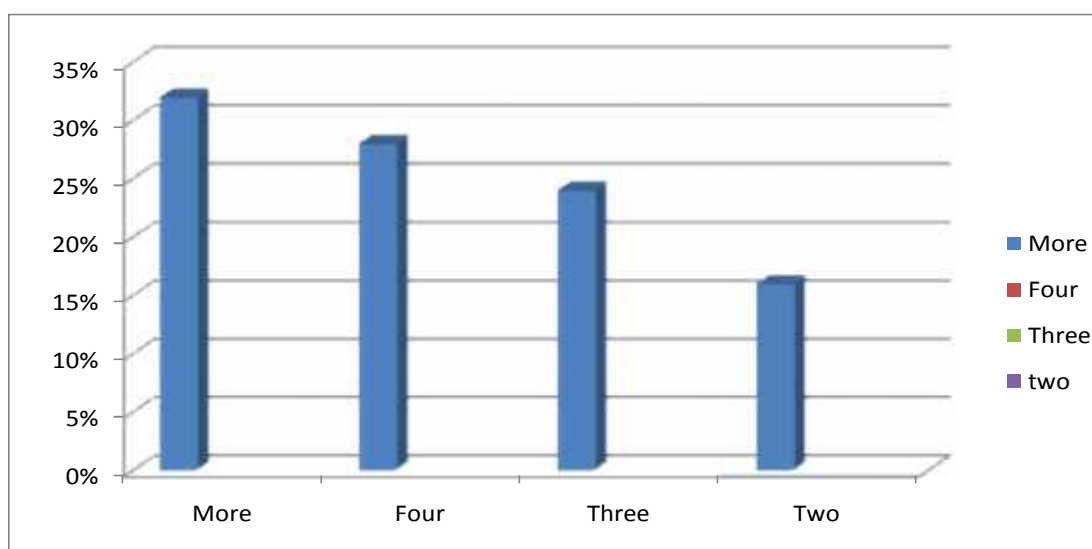


According to their responses, 42% students preferred to read the literary texts by asking to the teachers. Forty percent students mainly preferred to read the literary by translating them in the mother tongue. Similarly 14% use dictionary to read the literary texts. Only 4% students responded that they like to read literary texts by summarizing from guides and guess papers.

### 3.2.9 Reading at home

The ninth question for students was how they read at their homes. To know the reading hour of the students, I gave the options for the students they were two, three, four and more.

**Figure No. 9**

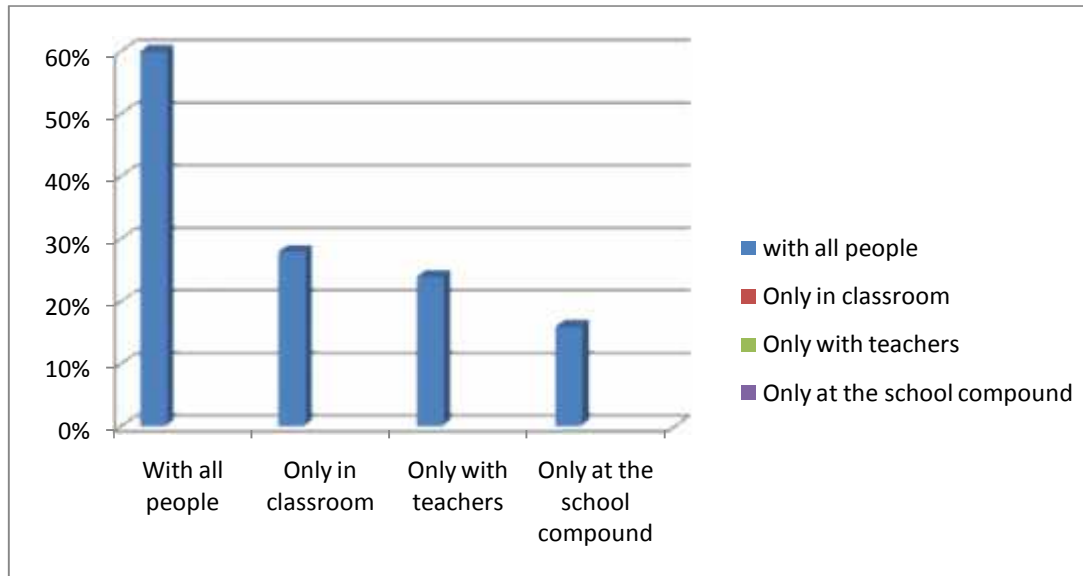


In this item, according to the students' responses, 32% students study more at their home. Similarly, 28% students responded that they take four hour study at home. In this way, 24% students three hour at home. Only 16% students study two hours

### 3.2.10 Talking in English

The tenth question for the students was where they liked to talk in English. To know the responses of the students, I gave four options they were only at the school compound, only with teachers, only in the classroom and with all people who can talk in English.

