

CHAPTER ONE

INTRODUCTION

This study is on 'Learning strategies used by Grade Ten Students'. This introductory chapter includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of key terms.

1.1 Background of the Study

Learning strategies are those deliberate actions and attempts of the learners which are intended to promote the learning of the new features of the target language. The word 'strategy' comes from the ancient Greek word 'strategia' which means steps or actions taken for winning a war. The warlike meaning of strategia has fortunately fallen away but the control and goal-directedness meaning remains in the modern version of word (Oxford, 1990). The term 'language learning strategies' has been defined variously by various scholars and researchers. According to Scarcella and Oxford (1992, p. 63) language learning strategies are "specific actions, behaviours, steps or techniques – such as seeking out conversation partners or giving oneself encouragement to tackle a difficult language tasks used by students to enhance their own learning." When the learner consciously chooses strategies that fit his/her learning style and the L₂ task at hand, these strategies become useful tool kit for active conscious and purposeful self- regulation of learning.

From this definition, we can conclude that learning strategies are those deliberate actions, methods, techniques or ways of the learners, which are adopted to promote the language learning.

Cohen (1998,p.4) defines language learning strategies are " those processes which are consciously selected by the learners and which may result in action taken to enhance the learning or use of a second or foreign language through the storage, retention ,recall, hypothesizing and application of information about that language ."

Wanden and Rubin (1987, p. 19) define learning strategies as "...any set of operations, steps, plans, routines used by the learners to facilitate the obtaining storage, retrieval and use of information."

Richard and Platt (1992, p.209) state that learning strategies are “intentional behaviours and thoughts used by learner during learning so as to better help them understand, learn or remember new information.” This is to say learning strategies are conscious plans, thoughts and attempts used by learners for processing and remember new information easily and more effectively during the language learning.

“Learning strategies are those strategies which contribute to the development of language system which the learner constructs and effect learning directly”
Bubin(1987).

Weinstein and Mayer (1986) define “learning strategies are the behaviors and thoughts that a learner engages in during learning that are intended to influence the learners encoding process.”

“Learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning...” (Chamot 1987, p. 2). According to Stern (1992, p.2) “the concept of learning strategies is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques.”

Ghani (2003) gives a new dimension to the definition of learning strategies describing them as a facilitator in successful learning process. She states that learning strategies are procedures attempted by the learners in order to make their own learning as successful as as possible.

On the basis of the above mentioned definitions regarding the language learning strategies, we can conclude that learning strategies are those intentional or deliberate actions and attempts of the learners which are adopted to promote the language learning. All the language learners use learning strategies either consciously, subconsciously or unconsciously when processing new information and performing a task in the language classroom, since language learning classroom is like a problem – solving environment in which language learners are likely to face new input and difficult tasks given by their instructors. Where learners’ attempt is to find the quickest and / or easiest way of processing new information and processing tasks while learning language.

Ellis (1994, p. 532) has suggested the following features of learning strategies:

- i. Strategies refer to both general approaches and specific actions or techniques used to learn an L₂.
- ii. Strategies are problem oriented; the learner employs a strategy to overcome the particular language problem.
- iii. Learners are generally aware of the strategies they use and can identify what they consist of.
- iv. Strategies involve both linguistic behaviour (such as requesting the name of an object) and non-linguistic behaviors (such as pointing at an object so as to be told its name).
- v. Linguistic strategies can be performed in the L1&L2.
- vi. Some strategies are behavioural while other are mental. Thus some strategies are directly observable, while others are not.
- vii. Strategies contribute indirectly to learning by providing learners with data about the L2, which they can then process.

Similarly, Oxford (1990) has presented the following twelve key features of language learning strategies :

1. Contribute to the main goal, communicative competence;
2. Allow learners to become more self-directed;
3. Expand the role of the teachers;
4. Are problem oriented;
5. Are specific actions taken by the learners;
6. Involve many aspects of the learners, not just cognitive;
7. Support learning both directly and indirectly;
8. Are not always observable;
9. Are always conscious;
10. Can be taught;
11. Are flexible;
12. Are influenced by a variety of factors.

On the basis of these features we came to know that differential learning outcomes may also be affected by individuals learning strategies i.e. the behaviours and techniques they adopt in their efforts to learn a language. Selection from among possible strategies is often a conscious choice on the part of language learners but it is strongly influenced by the nature of their motivation, cognitive style, personality as well as specific context and learning opportunities. That is why all learning strategies are not equally effective some of them are appropriate only in particular contexts.

1.2. Statement of the Problem

English language has played a significant role in this modern era of information, science and technology. So how the learners learn English language is the most important. Learners use various learning strategies during the process of learning language but they are facing some problems due to the nature of heterogeneous classes, unavailability of resources, learners' readiness, existing teaching trends, materials used, feeling of competition among the students and gender differences (Hismanoglu, 2000).

Learning strategies are the constituents of effective learning style. They are the physical and mental actions of the learners. Strategic efforts are needed to develop the ability to make meaningful connections between skills, ideas and real-life situations. They also help to encourage the students for self-monitoring, self-correction and maximize the effectiveness of learning and communication. However, there are many problems behind the use of many strategies because we find heterogeneous classes where students show different behaviors such as unwilling to speak in target language, inaudible responses, producing unnecessary sounds and not paying attention in learning. It is extremely difficult to apply different learning strategies in such situations. Learners use different learning strategies while learning English language, which vary from person to person (Cohen, 1998). This situation made me curious to find out how grade ten students study and learn English in both private and community schools. This is the main reason of curiosity to choose the area related to learning strategies as the topic of my study. Therefore my problem of this study was to investigate what types of strategies the learners use or adopt to learn English language and the way they prepare for the examinations.

1.3 Objectives of the Study

The following were the objectives of the study:

- a. To find out the learning strategies used by grade ten students while learning English.
- b. To identify the way, they prepare for Secondary Education Examination (SEE).
- c. To suggest some pedagogical implications.

1.4. Research Questions

- i. What are the learning strategies used by grade ten students while learning English?
- ii. How do they prepare for secondary education examination (SEE)?

1.5 Significance of the Study

Learning strategies are the tendencies or overall characteristics of the approach employed by the learners to learn language. Every individual has his/her own learning strategy that makes him/her different from other learners of the same level. The rate and success of learning depends on the nature of the strategies adopted by the learners while learning language. There might be individual differences among the learners with different learning capacity in the classroom. Thus, a poor learner will come to know what strategy a successful learner uses and adopts while learning language. Brown (1994, p.124) states that “teachers can benefit from an understanding of what makes learners successful and unsuccessful and establishes in the classroom a milieu for the realization of successful strategies”.

This study will be helpful to get the clear picture of the trends in language learning strategies especially adopted by grade ten students who are preparing for their Secondary Education Examination (SEE). It will be significant to the teachers to teach according to the strategies that the learners adopt while learning English and help them to suggest their students to use the effective learning strategies. Similarly, this study will equally be significant for curriculum developers, syllabus designers, textbook writers, material producers, teacher-trainers, English language expert, ELT practitioners, and those who are directly and indirectly involved and interested in the field of teaching and learning. Thus, the researcher hopes that it will be the ground

works for further studies in the related field and will be valuable for the department of English itself.

1.6 Delimitation of the Study

This research study had the following delimitations:

- i. The area of research was delimited to four private and community schools of Barahakshetra Municipality of Sunsari district.
- ii. It was limited to forty students of class ten only.
- iii. It was limited to the language learning in tutorial setting only.
- iv. It was limited to the preparation of SEE only.
- v. The primary data were collected from the constructed set of questionnaires.

1.7 Operational Definitions of Key Terms

Affective Strategy: Affective strategy can be defined as a strategy which enables the learners to control their feelings, motivation and attitudes related to language learning.

Cognitive Strategies: The term 'cognitive strategy' is the strategy used for forming and revising internal mental models and receiving and producing message in target language such as analyzing, summarizing and practicing.

Direct Learning Strategy: Direct learning strategy can be defined as a strategy which directly involves the target language.

Indirect Learning Strategy: The strategy which provides indirect support for languages learning such as planning, cooperating and seeking opportunity.

