

**LEARNING STRATEGIES ADOPTED BY GRADE EIGHT
STUDENTS IN COMMUNITY-AIDED SCHOOLS**

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

Submitted by

Puspa Khanal

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

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Thesis Proposal: 2067/08/22

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DECLARATION

I hereby declare that 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: 2067-12-30

Puspa Khanal

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Puspa Khanal** has prepared the thesis entitled "**Learning Strategies Adopted by the Grade Eight Students in Community-Aided Schools** " under my guidance and supervision.

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DEDICATION

Dedicated to

My ever caring parents because of whom I reached here and my teachers who made their endeavour to make me literate.

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Puspa Khanal

ABSTRACT

The present study entitled " Learning Strategies Adopted By Grade Eight Students in Community-Aided Schools" aimed to find out the learning strategies used by grade eight students of community-aided schools to learn the English language. For this, the researcher applied both primary and secondary sources of data. She used two sets of questionnaire (i.e., one for students and another for teachers) and observation form for data collection. The data were collected from 80 students, four teachers and class observation of 210 students. The researcher applied random sampling procedure to select the schools and students but non-random purposive sampling procedure to select teachers. On the basis of the collected data, the strategies adopted by Grade Eight students were determined using simple statistical tool, i.e., percentage. It was found that students were not aware about learning strategies to learn the English language, however, they were found using cognitive strategies a lot. Largely students depended on teachers and textbooks to learn the English language.

The thesis consists of four chapters. Chapter one is introductory chapter. It includes general background, review of the related literature, objectives of the study, significance of the study and definition of the specific terms. Chapter two deals with the methodology. It incorporates sources of data, population of the study, sampling procedures, tools for data collection, process of data collection and limitations of the study. Chapter three encompasses analysis and interpretation of data. In this section, both statistical and descriptive approaches have been used. Chapter four incorporates findings and recommendations of the research. The references and appendices form the concluding part of the thesis.

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LIST OF SYMBOLS AND ABBREVIATIONS

Dr.	:	Doctor
ELT	:	English Language Teaching
e.g.	:	For example
et al.	:	and others
etc.	:	etcetera
i.e.	:	id est (that is to say)
M. Ed.	:	Masters in Education
No.	:	Numbers
p.	:	Page
pp.	:	Pages
Prof.	:	Professor
S.N.	:	Serial Number
SLA	:	Second Language Acquisition
T.U.	:	Tribhuvan University
Viz.	:	Vide Licet (namely)
%	:	Percentage
Vol.	:	Volume
www	:	World Wide Web