**Figure No. 10**

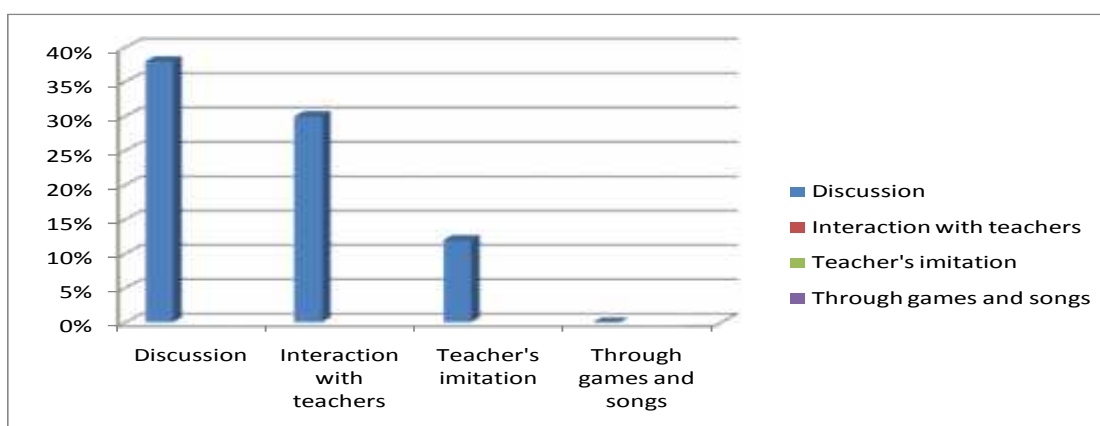


Sixty percent students likes to speak with all people who can talk in English. Twenty eight percent students responded that they like to talk English only in classroom,.24% students responded that they like to talk in English only with teacher, whereas 16% students likes to talk English only at the school compound.

### 3.2.11 Speaking practice

The eleventh question for the students was how they practice speaking. To know the answer of this question, I gave options like they were interaction with teachers, discussion, teacher's imitation and through games and songs.

**Figure No. 11**

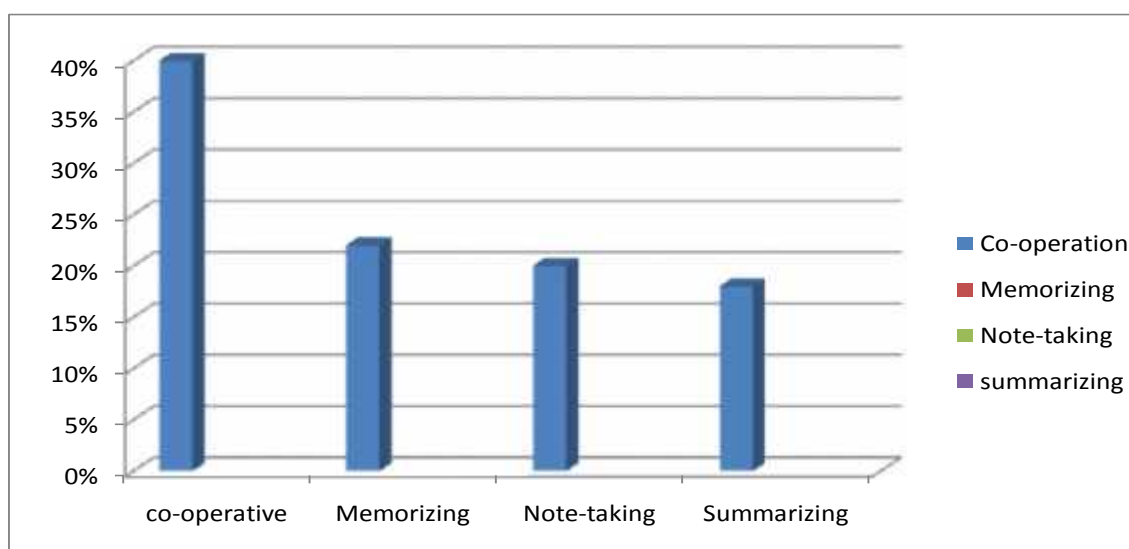


For speaking practice, 38% students responded that they like speaking practice through discussion. Thirty percent students responded that they like speaking practice through interaction with teacher. Twelve percent students preferred teacher’s imitation for speaking practice. No student responded games and songs for speaking practice.