Learning Strategy: The term 'Learning strategy' in this study refers to the particular action, behaviour or technique employed by the learners to make their learning easier, faster, more enjoyable, more effective and more transferable to new situation.

Memory Strategy: Memory strategy refers to the ways which aid in entering information into long term memory and retrieving information when needed.

Metacognitive Strategy: This term in this study can be defined as a strategy which helps the learners to control their own recognition by coordinating, planning, organizing and evaluating the learning process.

Social Strategy: Social strategy in this study refers to the strategy which facilitates interaction with others often in discourse situation.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes review of theoretical literature, review of empirical literature, implications of review for the study and conceptual framework.

2.1 Review of Theoretical Literature

I have made an attempt to explore on the theoretical areas of my research work. Some relevant theories that are contributing to my research work are discussed below:

Learning strategies enhance learner s independent and autonomous learning and help learners to take responsibility for their own learning. The more strategies a learner uses the more the learner feels confident, motivated and self efficacious. The main aim of using strategies is to “affect the learners motivational or affective state or the way in which learner selects, organizes, or integrates new knowledge” (Wenstein&Mayer,1986,p.315).Every learning process requires a manner or a strategy to be adopted in order to achieve the main purpose of learning. Among the important things ,the processes of learning are “what ” to use for learning and “how ”to use it. However human beings are involved with many different strategies while they are learning a language. Some of these strategies are giving the ultimate benefit ,yet some others are not effective.

2.1.1 Classification of Language Learning Strategies

The term language learning strategies has been classified differently by different scholars (Wended & Rubin 1987; O’Malley et.al. 1985; Oxford 1990; Stern 1992; Ellis 1994, etc.) The initial studies of language learning strategies aimed to document the strategies of good language learners. In the 1980s, the emphasis moved to the classification of language learning strategies. Learning strategies were first classified according to whether they were direct or indirect, and later they were divided into cognitive, metacognitive or socio affective categories examining in more context-specific situations rather than catch-all categories. However, most of these attempts to classify the language learning strategies reflect more or less the same categorization of language learning strategies. Some of the categorizations are as presented below:

A. Rubin's and Wended (1987) Classification of Language Learning Strategies

Rubin, who pioneered much of the work in the field of learning strategies, makes the distinction between strategies contributing directly or indirectly to learning language. According to him, there are three types of strategies used directly or indirectly by learners that contribute language learning. These strategies are :

a. Learning Strategies

Learning strategies are of two main types, being the categories contributing directly to the development of language system constructed by the learners. They are :

i. Cognitive Learning Strategies

Cognitive learning strategies refer to the steps or operations used in learning or problem- solving that require direct analysis, transformation or synthesis of learning materials. Rubin identified six main cognitive learning strategies contributing directly to language learning:

-) Clarification/ Verification
-) Guessing/ Inductive Inferencing
-) Deductive Reasoning
-) Practice
-) Memorization
-) Monitoring

(Rubin & Wended 1987, pp.23-27)

ii. Metacognitive Learning Strategies

Metacognitive learning strategies are used to oversee, regulate of self- direct language learning. They involve various processes as:

-) Planning
-) Prioritizing
-) Setting goal and
-) Self-management

(Rubin & Wended 1987, pp.23-27)

b. Communication Strategies

Communication strategies are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication

strategies are used by speakers when faced with some difficulties due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker.

c. Social Strategies

Social strategies are those activities learner engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, and retrieving and using.

(Rubin & Wended 1987, pp.23-27)

B. Oxford's (1990) Classification of Language Learning Strategies

Oxford (1990, p.9) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language-learning strategies into two main classes, direct, and indirect which are further subdivided into six groups. this system; metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increase interaction with the target language. Cognitive strategies are the mental strategies that learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication. Oxford's (1990, p.17) taxonomy of language learning strategies is shown in the following:

a. Direct Strategies

Direct strategies include memory, cognitive and compensation strategies.

i. Memory Strategies

Memory strategies employ mental processing for associating the language information, memorizing the rules, systems and information. These strategies include:

-) Creating mental linkages
-) Applying images and sounds
-) Reviewing well
-) Employing action

(Oxford,1990, p.9)

ii. Cognitive Strategies

These strategies are related to working out with language knowledge, information and ideas. These strategies include:

-) Practising
-) Receiving and sending messages strategies
-) Analysing and reasoning
-) Creating structure for input and output

(Oxford,1990, p.9)

iii. Compensation Strategies

These strategies are the direct strategies to complete the meaning of language through the use of different non-verbal devices and paralanguage features. These strategies include:

-) Guessing intelligently
-) Overcoming limitation in speaking and writing

(Oxford,1990, p.10)

b. Indirect Strategies

These strategies include metacognitive, affective and social strategies.

i. Metacognitive Strategies

-) Centring your learning
-) Arranging and planning your learning
-) Evaluating you learning

ii. Affective Strategies

-) Lowering your anxiety
-) Encoring yourself
-) Taking your emotional temperature

iii. Social Strategies

-) Asking questions
-) Cooperating with others
-) Empathising with others

C. O'Malley's (1985) Classification of Language Learning Strategies

O'Malley et.al (1985, pp.582-584) divide language learning strategies into three main subcategories:

- i. Metacognitive strategies

- ii. Cognitive strategies
- iii. Socio affective Strategies

i. Metacognitive Strategies

It can be stated that metacognitive is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production and self-evaluation.

ii. Cognitive Strategies

Cognitive strategies are more limited to specific learning task and they involve more direct manipulation of the material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory, representation, keyword, contextualization, elaboration, transfer, inferencing, are among the most important cognitive strategies.

iii. Socio affective Strategies

As to the socio affective strategies, it can be stated that they are related to social-mediating activity and transacting with others. Cooperation and question for clarification are the main socio affective strategies (Brown1987, pp.93-94).

D. Stern's (1992) Classification of Language Learning Strategies

According to Stern (1992, pp.262-266) there are five main language learning strategies. These are as follows:

- i. Management and planning strategies
- ii. Cognitive strategies
- iii. Communicative- Experiential strategies
- iv. Interpersonal strategies
- v. Affective strategies

i. Management and Planning Strategies

These strategies are related with the learner's intention to direct his/her own learning. A learner can take charge of the development of his/her own programme

when he/she is helped by a teacher whose role is that of an adviser and resource person. That is to say the learner must:

-) decide what commitment to make to language learning
-) set himself/herself reasonable goals
-) decide on an appropriate methodology, select appropriate resources and monitor progress
-) evaluate his/her achievements in the light of previously determined goals and expectations (Stern 1992, p.263).

ii. Cognitive Strategies

Cognitive strategies are steps or operations used in learning or problem solving that require direct analysis transformation or synthesis of learning materials.

iii. Communicative- Experiential Strategies

Communication strategies such as circumlocution, gesturing, paraphrase or asking for repetition and explanation are techniques used by the learners so as to keep a conversation going on. The purpose of using these techniques is to avoid interrupting the flow of communication (Stern 1992, p. 265).

iv. Interpersonal Strategies

Learners should monitor their own development and evaluate their own performance. They should contact with native speaker and cooperate with them. Learners must become acquainted with the target culture. (Stern 1992, pp.265-266)

v. Affective Strategies

It is evident that good language learners employ distinct affective strategies. Language learning can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some other cases, L2 learners may have negative feelings about the native speakers of L2. Good language learners are more or less conscious of these emotional problems. Good language learners try to create associations of positive affect towards the foreign language and its speakers as well as towards the learning activities involved. Learning training can help students to face up to the emotional difficulties and to

overcome them by drawing attention to the potential frustrations or pointing them out as they arise (Stern 1992, p.266).

2.1.2 Importance of Language Learning Strategies

Language learning strategies play crucial role in a second language learning. The importance of learning language strategies is widely recognized and accepted in all areas of education. Language learners use different language learning strategies in performing the tasks and processing new input they face. Learning strategies facilitate students to become more aware of their own learning styles. These are good indicators of how learners approach task or problems encountered during the process of language learning.

