

LEARNING STRATEGIES IN INSTRUCTED SECOND LANGUAGE ACQUISITION

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

**Submitted by
Sharada Bhusal**

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

2011

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original. No part of it was earlier submitted for the candidature of research degree to any university.

Date : 2068/03/26

Sharada Bhusal

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Miss Sharada Bhusal** has completed the research of her M.Ed. thesis entitled “**Learning Strategies in instructed Second Language Acquisition**” under my guidance and supervision.

I recommend the thesis for acceptance.

Date : 2068/03/27

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DEDICATION

*Dedicated to
My parents and relatives*

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ABSTRACT

The thesis entitled “**Learning Strategies in instructed Second Language Acquisition**” is an attempt of the researcher to find out the learning strategies used by second language learners. The main aim of the study is to find out the technique used by second language learners. Its further aim is to analyze the strategies of second language learning. The objective of this research was to find out the learning strategies used in second language acquisition and to see the impact of learning strategies in their performance. To meet the objectives of the research, fifty English language learners were taken from different schools who were acquiring English as a second language. The collected data were analyzed using the statically and informal interaction with students and teachers. It was found that memory strategies were used to a great extent, although all kinds of learning strategies were used by students.

I have divided this thesis into four chapters. The first chapter deals with the general background, literature review, objectives and the significance of the study. The second chapter contains the methodology which includes the sources of data, sampling procedure, tools for data collection, process of data collection, limitations of the study. The third chapter includes the analysis and interpretation of the data obtained from the field. The last chapter has the findings and recommendations of the study in which some pedagogical implications have been forwarded.

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