### 3.2.12 Method of learning English

The twelfth question for the students was which strategies they applied for learning English. The options for this question were: memorizing, summarizing, note taking and co-operation.

**Figure No. 12**

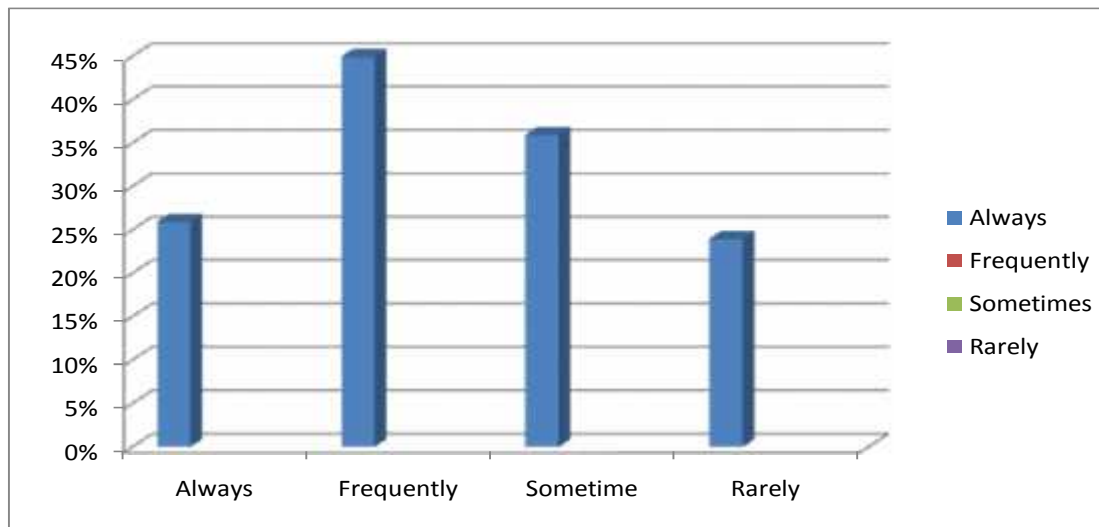


Forty percent students apply co-operation method for learning English. Similarly, 22% students responded that while learning English, they apply memorizing method. Likewise, 20% students responded that note taking method apply for learning English..Eighteen percent students responded that they use summarizing method while learning English.

### 3.2.13 How often they use

The thirteenth question for the student was how often they use these methods. To know the answer of this question, I gave four options they are: sometimes, always, rarely and frequently.

**Figure No. 13**

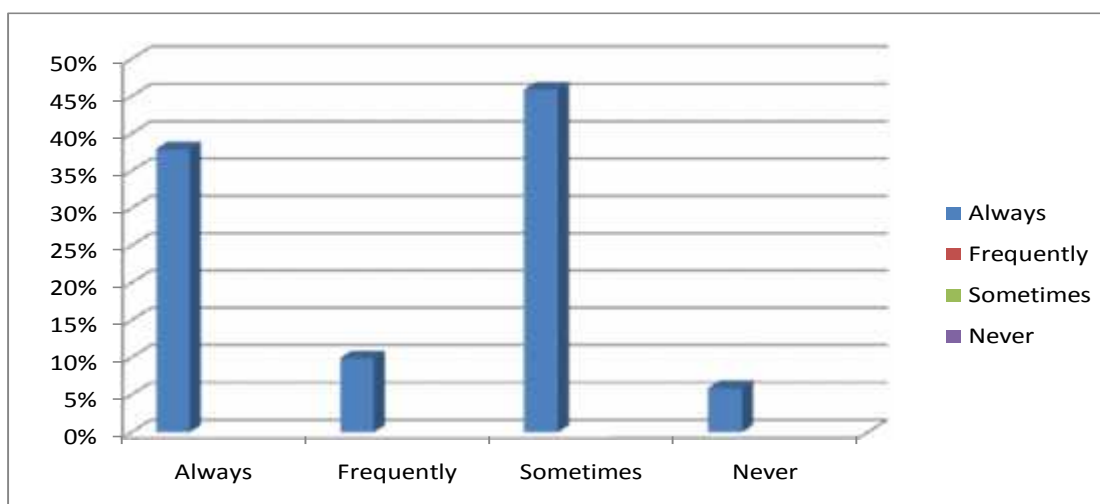


In this item, 36% students responded that they apply method while learning English sometimes. Twenty six percent students always apply method while learning English. Similarly, 24% students rarely apply the method while learning English. Fourteen percent students frequently apply method while learning English.