According to Oxford (1990, pp.2-3) “under various names such as learning skills, learning-to-learn skills, thinking skills, and problem-solving skills, learning strategies are the ways that students learn a wide range of subjects, from native language reading through electronics trouble-shooting to new languages.” Language learning is concerned with the assistance given to the learners to learn that language more effectively and successfully. If various strategies are suggested to adopt to the poor learners, they can improve their language learning in a better way. Gass and Selinker (2008, p.441) state that “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’s strategies are the key to learners 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).

As Brown (ibid) states that 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 variable that classifies learners into categories of “successful” and “unsuccessful”, then of course we could make a case for typing language learners”

Language learning strategies can help to develop communicative competence, a key goal of communicative approach to language teaching in the target language. Bialystok (1990) says “communication strategies are used by speakers intentionally

and consciously in order to cope with difficulties in communicating in second language”. Clouston (1997) uses the term “language learning strategy” more generally for all strategies that language learners use in learning the target language and communication strategies as just one type of language learning strategies. For all the teachers who aim to develop their student’s communicative competence and language learning, then an understanding of language learning strategies is crucial and inevitable. According to Oxford (1990), “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, as the overall goal of teaching and learning language. Beyond developing student’s communicative competence, learning strategies are equally important for the development of cognitive, metacognitive and socio affective strategies, which are essential for self-directed, autonomous, active and good language learners.

As given strategy is neither good nor bad; it is essentially neutral until the context of its use is thoroughly considered. A strategy becomes positive, helpful and effective if the following conditions are present:

- a. the strategy relates well to the second language task at hand
- b. the strategy fits the particular students learning styles preferences to one degree or another, and
- c. the student employs the strategies effectively and links it with other relevant strategies. learning strategy that fulfil these condition “make learning easier, faster more enjoyable, more self-directed, more effective and more transferable to new situations” Oxford (1990, p.8).

Thus, language-learning strategies adopted by the learners are equally important for the language teachers and students. These strategies help the teacher to make the lesson according to the strategies of the learners. Learners also take benefit from learning strategies as they can leave some strategies and adopt new ones to become successful learner and learn language easily and effectively. But using the same language learning strategies do not guarantee that less successful learners also become more successful in language learning science other factors may also play vital role in success.

2.2 Review of Empirical Literature

One of the difficulties with researching language learning strategies is that they cannot easily be observed directly; they can only be inferred from language learning behaviour. Though some studies have been carried in the field of learning strategies.

Wong-Fillmore (1979, as cited in Skehan 1989, p.73) studied some Mexican Children who were attending English-speaking school in California in order to investigate how the children increased communicative competence in English. In her study, she identified some social strategies and some cognitive strategies. The children were more interested in establishing social relationships than in learning language, but in order to establish such relations, they had to learn English. As Fillmore (1979) says:

The crucial factor was that; because the friends believed the learners should understand them and that communication between them was possible, they included them in activities and conversations, and this allowed the learners to assume roles in social situations and activities that made sense to them and gave them an opportunity to observe and acquire the kind of language children use in these activities, despite their initial inability to speak or understand the language. (p.74)

Fillmore finds the social strategies more important than the cognitive ones. From this study, she reported that good language learners spend more time in socializing with their classmates. At first, they join groups and act as if they understand what is going on in them. The next social strategy is to give the impression that they can speak the language. If the first social strategy is the entree to a group, this next social strategy is the justification for staying there.

One study was carried out by Politzer and McGroarty (1985, as cited in Skehan, 1989, p.83) on this area. Their study was based on a questionnaire administered to a group of 37 students who were preparing for postgraduate study in the 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 sections; classroom behaviours, individual study and interaction with others outside the classroom. In addition to the questionnaire, the students were given three pre- and post-course proficiency tests; an oral

comprehension test, 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 behaviour scales, especially in interaction suggesting that the Hispanic students should be more successful language learners. However, the only significant difference between the gain scores of the two groups was on the discrete point scored form of the communicative competence test and the greater gain was for the Asian students. From this study, they point out that different groups may have different norms for behaviour and we can only interpret these behaviours 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.

Another research was conducted by O'Malley et. al. (1985b, 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 metacognitive, cognitive and socio affective strategies, the second group was in cognitive and socio affective strategies and the third one was controlled group i.e. no special instruction in language learning strategies. They conducted research for listening, speaking and vocabulary acquisition skills. Among other findings, it was discovered that for vocabulary, the controlled 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.

Tang and Moore (1992, as cited in Griffiths, 2004, p. 16) conducted a similar study, which researched "The Effects of the Teaching of Cognitive and Metacognitive Strategies on Reading Comprehension in the Classroom." They concluded that, while cognitive strategy instruction (title: discussion, pre-teaching vocabulary) improved comprehension scores, the performance gains were not maintained upon the withdrawal of the treatment. Metacognitive 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 the treatment. This

finding accords with that of O'Malley et al. (1985) who discovered that higher-level students are more able than lower level students to exercise metacognitive control over their learning.

Nunan (1995, as cited in Griffith, 2004, p.17) 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 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 process.

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

Chaudhary (2009) carried out a research entitled "Learning Strategies Used by the Class Toppers." The main objective of the research was to find out the learning strategies used by the class toppers of higher education to learn English language. Eighty students were selected for sampling and a set of questionnaire had been used for data collection. She found out that metacognitive strategies (rehearsal) were used by the class toppers of higher education to a great extent. She concluded that the class toppers had a strong desire to communicate and were willing to guess meaning when they are not sure.

Similarly, Mahat (2011) carried out a research on "Learning Strategies Adopted by Bachelors Level Students." The objectives of her study were to find out and analyse the strategies adopted by bachelor level students and to point out the problems faced by them while studying at that level. She selected 50 students from two colleges, distributed a set of questionnaire to the selected students, and observed their classes for six days. She found out that no fixed strategy was used in language learning at that level, there was the variation among the students in the use of learning strategies.

Though there was the maximum use of memory strategies. It was found that they were facing different problems while learning English at Bachelor level.

Joshi (2012) carried out a research entitled “Learning Strategies Adopted by Introvert Learners in the English Classroom”. The purposes of his study were to find out the learning strategies adopted by introvert learners in English classroom and to identify their education status in the classroom and out of the classroom. He selected forty students and ten teachers from +2 level of Kathmandu district using purposive non random sampling procedures. He used a set of questionnaire and observation as the tools for the data collection. He found out that the students preferred to learn new things by reading books, not being participated in extracurricular activities regularly and they wanted to sit on the front benches. The introvert students used dictionary for learning new words and pronunciation to a great extent.

Likewise, Gautam (2015) carried out a study on “Strategies Adopted by Grade Twelve Students to Develop Writing Skill”. The main objective of her study was to find out the strategies adopted by grade twelve students to develop their writing skill. She selected thirty students from two different schools and used a set of questionnaires as a tool for data collection. She found out that the students widely used cognitive strategies (taking notes, doing homework and memorizing writing rules) and metacognitive strategies (making self-correction, using dictionary and collecting related vocabularies) to develop their writing skill.

Khadka (2016) carried out a study entitled “Learning Strategies Used in Learning English: A Case study of Grade Five Students”. The main objective of her study was to find the learning strategies adopted by class five students while learning English language. She selected five students through classroom observation using purposive non-random sampling procedures. It was found that the students used all types of learning strategies viz memory strategy, cognitive strategies, compensation strategies, metacognitive strategies and socio affective strategies. However cognitive, metacognitive and social strategies were used by them to great extent.

Tharu (2017) carried out a research on “learning Strategies Adopted by Tharu Learners at Secondary Level”. The main purpose of his study was to find out the learning strategies adopted by Tharu learners of secondary level while learning English. He selected forty Tharu students from five different schools of Banke district

using simple random sampling procedure to elicit data from the respondents. He used a set of questionnaire consisting of close-ended questions as a tool for data collection. He found out that, along with other strategies student mostly used cognitive strategies.

Many researches in the field of learning strategies have been carried out by various scholars and researchers in the different universities of the world. Moreover, I hadn't found any researches in Barahakshetra municipality or Sunsari district in this field. There was a dire need of research in this sector for researching learning strategies and finding out trends of students' uses of techniques while learning strategies. That is why, the researcher selected this for researching.

