

# LEARNING STRATEGIES USED BY GRADE TEN STUDENTS

A Thesis Submitted to the Department of English Education  
Janata Multiple Campus, Itahari, Sunsari  
In Partial Fulfilment for the Master's Degree of Education

Submitted by  
Dipa Karki

Faculty of Education  
Tribhuvan University  
Janata Multiple Campus  
Itahari, Sunsari, Nepal

2021

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Second Year Examination

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जनता बहुमुखी क्याम्पस

Janta Multiple Campus

इटहरी, सुनसरी, नेपाल

Itahari, Sunsari, Nepal

स्थापित : २०४५

Estd. 2045

(त्रिभुवन विश्वविद्यालय व्यवस्थापन, मानविकी तथा शिक्षाशास्त्र सङ्काय सम्बन्धन प्राप्त)

विश्वविद्यालय अनुदान आयोगबाट गुणस्तर प्रत्यायनकृत (वि.सं.२०७५)

(Accredited by University Grants Commission (UGC) Nepal (2018 A.D.))

प.सं.

Ref:

☎ ०२५-५८१३००

FAX: ०२५-५८००६४

मिति- २०७७/११/२०

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Dipa Karki** has completed this thesis entitled **Learning Strategies Used by Grade Ten Students** under my guidance and supervision.

I recommend the thesis for acceptance and evaluation.

\_\_\_\_\_  
**Rishi Ram Khanal (Supervisor)**

Asst. Lecturer

Department of English Education

Janta Multiple Campus

Itahari, Sunsari



जनता बहुमुखी क्याम्पस

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FAX: ०२५-५८००६४

मिति- २०७७/११/२३

## RECOMMENDATION FOR EVALUATION

The thesis entitled **Learning Strategies Used by Grade Ten Students** by **Dipa Karki** has been recommended for evaluation by the following Research Guidance Committee.

**Mr. Kamal Raj Dahal**

Reader and Head

Department of English Education

Chairperson

**Mr. Rishi Ram Khanal (Supervisor)**

Asst. Lecturer

Department of English Education

Member

**Mr. Tirtha Raj Acharya**

Lecturer

Department of English Education

Member



जनता बहुमुखी क्याम्पस

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FAX: ०२५-५८००६४

मिति- २०७७/११/२८

Date: 12<sup>th</sup> March 2021

## EVALUATION AND APPROVAL

The thesis entitled **Learning Strategies Used by Grade Ten Students** by **Dipa Karki** has been evaluated and approved by the following Thesis Evaluation Committee.

**Mr. Kamal Raj Dahal**

\_\_\_\_\_

Reader and Head

Department of English Education

Chairperson

**Mr. Rishi Ram Khanal (Supervisor)**

\_\_\_\_\_

Lecturer

Department of English Education

Member

**Dr. Jaynarayan Purbey**

---

Reader and Head

Expert

S. S. M. Y. M. Campus

Siraha

## **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: 5 March, 2021**

.....

**Dipa Karki**

## DEDICATION

This research work is dedicated  
to  
MY PARENTS AND MY ENTIRE FAMILY  
who have devoted their lives to make me  
what I am today.



## ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my thesis supervisor and respected Guru **Mr. Rishiram Khanal**, Lecturer of English Education, Janata Multiple Campus, Itahari, Sunsari for providing me with all sorts of valuable instructions, continuous motivation, inspiration, encouragement, co-operation and constructive suggestions during the time of thesis writing. This thesis would not have been shaped in the present form without his constructive feedback and incisive observation from the very beginning to the end. I take this work as a result of my hard work fostered by his encouragement and suggestions and feel myself very lucky to have worked under his guidance and supervision.

I am immensely thankful to my respected Guru **Mr. Kamalraj Dahal**, Head of the Department of English Education for his co-operation to bring this research study in this final form.

Similarly, I would like to express my sincere gratitude to members of English Department, Janata Multiple Campus Sunsari, for their valuable suggestions and academic support.

Profoundly, I extend my sincere and heartfelt gratitude to my parents and family who devoted their entire lives for my study and made me what I am today.

I would also like to thank all the respondents, principals, school administrations and teachers of the sampled schools for their valuable information and kind cooperation while carrying out this research.

Finally, I am thankful to all my friends, colleagues and relatives, who supported and encouraged me directly and indirectly to complete this study.

**Dipa Karki**

## ABSTRACT

The present survey study entitled “Learning Strategies Used by Grade Ten Students” is an attempt to identify the learning strategies used by grade ten students while learning English language. The primary data were collected from forty students of four schools of Barahakshetra Municipality of Sunsari district who were studying in grade ten. The researcher used simple random sampling procedure to select the respondents. The researcher used a set of questionnaire consisting of both close-ended and open-ended questions only for the students as the tool for data collection. The data were analyzed and interpreted descriptively and statistically and presented with the help of tables. From the analysis and interpretation of data, it was found that all types of learning strategies viz cognitive, metacognitive and socio affective strategies were used by the students of grade ten in a greater or lesser extent. However, they adopted cognitive strategies to a great extent in comparison to metacognitive and socio affective strategies while learning English language. Similarly, it was found that, students used textbook, guess papers and notes extensively, consulted old questions regularly and took tuition and coaching classes for the preparation of secondary education examination (SEE).

This study encompasses five chapters. The first chapter deals with introduction which includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, and operational definitions of key terms. The second chapter deals with review of related literature including classification and importance of language learning strategies, review of empirical literature, implication of review and conceptual framework. Similarly, the third chapter is related to the methods and procedures of the study including research design, population, sample and sampling procedures, data collection tools and procedures, data analysis and interpretation procedures and ethical consideration. The fourth chapter consists of analysis and interpretation of data which includes analysis and interpretation of results and summary of the findings. The last chapter is about the conclusion and recommendation of the research. Recommendation has been further divided in to policy level, practice level and further research area. Besides main chapters, the supportive materials such as reference, list of tables, abbreviation and appendices have been incorporated.

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## LIST OF ABBREVIATIONS AND SYMBOLS

CUP	Cambridge University Press
etc	Etcetera
EFL	English as Foreign Language
e.g.	For Example
ELT	English Language Teaching
ESL	English as Second Language
i.e.	That is
%	Percentage
L1	First language
L2	Second language
M. Ed	Master in Education
No.	Number
p	Page
Reg. No.	Registration Number
SEE	Secondary Education Examination
T.U	Tribhuvan University
Viz	Namely