### **3.2.14 Focus towards teacher lecture**

The fourteenth question for the students was weather they focus towards teacher's lecture. To know the answer of this question, I have given four options: they are sometimes, always, rarely and frequently.

**Figure No. 14**

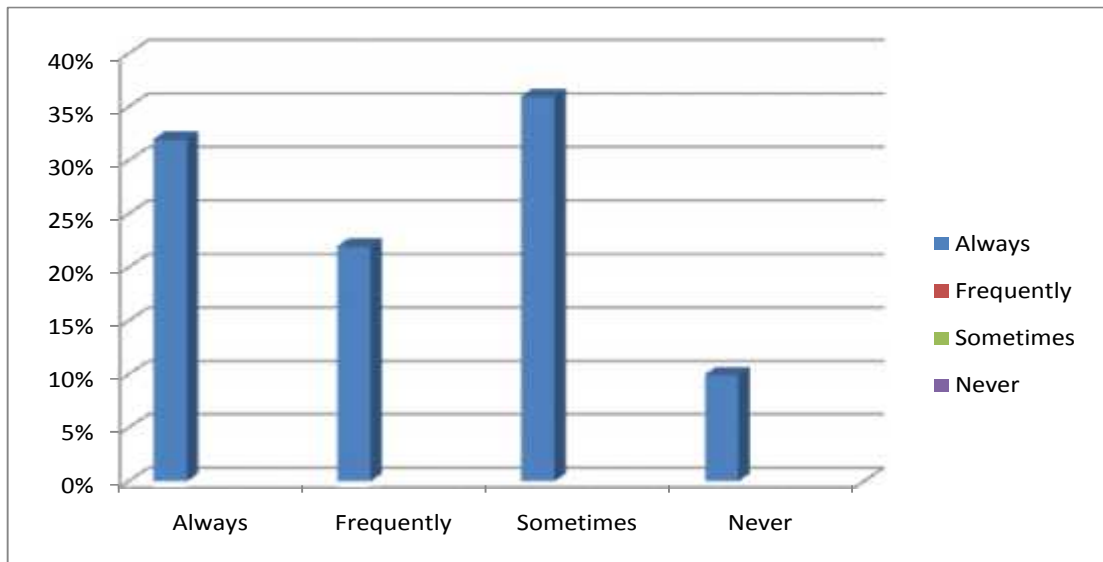


Forty six percent students sometimes focus on the teacher expression or teacher information. Similarly, 38% students responded that they always focus on the teacher expression or information. Ten percent students responded that they frequently focus on the teacher expression. Only 6% students rarely focus on teacher expression.

### 3.2.15 Repeat item to memorize them

The fifteenth question for the student was weather they repeat the item to memorize them. To get the answer of this question, I gave students some options, they are: sometimes, always, never and frequently.

**Figure No. 15**

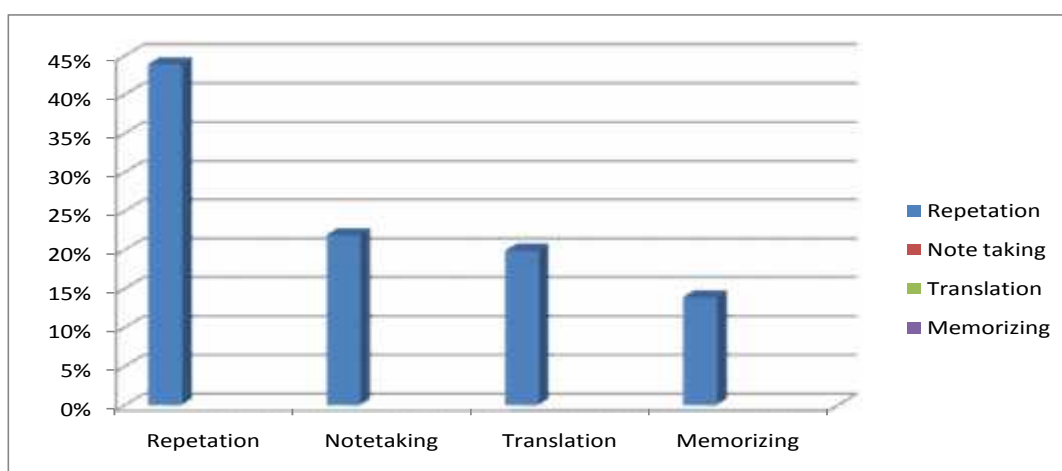


According to the students responses, 36% students preferred that they some time repeat the item to memorize. Like wise 32% students give answer that they always repeat item to memorize. Twenty two percent students give answer that they frequently repeat the item for memorize. Similarly, 10% students choose never that they never repeat item for memorize.