2.3 Implications of Review for the Study

Defining and reviewing the related literature is central and most important task for researchers in any research. According to Kumar (2009 p.30) 'one of the essential primary tasks when you undertake a research is to go through the existing literature in order to account yourself with the available body of knowledge and area of interest.' All the researches are built on the concept of previous research so it is very important task for any research while carrying out a research work in any topic or subject matter. It helps to make a valuable contribution to go through almost every operational step. In the initial stage of research, review of related literature helps to establish the theoretical rout of our study, clarify our ideas develop our methodology. Review of related literature is therefore, essential and considerable about the research study, which serves as an indicator of researches in the selected area or issue.

As a researcher, I reviewed some of the books, articles, research works and previous studies. These research works provided me knowledge, information and ideas regarding learning, especially learning strategies adopted by students of different levels. From the aforementioned literature review, the researcher got ideas in the selection of topic, formulation of objectives, research methodology, research questions or hypotheses and structure of thesis to accomplish the research. The literature review helped to cope up with the research problems, broaden the horizon of theoretical knowledge, provided guidelines regarding the research area, step down the obstacles on the path of research work, helped to analyze and interpret the collected data in a systematic way and accomplished the research work more practically and successfully.

2.4 Theoretical/Conceptual Framework

Conceptual framework is the foundation in which thesis is carried out. It refers to the approach or pathway to structure a research. It tries to relate the several variables or themes of the study and explain the relationship between them. A set of ideas and relationship with the several aspects are presented in it. It is a tool for focusing the research, its context or the course and explores the relationships, meanings or mapping of the proposed research. The nature of conceptual framework depends upon the type of research. The conceptual framework of this study has been presented below:

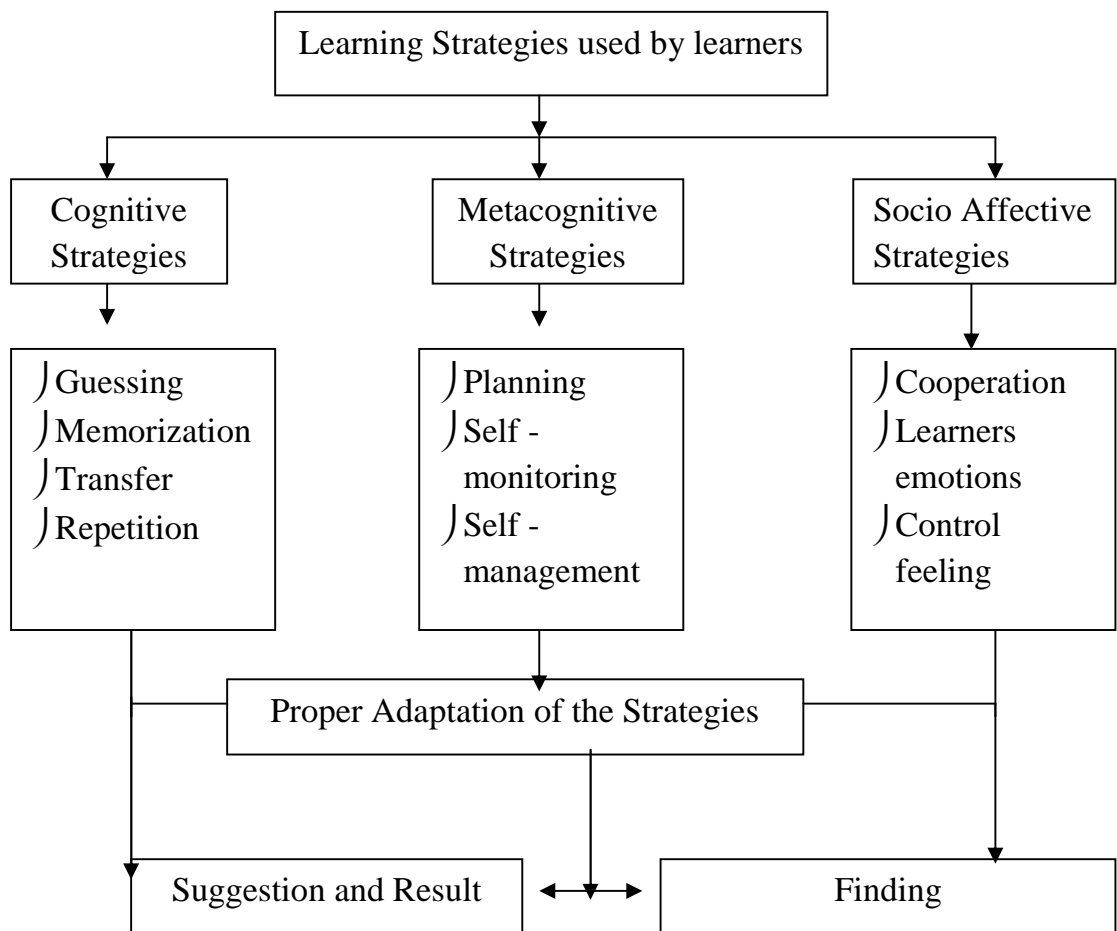


Figure 1: Conceptual Framework

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter presents the research design and methods; it covers the research design itself, study areas, target population, sample and sampling techniques. The chapter further explains two ways of collecting data which are primary and secondary data. Also data collection methods and data collection instruments are used. It also presents the validation of instruments and ethical consideration including data analysis procedure based on qualitative and quantitative data. The research has followed the following methodology to accomplish the objectives of the study.

3.1 Research Design and Method of the study

The researcher has adopted mixed method survey research design where data is collected through quantitative and qualitative approach.

3.2 Population, Sample and Sampling Procedure

The population of this study was the students studying in grade ten in both private and community schools of Barahakshetra Municipality of Sunsari district. It was not possible to deal with the whole population, therefore a portion of the population called a sample was included in the study. The researcher selected the students from 4 schools of Barahakshetra municipality. Respondents involved were grouped in terms of their gender (both males and females). For this study, the sample respondents were selected through the use of simple random sampling procedure. Ten students were selected from each school five males and five females.

3.3 Data Collection Tools

The main tool for the collection of data has been a set of questionnaire and check list. The survey questionnaire consisted of both close-ended and open ended questions will be used as the tools.

3.4 Sources of Data

The researcher used both primary and secondary sources of data.

3.4.1 Primary Sources of Data

The primary sources of data were forty students who were studying in grade ten in both private and community schools of Barahakshetra Municipality of Sunsari district.

3.4.2 Secondary Sources of Data

The secondary sources of data of this study were collected from the various books, journals, research reports, articles and internet websites related to learning strategy.

3.5 Data Collection Procedures

After preparing research tools, the researcher went to the selected schools in order to establish rapport with the concerned authorities and briefly explained about the purpose of her study to the school administration and requested them for permission to carry out research. After that, the researcher built up rapport with the subject teacher and students. Then the researcher randomly selected ten students from each school and distributed a set of questionnaire consisting both close –ended and open –ended questions and explained them what they had supposed to do. At last, the researcher collected the questionnaire distributed to the students in order to obtain data and necessary information from the respondents.

3.6 Data Analysis and Interpretation Procedures

The collected data in this study were coded, tabulated, analysed and interpreted qualitatively and quantitatively. The data were presented using charts, graphs tables and figures and so on.

3.7 Ethical Considerations

Research is a systematic and rigorous process to study on some issues. While carrying out research work, we should bear some ethical considerations such as voluntary participation, informed consent, privacy and confidentiality in our mind not to harm other participants from the information that provided and to avoid the case of plagiarism. The researcher established friendly environment and friendship with his participants. The researcher was grateful even to those who denied his proposal to be informants. The researcher had fully attempted to maintain ethical standards while collecting, analyzing, and interpreting the data, and he acknowledged, gave credit and references for all the nationals which he had taken for his support.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the established findings which are results of data analysis to clearly address the objectives and answer research questions. It aimed at finding the learning strategies and the way of preparing Secondary Education Examination. This chapter focuses on presenting the research finding based on the results of the data analysis on other words, it presents the answer of the research question. In addition, it also present the discussion based on the related theories to clarify the findings.