### 3.2.16 Methods for remember the meaning

The sixteenth question for the students was which methods they apply for remembering the meaning. To get the answer of this question I gave student some options They are repetition, memorizing, note-taking and translation.

**Figure No. 16**



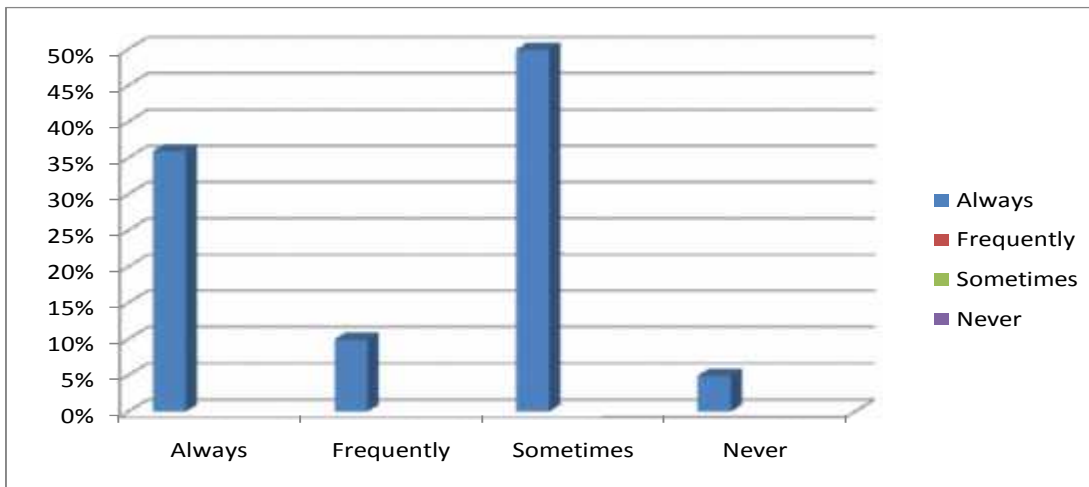
According to the students response, 44% students use repetition methods for remembering the meaning. Like wise 22% students use note taking method for remember the meaning. Twenty percent students use translation method to remember the meaning. Similarly, 14% students use memorizing method.

### 3.2.17 Guessing the meaning of new items while reading text

The seventeenth question for students was did they guess the meaning of new items. To get the responses of the students, I gave them some options They are: sometimes, always, never and frequently.



**Figure No. 17**

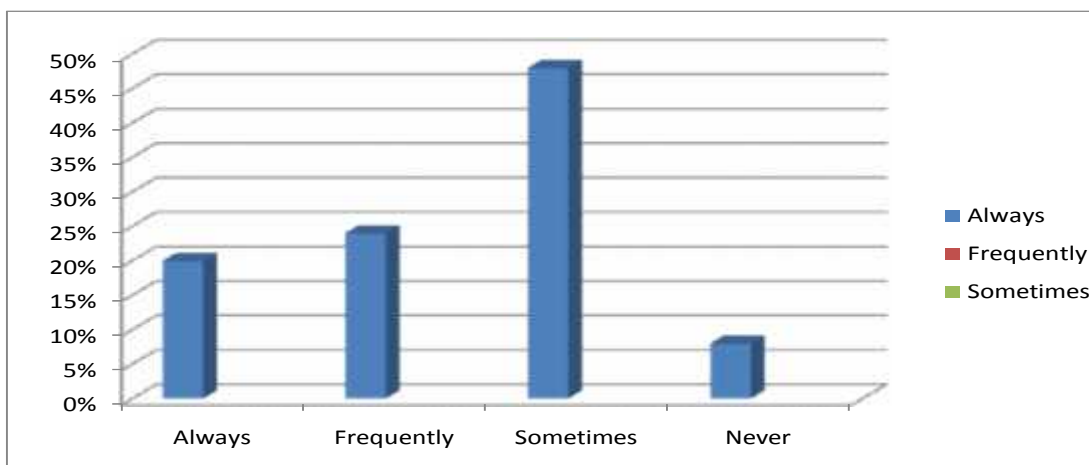


For this question, 50% students responded that they guess the meaning of new items while reading text. Thirty six percent students responded that they always guess the meaning of new items while reading. Similarly, 10% students responded that they frequently guess the meaning of new items while reading the text. Only, 5% students responded that they never guessed the meaning of new item while reading the texts.