4.1 Analysis of Cognitive Strategies Used by Grade Ten Students

Cognitive strategies refers to methods used to help students understand the way they learn, mother words it means process designed for students to think about their thinking.

Cognitive strategies are specific to learning task and involve direct manipulation of the learning materials. They refer to the step used in learning problem solving that requires direct analysis, transformation and synthesis of materials. The following table shows the overall analysis of the responses made by the students regarding the cognitive strategies while learning English:

Table 1

Responses of the Students Regarding the Cognitive Strategies

| S.N | Strategies | Rating scales in percentage | | |
|-----|--|-----------------------------|-----------|-------|
| | | Always | Sometimes | Never |
| 1. | Guessing the meaning of new words from the context | 27.5 | 70 | 2.5 |
| 2. | Consulting dictionary and imitating teachers | 50 | 42.5 | 7.5 |
| 3. | Translating text in to the mother tongue | 67.5 | 27.5 | 5 |
| 4. | Noting down the main points during teacher's explanation | 60 | 35 | 5 |
| 5. | Consulting guides and practice books | 40 | 57.5 | 2.5 |
| 6. | Guessing the important questions and memorizing | 77.5 | 17.5 | 5 |
| 7. | Generalizing grammatical rules from the context | 37.5 | 60 | 2.5 |
| 8. | Reading notes and summary | 65 | 30 | 5 |
| 9. | Doing listening practice through teacher's imitation | 37.5 | 57.5 | 5 |
| 10. | Memorizing grammatical rules | 47.5 | 50 | 2.5 |
| 11. | Memorizing the answer from the exam point of view. | 75 | 20 | 5 |

The researcher included eleven different strategies under the cognitive strategies. Among these strategies, guessing the important question and memorizing the answers, translating the text into the mother tongue, reading notes and summary, and noting down the main points during teacher's explanation were more widely used strategies 67.5 % by the respondents rather than generalizing the grammatical rules and meaning 27.5% from the context.

4.1.1 Item Wise Analysis and Interpretation of Cognitive Strategies

Item wise analysis and interpretation of cognitive strategies have been presented below:

4.1.1.1 Guessing the Meaning of New Words from the Context

The analysis and interpretation of guessing the meaning of new words from the context is presented below:

Table 2

Guessing the Meaning of New Words from the Context.

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 11 | 27.5 |
| Sometimes | 28 | 70 |
| Never | 1 | 2.5 |
| Total | 40 | 100 |

The first item in the questionnaire under the cognitive strategies was to investigate whether the students guess the meaning of new words from the context or not while learning English. The data given in the table shows that 70% of the respondents sometimes used this strategy; 27.5% of them always used this strategy; and 2.5% of them never used this strategy.

4.1.1.2 Consulting Dictionary and Imitating the Teachers

The analysis and interpretation of consulting dictionary and imitating the teachers is presented below:

Table 3

Consulting Dictionary and Imitating the Teachers

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 20 | 50 |
| Sometimes | 17 | 42.5 |
| Never | 3 | 7.5 |
| Total | 40 | 100 |

The second item incorporated in the questionnaire under the cognitive strategies was to find out whether the students consulted the dictionary and imitated the teachers in order to know the correct pronunciation and meaning of new words while learning English language. As indicated in the table 50 % of the total respondents always used this strategy; 42.5 % of them sometimes used this strategy;

and 7.5 % of them never used this strategy. It clearly shows that majority of the respondents always used this strategy.

4.1.1.3 Translating Text into the Mother Tongue

The analysis and interpretation of translating the text into the mother tongue is presented below:

Table 4

Translating Text into the Mother Tongue

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 27 | 67.5 |
| Sometimes | 11 | 27.5 |
| Never | 2 | 5 |
| Total | 40 | 100 |

The third item included in the questionnaire under the cognitive was to investigate whether the students translated the text into their mother tongue in order to comprehend the text more easily and increase vocabulary power while learning English. The data given in the text reveals that 67.5 % of the respondents always adopted this strategy; 27.5 % of them sometimes adopted this strategy and 5 % of them never adopted this strategy. It shows the fact that majority of the respondents always used this strategy while learning English language.

4.1.1.4 Noting Down the Main Points During Teacher's Explanation

The analysis and interpretation of noting down the main points during teacher's explanation is presented below:

Table 5

Noting Down Main Points During Teacher's Explanation

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 24 | 60 |
| Sometimes | 14 | 35 |
| Never | 2 | 5 |
| Total | 40 | 100 |

The fourth item included in the questionnaire under the cognitive strategies was to investigate whether the students noted down the main points during their teachers explanation. The data given in the table shows that majority of the respondents i.e. 60 % always used this strategy; 35 % of them sometimes used this strategies and 5 % of them never used this strategy.

4.1.1.5 Consulting Guides and Practice Books

The analysis and interpretation of consulting guides and practice book is presented below:

Table 6

Consulting Guides and Practice Books

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 16 | 40 |
| Sometimes | 23 | 57.5 |
| Never | 1 | 2.5 |
| Total | 40 | 100 |

The fifth item incorporated in the questionnaire under the cognitive strategies was to consult the guides and practice books while learning English. The data given in the table shows that 57.5 % of the respondents sometimes used this strategy;40 % of them always used this strategy ;and 2.5 % of them never used this strategy.

4.1.1.6 Guessing the Important Questions and Memorizing the Answers

The analysis and interpretation of guessing the important questions and memorizing the answers is presented below:

Table 7

Guessing the Important Questions and Memorizing the Answers

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 31 | 77.5 |
| Sometimes | 7 | 17.5 |
| Never | 2 | 5 |
| Total | 40 | 100 |

The sixth item included in the questionnaire under the cognitive strategies was to investigate whether the students guessed the important questions and memorized the answers while learning English. As shown in the table, 77.5 % of the total respondents always used this strategy; 17.5 % of them sometimes used this strategy and 5 % of the students never used this strategy. This shows the fact that majority of the respondents always adopted this strategy while learning English.

4.1.1.7 Generalizing the Grammatical Rules from the Context

The analysis and interpretation of 'generalizing the grammatical rules from the context' is presented below:

Table 8

Generalizing the Grammatical Rules from the Context

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 15 | 37.5 |
| Sometimes | 24 | 60 |
| Never | 1 | 2.5 |
| Total | 40 | 100 |

The seventh item included in the questionnaire under the cognitive strategies was to find out whether the students generalized the grammatical rules or not from the context during learning English. The data given in the table reveals that 60 % of the respondents sometimes used this strategy; 37.5% of them always used this strategy and 2.5 % of them never used this strategy.

4.1.1.8 Reading Notes and Summary

The analysis and interpretation of 'reading notes and summary' is presented below:

Table 9

Reading Notes and Summary

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 26 | 65 |
| Sometimes | 12 | 30 |
| Never | 2 | 5 |
| Total | 40 | 100 |

The eighth item included in the questionnaire under the cognitive strategy was related to reading notes and summary while learning English. The data represents that 65 % of the total respondents always used this strategy; 30 % of them sometimes used this strategy ;and 5 % of them never used this strategy. This shows the fact that majority of the respondents always used this strategy.

4.1.1.9 Doing Listening Practice through Teacher's Imitation

The analysis and interpretation of doing listening practice through teacher's imitation is presented below:

Table 10

Doing Listening Practice through Teacher's Imitation

| Rating scale | No. of Students | Percentage |
|---------------------|------------------------|-------------------|
| Always | 15 | 37.5 |
| Sometimes | 23 | 57.5 |
| Never | 2 | 5 |
| Total | 40 | 100 |

The ninth item included in the questionnaire under the cognitive strategies was related to listening practice through the imitation of the teacher. The table shows that 57.5 % of the total respondents sometimes used this strategy;37.5 % of them always used this strategy and 5% of them never used this strategy while learning English.