### **3.2.18 Commit something to student memory**

The eighteenth question for the students was does the English teacher teach you to how to commit something to your memory. To know the answer to this question, I gave some options which are: sometimes, always, never and frequently

**Figure No. 18**

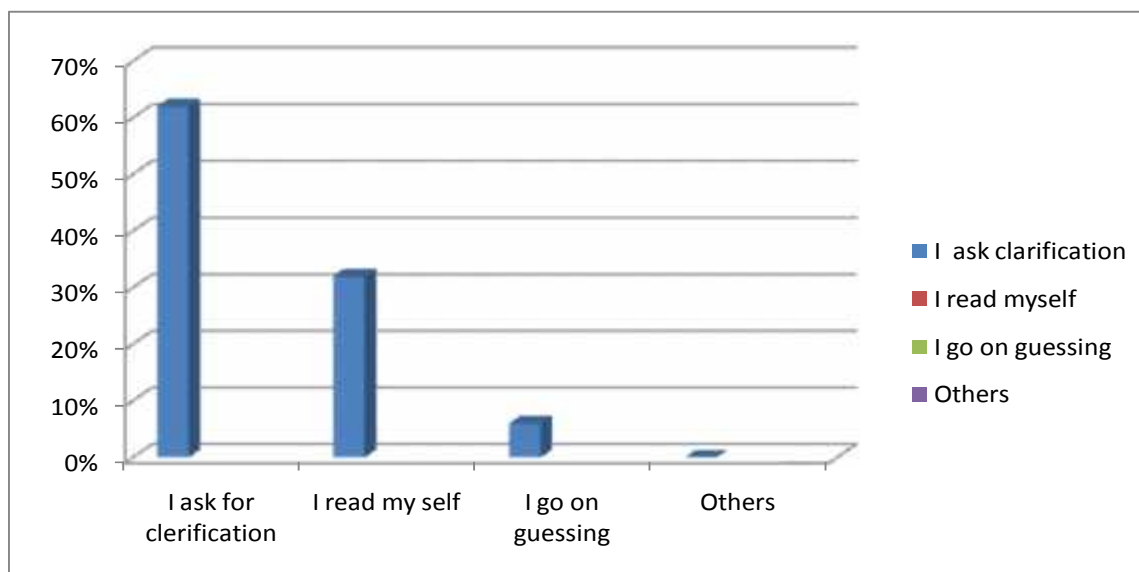


In this case 48% students responded that teacher sometimes teach them how to commit something for their memory. Twenty four percent students responded that teacher frequently teach them how to commit in memory. Similarly, 20% students responded that teacher always teach them how to commit something in their memory. Eight percent students said that teacher never teach them how to commit something to their memory.

### 3.2.19 If not understand better

The nineteenth question for the students was what you do if you don't understand something better .to know the answer of this question I gave some options to the students, They are I ask for clarification, I read myself, I go on guessing and others