4.1.1.10 Memorizing the Grammatical Rules

The analysis and interpretation of memorizing the grammatical rules is presented below:

Table 11

Memorizing the Grammatical Rules

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 19 | 47.5 |
| Sometimes | 20 | 50 |
| Never | 1 | 2.5 |
| Total | 40 | 100 |

The tenth item incorporated in the questionnaire under the cognitive strategies was to memorize the grammatical rules in order to produce the grammatically correct and situationally appropriate sentences. As indicated in the table above, 50 % of the total respondents sometimes used this strategy; 47.5 % of them always used this strategy; and 2.5 % of them never used this strategy.

4.1.1.11 Memorizing Answers from the Examination Point of View

The analysis and interpretation of memorizing answers from examination point of view is presented below:

Table 12

Memorizing Answers from the Examination Point of View

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 30 | 75 |
| Sometimes | 8 | 20 |
| Never | 2 | 5 |
| Total | 40 | 100 |

The last item included in the questionnaire under the cognitive strategies was to investigate whether the students memorized the answers of the important questions from the examination point of view. The data given in the table reveals that 75 % of the total respondents always adopted this strategy; 20 % of them sometimes adopted this strategy and 5 % of them never used this strategy. It shows the fact that majority of the respondents always used this strategy.

4.2 Analysis of Metacognitive Strategies Used by Grade Ten Students

Metacognitive strategies refers to methods used to help students understand the way they learn, in other words it means process designed for students to think about their thinking. Such learners require planning for learning, thinking about the learning process, self-monitoring and so on. The following table shows the overall analysis of responses made by the students regarding the meta cognitive strategies while learning English:

Table 13

Responses of Students Regarding the Metacognitive Strategies

| S.N | Strategies | Rating scale in percentage | | |
|-----|--|----------------------------|-----------|-------|
| | | Always | Sometimes | Never |
| 1. | Reading English newspapers and magazines | 10 | 87.5 | 2.5 |
| 2. | Reading throughout the academic year for refreshment | 42.5 | 50 | 7.5 |
| 3. | Taking part in debate and speech contests | 12.5 | 57.5 | 30 |
| 4. | Listening English songs and watching English movies | 37.5 | 60 | 2.5 |
| 5. | Skimming the text before teaching | 22.5 | 67.5 | 10 |
| 6. | Doing homework regularly | 80 | 17.5 | 2.5 |
| 7. | Reading English stories and novels | 17.5 | 70 | 12.5 |
| 8. | Writing whatever teacher teaches in the classroom | 52.5 | 45 | 2.5 |
| 9. | Listening recorded materials recorded by the native speakers | 15 | 65 | 20 |
| 10. | Solving problems for checking the understanding level | 60 | 35 | 5 |

Ten strategies were incorporated under the cognitive strategies. Among these strategies, doing homework regularly, solving problems for checking the understanding level, and writing whatever teacher teaches in the classroom were the widely 60% adopted strategies by the respondents. Whereas, listening recorded materials recorded by the native speakers, reading English stories and novels, taking part in debate and speech contest and reading English newspapers and magazines regularly were the less used strategies 17.5% by the students while learning English.

4.2.1 Item Wise Analysis and Interpretation of Metacognitive Strategies

Item wise analysis and interpretation of metacognitive strategies have been presented below.

4.2.1.1 Reading English Newspapers and Magazines

The analysis and interpretation of reading English newspapers and magazines is presented below:

Table 14

Reading English Newspapers and Magazines

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 4 | 10 |
| Sometimes | 35 | 87.5 |
| Never | 1 | 2.5 |
| Total | 40 | 100 |

The first item included in the questionnaire under the metacognitive strategies was to investigate whether the respondents read English newspapers and magazines to learn English language. The data presented in the table shows that majority of the respondents i.e. 87.5 % sometimes used this strategy, 10 % of them always used this strategy; and 2.5 % of them never used this strategy.

4.2.1.2 Reading Throughout the Academic Year for Refreshment

The analysis and interpretation of reading throughout the academic year for refreshment is presented below:

Table 15

Reading Throughout the Academic Year for Refreshment

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 17 | 42.5 |
| Sometimes | 20 | 50 |
| Never | 3 | 7.5 |
| Total | 40 | 100 |

The second item included in the questionnaire under the metacognitive strategies was to investigate whether the respondents read throughout the academic year to refresh the memory or not in order to learn language. As indicated in the table, 50 % of the respondents sometimes used this strategy, 42.5 % of them always used this strategy and 7.5 % of them never used this strategy.

4.2.1.3 Taking Part in Debate and Speech Contests

The analysis and interpretation of taking part in debate and speech contests is presented below:

Table 16

Taking Part in Debate and Speech Contests

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 5 | 12.5 |
| Sometimes | 23 | 57.5 |
| Never | 12 | 30 |
| Total | 40 | 100 |

The third item included in the questionnaire under the metacognitive strategies was to take part in debate or speech contest organized in the school in order to develop speaking skill in the students. The data given in the table shows that out of forty respondents, 57.5 % of them sometimes used this strategy; 30 % of them never used this strategy; and 12.5 % of them always used this strategy

4.2.1.4 Listening English Songs and Watching English Movies

The analysis and interpretation of listening English songs and watching English movies is presented below:

Table 17

Listening English Songs and Watching English Movies

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 15 | 37.5 |
| Sometimes | 24 | 60 |
| Never | 1 | 2.5 |
| Total | 40 | 100 |

The fourth item was incorporated in the questionnaire under the metacognitive strategy to ensure whether they listen English songs and watch English movies in order to learn English language. The table shows that 60% of the total respondents sometimes used this strategy; 37.5% of them always used this strategy and 2.5 % of them never used this strategy.

4.2.1.5 Skimming the Text before Teaching

The analysis and interpretation of skimming the text before teaching is presented below:

Table 18

Skimming the Text before Teaching

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 9 | 22.5 |
| Sometimes | 27 | 67.5 |
| Never | 4 | 10 |
| Total | 40 | 100 |

The fifth item in the questionnaire under the metacognitive strategy was to investigate whether the students skim the text before teaching in the classroom. The table represents that 67.5% of the respondents sometimes used this strategy; 22.5% of them always used this strategy and 10% of them never used this strategy.

4.2.1.6 Doing Homework Regularly

The analysis and interpretation of doing homework regularly is presented below:

Table 19

Doing Homework Regularly

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 32 | 80 |
| Sometimes | 7 | 17.5 |
| Never | 1 | 2.5 |
| Total | 40 | 100 |

The sixth item incorporated in the questionnaire under the metacognitive strategies was to investigate whether the students did their homework regularly or not. The data given in the table reveals that 80 % of the respondents always adopted this strategy, 17.5 % of them sometimes adopted this strategy ;and 2.5 % of the respondents never adopted this strategy while learning English language .

4.2.1.7 Reading English Stories and Novels

The analysis and interpretation of 'reading English stories and novels is presented below:

Table 20

Reading English Stories and Novels

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 7 | 17.5 |
| Sometimes | 28 | 70 |
| Never | 5 | 12.5 |
| Total | 40 | 100 |

The seventh item incorporated in the questionnaire under the metacognitive strategies was to investigate whether the students read English stories and novels during the time of language learning in order to develop reading skill. As given in the table it is revealed that, majority of the respondents i.e. 70 % used this strategy; 17.5 % of them always used this strategy; and 2.5 % of them never used this strategy.

4.2.1.8 Writing Whatever Teacher Teaches

The analysis and interpretation of 'writing whatever teacher teaches in the classroom' is presented below:

Table 21

Writing Whatever Teacher Teaches in the Classroom

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 21 | 52.5 |
| Sometimes | 18 | 45 |
| Never | 1 | 2.5 |
| Total | 40 | 100 |

The eighth item incorporated in the questionnaire under the metacognitive strategy was to find out whether the students wrote whatever teacher teaches in the classroom or not. The data shown in the table represents that 52.5 % of the total respondents always adopted this strategy; 45 % of them sometimes used this strategy and 2.5 % of them never used this strategy.

4.2.1.9 Listening Recorded Materials Recorded by the Native Speakers

The analysis and interpretation of 'listening recorded materials recorded by the native speakers' is presented below:

Table 22

Listening Recorded Materials by Native Speakers

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 6 | 15 |
| Sometimes | 26 | 65 |
| Never | 8 | 20 |
| Total | 40 | 100 |

The ninth item included in the questionnaire under metacognitive strategies was whether the students listened the recorded materials recorded by the native speakers in order to learn English language. The data given in the table shows that 65% of the total respondents sometimes used this strategy; 20 % of them never used this strategy and 15% of them always used this strategy.

4.2.1.10 Solving Problems for Checking the Understanding Level

The analysis and interpretation of ‘solving problems for checking the understanding level’ is presented below:

Table 23

Solving Problems for Checking the Understanding Level

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 24 | 60 |
| Sometimes | 14 | 35 |
| Never | 2 | 5 |
| Total | 40 | 100 |

The last item in the questionnaire under the metacognitive strategies was to investigate whether the students solved the problems related to English while learning English language. As indicated in the table, 60 % of the total respondents always used this strategy; 35 % of them sometimes used this strategy and 5 % of them never used this strategy. This shows the fact that majority of the respondents used this strategy.

4.3 Analysis of Socio-affective Strategies Used by Grade Ten Students

A Socio-affective strategy is a technique used to deal with emotional and social culture challenged that they encounter in terms of learning. Social strategies are those activities in which learners involve to get opportunities to be exposed and to practice

their knowledge. The following table shows the overall analysis of responses made by the students regarding the socio-affective strategies.

Table 24

Responses of Students Regarding the Socio-affective Strategies

| S.N | Strategies | Rating scale in percentage | | |
|-----|--|----------------------------|-----------|-------|
| | | Always | Sometimes | Never |
| 1 | Speaking English with friends and teachers | 37.5 | 60 | 2.5 |
| 2. | Asking for clarification | 75 | 20 | 2.5 |
| 3. | Helping friends if they have problems in English | 45 | 50 | 5 |
| 4. | Asking and discussing about the difficult topics to the teachers | 55 | 40 | 5 |
| 5. | Involving in classroom discussion and interaction | 50 | 32.5 | 17.5 |
| 6. | Recording own speech and listening to it | 15 | 40 | 45 |
| 7. | Asking questions in English to the teachers and sharing with friends | 40 | 57.5 | 2.5 |
| 8. | Communicating with native speakers | 15 | 52.5 | 32.5 |

Eight items were included under the socio affective strategies. Among these strategies, asking for clarification, discussing with teachers on the difficult topics, involving in the classroom discussion were the strategies widely employed by the students rather than communicating with native speakers, recording own speech and listen to it and speaking English with teachers and friends regularly.

4.3.1. Item Wise Analysis and Interpretation of Socio-affective Strategies

Item wise analysis and interpretation of socio-affective strategies have been presented below.

4.3.1.1 Speaking English with Teachers and Friends

The analysis and interpretation of 'speaking English with teachers and friends is presented below:

Table 25

Speaking English with Teachers and Friends

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 15 | 37.5 |
| Sometimes | 24 | 60 |
| Never | 1 | 2.5 |
| Total | 40 | 100 |

The first item included in the questionnaire under the socio affective strategy was to investigate whether the students spoke English with their friends and teachers or not to learn the English language. The data shows that 60 % of the total respondents sometimes used this strategy; 37.5 % of them always used this strategy; and 2.5 % of them never used this strategy.

4.3.1.2 Asking for Clarification

The analysis and interpretation of 'asking for clarification' is presented below:

Table 26

Asking for Clarification

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 30 | 75 |
| Sometimes | 8 | 20 |
| Never | 2 | 5 |
| Total | 40 | 100 |

The second item included in the questionnaire under the socio affective strategies was to ask for clarification if the students have confusion about the difficult section or subject matter. The data presented in the table shows that 75 % of the total respondents always used this strategy; 20 % of them sometimes used this strategy and 5% of them never used this strategy. This shows the fact that most of the respondents always adopted this strategy while learning English language.

4.3.1.3 Helping Friends if they have Problems in English

The analysis and interpretation of 'helping friends if they have problems in English' is presented below:

Table 27

Helping Friends if they have Problems in English

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 18 | 45 |
| Sometimes | 20 | 50 |
| Never | 2 | 5 |
| Total | 40 | 100 |

The third item incorporated in the questionnaire under the socio affective strategies was to find out whether the students help their friends or not if they have any problems in English .The data given in the table reveals that 50 % of the respondents sometimes used this strategy ; 45% of them always used this strategy; and 5 % of them never used this strategy while learning English.

4.3.1.4 Asking Questions to the Teachers and Discussing with Friends

The analysis and interpretation of ‘asking questions to the teachers and discussing with friends is presented below:

Table 28

Asking Questions to the Teachers and Discussing with Friends

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 22 | 55 |
| Sometimes | 16 | 40 |
| Never | 2 | 5 |
| Total | 40 | 100 |

The fourth item included in the questionnaire under the socio affective strategy was to ask the questions to the teachers and friends while learning English. Out of forty respondents, 55 % of them always used this strategy; 40 % of them sometimes used this strategy; and 5 % of them never used this strategy. This shows that majority of the respondents used this strategy.

4.3.1.5 Involving in Classroom Discussion and Interaction

The analysis and interpretation of 'involving in classroom discussion and interaction' is presented below:

Table 29

Involving in Classroom Discussion and Interaction

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 20 | 50 |
| Sometimes | 13 | 32.5 |
| Never | 7 | 17.5 |
| Total | 40 | 100 |

The fifth item included in the questionnaire under the socio affective strategies was to investigate whether the students involved in the classroom discussion and interaction while learning English language. The data given in the table clearly shows that 50 % of the respondents sometimes adopted this strategy; 32.5 % of them sometimes adopted this strategy and 17.5 % of them never adopted this strategy. It shows that majority of the respondents adopted this strategy while learning English language.

4.3.1.6 Recording Their Own Speech and Listening to it

The analysis and interpretation of 'recording their own speech and listening to it' is presented below:

Table 30

Recording Their Own Speech and Listening to it

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 6 | 15 |
| Sometimes | 16 | 40 |
| Never | 18 | 45 |
| Total | 40 | 100 |

The sixth item incorporated in the questionnaire under socio affective strategies was whether the students recorded their own speech and listened to it in order to learn English language. The data given in the table represents that 45 % of the total

respondents never used this strategy; 40 % of them sometimes used this strategy; and 15 % of them always used this strategy.

4.3.1.7 Asking Questions in English with Teachers

The analysis and interpretation of 'asking questions in English with teachers' is presented below:

Table 31

Asking Questions in English with Teachers

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 16 | 40 |
| Sometimes | 23 | 57.5 |
| Never | 1 | 2.5 |
| Total | 40 | 100 |

The seventh item included in the questionnaire under the socio affective strategies was to investigate whether the respondents asked questions in English with the teachers while learning English language. The table shows that out of forty respondents, 57.5 % sometimes used this strategy; 40 % of them always used this strategy and 2.5 % of the respondents never used this strategy.

4.3.1.8 Communicating with Native Speakers

The analysis and interpretation of 'communicating with native speakers' is presented below:

Table 32

Communicating with Native Speakers

| Rating | No. of Students | Percentage |
|---------------|------------------------|-------------------|
| Always | 6 | 15 |
| Sometimes | 21 | 52.5 |
| Never | 13 | 32.5 |
| Total | 40 | 100 |

The last item incorporated in the questionnaire under the socio affective strategy was to investigate whether the students tried to communicate with native speakers in order to learn English. The data presented in the table shows that 52.5 % of

the total respondents sometimes adopted this strategy ; 32.5 % of them never adopted this strategy; and 15 % of the respondents always used this strategy.