**Figure No. 19**

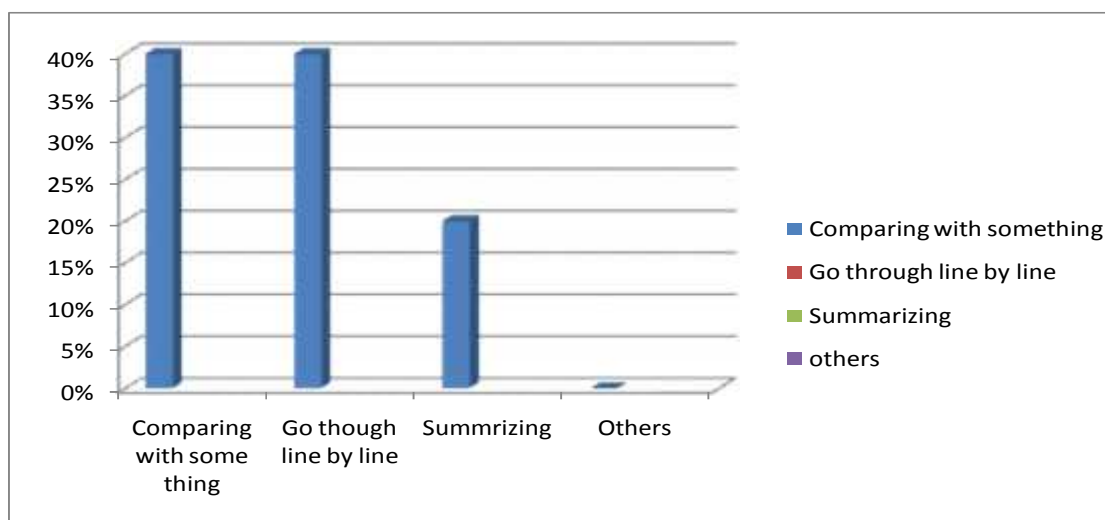


For this question, 62% students responded that they ask for clarification . Thirty two percent student responded that they read themselves, if they don't understand better. Six percent students responded that they go on guessing and no one on other methods.

### 3.2.20 Methods like to be taught

The last question for the students was which methods they liked most to be taught. To know the answer to this question I have gave some options to the students, They are: summarizing, comparing with some thing, go through line by line, and others.

Figure No. 20



For this question 40% students responded that they like comparing the method to be taught. Forty percent students responded that they like go through line by line method. And 20% students said that they like summarizing method to be taught.

### 3.3 Analysis of the Data Obtained from for the Teachers

In order to make the study more authentic and reliable, a set of questionnaire was developed to ask for the teachers. I asked the English teachers of the same schools from which students were chosen, and their responses, have been analyzed.

#### a. How do you teach your students to learn language better?

The first question was asked to find out how they taught their students to learn language better. For this question all the teachers responded that they recommended to use cognitive strategy for learn language.

**b. What methods do you teach them?**

The second question was asked to find out strategy do they use while teaching to the students. For this question they responded that they mainly use cognitive strategies. Some of the teacher responded that they use demonstration strategy for teaching.

**c. Which method do you think is useful in learning a second language? Explain in brief.**

The third question was asked that which strategy they thought is useful in learning second language. For this question, they responded that discussion and direct translation strategy are useful in learning a second language because these are common strategy Almost all language teachers follow these strategy

**d. How do you prefer your students to learn English?**

The fourth question was asked that what do they prefer their students to learn English. For this question they responded that they prefer them to learn English in the target language. Some of the teachers responded that they prefer them to listen to news on radio and read newspaper in English.

**e. What learning methods are most preferred by your students?**

The fifth question asked what learning strategies are most preferred by their students'. For this question, 75% teachers responded that their students preferred grammar translation method to learn the second language. But 25% teacher responded that reading and listening and speaking methods are preferred by their students.

**f. How do you help your poor students to learn the language?**

The sixth question asked was how do they help they help their poor students? They opined that they teach them in extra time and focus them in classroom also.

**g. What changes do they see in their students?**

The seventh question asked was what changes they see in their students”. For this question the teacher responded that after using strategies they get different changes in their students like they use English in their real life, improving in pronunciation, motivate them to speak in the English language.

**h. Do you think learning of new strategies facilitates learned knowledge?**

For this question the teacher responded that they think learning of new strategies facilitates learner to learn new knowledge because the new strategies of learning language motivate the students to use the target language. They make them participate in learning activities.

**3.4 Analysis of the data obtained from the Class Observation**

Five classes of the teacher were observed to identify how students learn in the classroom and how the teachers teach them. An observation form was developed to recode the different activities in the classroom. Item no.1 to 10 was developed to tick.

**3.4.1 Analysis of data from the check-list**

A checklist with four options viz. very good, good, and average and poor, were designed to identify the different learning activities inside the classroom. The whole checklist along with the activities chosen while observing the classroom is presented in the following table.

**Table No. 2**

**Learning activities observed in the class**

<b>School</b> <b>Items</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
1. Teacher-Student Interaction	good	average	average	average	average
2. Asking question	good	poor	good	poor	average
3. Answering questions	good	average	good	poor	average
4. Motivation technique	good	average	average	average	average
5. Student activeness	average	average	average	poor	average
6. Teacher speak in English	good	average	good	average	average
7. Students use of Nepali	average	average	average	poor	Poor
8. Teachers use of Nepali	average	average	average	average	Poor
9. Active on group work	good	average	good	poor	average
10. Feedback to the students	good	average	good	average	average

From the class observation, it was found that teacher –student interaction was good in one school but average in another school. It is found that teacher-student interaction was better in private schools in comparison to the government aided schools. In some schools, it was found that students rarely ask question to the teacher but in private school students mostly ask questions to the teacher. For answering the questions students of private boarding schools were better than the students of government aided school for answering the teacher’s questions. To motivate to student, only one teacher is well. Other teachers were average in motivating the students. In some schools students were found more active in the English classroom in comparison to other subjects. However, it was found that the students of private school are more active in comparison to the government aided schools. Teacher’s speech in English is good in private school. In the four selected schools, the teachers used Nepali as well while teaching English. But in one school teacher never used

Nepali while teaching English. Probably he thought that the researcher was observing the class. In the private schools, the student rarely used Nepali but in the government schools most of the student used Nepali while teaching English. Students in private schools were more active in group work for learning English. But in some government schools they are average in group work activities. The teachers of some schools gave feedback to the students. That means they encouraged learners to improve English. But in some schools the teachers gave less feedback to the students. It was found that teachers were more active than the students while teaching English. Students were found to be interested to talk with their own friends but hesitate while talking with the teacher.

### **3.4.2 Learning Activities in the Classroom**

All together 50 student's activities were observed in the classroom and these activities were recorded in the form. While observing classes, it was found the teacher asks questions and students answer the teacher's questions but they rarely ask questions to teachers. In the observation, it was found that most of the students learned the English language through rehearsal technique. The teachers explained the subject matter and provided notes; students memorized the rules and recalled it when the teacher asked them to do. Teachers speak a lot but students speak less. Teachers preferred to improve their English by imitating the teachers' speech. It was found that students used English while talking to the teachers but they mainly used Nepali while talking to their friends. Students were found to be less active than the teachers. Students asked with their own friends rather than the teachers, if there was any difficulty

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

The principal aim of the present study was to find out the learning strategy of second language acquisition adopted by the students of grade eight within the limited territory of Kapilvastu district. The collected data were carefully analyzed and interpreted in statistical and descriptive way to accomplish the objective.

#### 4.1 Findings

To a greater extend, the students use memory, cognitive and social method as the learning strategy, the following findings have been derived from the analysis and interpretation.

1. Memorizing strategy was adopted by the majority of students which is 54 in percentage.
2. Besides memory strategy cognitive and social strategies of learning strategies were also equally significant which 20 and 26 in percentage.
3. Sixty two percent students responded that their favorite subject is English.
4. Forty two percent students come to school with their advance preparation.
5. Only 2% of students likes to sit in the last of the class.
6. Forty eight percent students use dictionary to be familiar with new words.
7. To learn the correct pronunciation 36% students use teacher's imitation method.
8. Sixty four percent students like reading silently while reading the text.
9. Forty six percent students read the text to prepare for exam.
10. Forty two percent students read the literary texts by asking to the teacher.
11. Thirty two percent students study more at their home.



12. Sixty percent students like to speak with all people who can talk in English.
13. Most of the students like speaking practice through discussion.
14. Forty percent students apply co-operative method to learn the language.
15. Thirty six percent students sometimes apply co-operative method.
16. Thirty six percent students sometimes repeat item to memorize.
17. Forty four percent students use repetition methods for remember the meaning.
18. Only 10% students frequently guess the meaning of new items while reading the text.
19. Eight percent students said that teacher never teach them how to commit something to their memory.
20. Sixty two percent students ask for clarification if they don't understand better.
21. Forty percent students like comparing method to be taught.
22. Teacher recommend cognitive strategies for language learning better.
23. Teacher recommended discussion and direct translation methods are useful in learning a second language.
24. Teachers prefer their student to learn English through the use of English and listen to English news on radio and read newspaper.

## 4.2 Recommendations

After analyzing the findings some recommendations and suggestion as follows:

1. The study shows that the memory method of learning strategy is used by the students to the greater extent. So, the teacher should be conscious about it while teaching them.
2. The teacher needs to provide sufficient opportunity and conducive environment for practicing accused language by creating different real life situation.
3. The teachers need to motivate the students to initiate classroom discussion on different topics.
4. Teachers should use group work, pair work, discovery technique etc a lot so that students will actively participate in learning.
5. Most of the students read the text for preparing exam. So they should be suggested to read the text for their knowledge not for exam.
6. Students sometimes focus on the teachers lectures so they should be suggested to always focus on teachers lecture and expression.
7. They study more during in exam but fewer hours in other time. They should be suggested to study equally.
8. Students like to talk with all people who can talk in English. So, they should be encouraged to speak English in and outside the classroom.
9. The teachers need to organize different guided and free writing programs and encourage their students to participate.

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