4.4 Analysis of Responses Regarding the Preparation of SEE

The researcher incorporated nine items in the questionnaire including both open-ended and close-ended questions in order to find out the way of preparation of Secondary Education Examination adapted by grade ten students. The item wise analysis and interpretation of the responses made by the students regarding the preparation of SEE has been presented below:

4.4.1 Reasons for Reading the Texts of Textbook

The analysis and interpretation of 'reasons for reading the texts of textbook' is presented below:

Table 33

Reasons for Reading the Texts of Textbook

| SN | Reasons | No. of Students | Percentage |
|----|-----------------------------------|-----------------|------------|
| 1 | Understanding the general message | 11 | 27.5 |
| 2 | Preparation of examination | 18 | 45 |
| 3 | Getting a particular message | 10 | 25 |
| 4 | Taking pleasure | 1 | 2.5 |
| | Total | 40 | 100 |

The first item included the questionnaire under the preparation of SEE was related to investigate the reasons for reading the texts of textbook. The data given in the table clearly shows that 45% of the total respondents read the texts of textbook for preparation of the examination 27.5% of them read for getting general message 25% of them read for getting particular message; and 2.5% of them read only for taking pleasure. It is the fact that, majority of the respondents read the texts of textbook for the preparation of the examination.

4.4.2 Using Materials in Learning English

The analysis and interpretation of 'using materials in learning English' is presented below:

Table 34

Using Materials in Learning English

| SN | Learning materials | No. of Students | Percentage |
|----|--------------------|-----------------|------------|
| 1 | Textbooks | 10 | 25 |
| 2 | Guides and papers | 1 | 2.5 |
| 3 | Notes | 6 | 15 |
| 4 | All of the above | 23 | 57.5 |
| | Total | 40 | 100 |

The second item incorporated in the questionnaire under the preparation of SEE examination was related to the use of materials used by the students for the preparation of examination. As indicated in the table, 57.5% of the total respondents used all the materials (textbooks, notes, guides and guess papers) 25% of them used textbooks only 15% of them used notes and 2.5% of them used guides and guess papers for the preparation of the examination. This shows that, majority of the respondents used textbooks, notes guides and guess papers for the preparation of examination

4.4.3 Study Hours

The analysis and interpretation of 'study hours' is presented below:

Table 35

Study Hours

| Study Hours | Usual study | | Study in exam | |
|-------------|----------------|------------|----------------|------------|
| | No of Students | Percentage | No of Students | Percentage |
| 2 | 7 | 17.5 | 0 | 0 |
| 3 | 12 | 30 | 1 | 2.5 |
| 4 | 6 | 15 | 2 | 5 |
| 5 | 5 | 12.5 | 4 | 10 |
| 6 | 3 | 7.5 | 3 | 7.5 |
| 7 | 4 | 10 | 6 | 15 |
| 8 | 2 | 5 | 10 | 25 |
| 9 | 1 | 2.5 | 8 | 20 |
| 10 | 0 | 0 | 6 | 15 |
| Total | 40 | 100 | 40 | 100 |

The third and fourth items included in the questionnaire under the preparation of SEE examination were asked to identify how many hours students study in general and at the time of examination. The above table shows that students read few hours in general but they study many hours at the time of exam. More than 62% students study less than four hours per day in general but more than 82% students responded that they study more than five hours per day at the time of exam. It was found that no student reads 10 hours in general, and very few students read 8,9 hours. But many students read more than 7 hours per day at the time of examination.

4.4.4 Consulting Old Questions and Practicing

The analysis and interpretation of ‘consulting old questions and practicing’ is presented below:

Table 36

Consulting Old Questions and Practicing

| Rating scale | No. of Students | Percentage |
|------------------|-----------------|------------|
| Always | 25 | 62.5 |
| Sometimes | 11 | 27.5 |
| Never | - | 0 |
| Only before exam | 4 | 10 |
| Total | 40 | 100 |

The fifth item included in the questionnaire under the preparation of SEE examination was related to consulting old questions. The data presented in the table shows that 62.5% of the total respondents always consulted old questions and practiced 27.5% of them sometimes consulted 10% of them consulted the old questions only before the examination and none of them used this technique during the preparation of SEE examination.

4.4.5 Asking Important Questions to the Teacher, Preparing Notes and Memorizing the Answers

The analysis and interpretation of ‘asking important questions to the teacher, preparing notes and memorizing the answers’ is presented below:

Table 37

Asking Important Questions to the Teacher, Preparing Notes and Memorizing the Answers

| Rating scale | No. of Students | Percentage |
|---------------------|------------------------|-------------------|
| Always | 25 | 62.5 |
| Sometimes | 12 | 30 |
| Never | - | 0 |
| Only before exam | 3 | 7.5 |
| Total | 40 | 100 |

The sixth item incorporated in the questionnaire under the preparation of SEE examination was related to asking important questions to the teachers, preparing own notes and memorizing the answers. The data given in the table reveals that, 62.5% of the total respondents always asked questions to the teachers, prepared their own notes and memorized the answers 30% of them asked sometimes 7.5% of them asked only before the examination and none of them never used this technique.

4.4.6 Taking Tuition, Coaching and Extra Classes

The analysis and interpretation of 'taking tuition, coaching and extra classes' is presented below:

Table 38

Taking Tuition, Coaching and Extra Classes

| Rating scale | No. of Students | Percentage |
|---------------------|------------------------|-------------------|
| Always | 23 | 57.5 |
| Sometimes | 12 | 32.5 |
| Never | 1 | 2.5 |
| Only before exam | 3 | 7.5 |
| Total | 40 | 100 |

The seventh item included in the questionnaire under the preparation of SEE examination was to investigate whether the students took tuition, coaching and extra classes or not. The data given in the table reveals that, 57.5% of the total respondents always took tuition and coaching classes 32.5% of them took sometimes 7.5% of

them took tuition only before the examinations and 2.5% of them never took tuition ,coaching and extra classes for the preparation of SEE examination.

4.4.7 Analysis and interpretation of the open ended questionnaire

The research designed 2 open ended questionnaires to elicit the answer for the research. The analysis and interpretation can be illustrated as below:

Analysis of Questionnaire

In this section, the researcher presented the parts of the most relevant students responses descriptively under each heading of the forty student in order to make this part of the study precise and free from brilliant information. The questionnaires were mainly taken to identify the techniques used in learning strategies. (Appendix 1)

The question wise analysis and interpretation of the questionnaire is given as follow:

Question 1 : How do you prepare your examination?

Regarding to question number 1, The respondents were asked with a set of question in order to find out how do they prepared their examination. The respondents responses are illustrated below:

The respondents responses that they prepared their examination by reading text books, notes and summary, consulting guides and practice book, guessing the important question and memorize, memorizing the answer from the exam point of view, consulting the question of previous year and practice and by taking coaching and extra classes. They used these strategies to prepared their examination. Twenty nine number of students agreed that they read text books notes and summary. Meanwhile twenty students replied that they consulted guides and practice books for exam preparation, whereas twenty two out of forty respondents mentioned that they did guessing the important question and memorization. Thirty four respondents responded that they used memorizing the answer from the exam point of view. Out of forty students, twenty six number of students mentioned that they consulted the question of previous year and practiced whereas thirty six number of respondents responded that they look tuition, coaching and extra classes. Meanwhile out of forty student thirty four students agreed the following statements:

"I memorize the important question and summary. Sometime I read guesspaper and guides and also practised question from previous year".

Regarding the responses made by the responded, majority of the students opined that they mainly prepare for examination by reading textbooks, guides guesspapers and notes.

Question no. 2 How do you read at your home?

Regarding question no. 2 the respondents were asked how do they read at their home and out of forty number of respondents eighteen respondents replied that they set their daily timetable for each subject for home study purpose meanwhile twenty six respondents responded that they practiced from question bank at home whereas sixteen respondents responded that they utilized ICT as a tool for home study. Many of the respondents (i.e. 30 number) respondent that they did subject wise and topic wise planning for the study. Most of the students agreed upon following statements.

"I read according to my mood but I plan each subject and topic which is important and (I) read. I use google for essay and free writing".

Thirty students out of forty agreed upon the above statement and mentioned similar statement.

"I follow my daily time table for each subject and also practice from question bank".

Out of forty respondents twenty six of them replied or mentioned similar statements as above. They also opined that they have their own time table for reading at home and separate time for reading English as well.

4.5 Summary of the Findings

On the basis of close, careful, scientific and systematic analysis and interpretation of data, the following findings have been discovered:

4.5.1 Findings Related to Cognitive Strategies

It would be fair to say that to a greater or lesser extent, the students of grade ten used language learning strategies of all kinds. After systematic, careful and comprehensive analysis and interpretation of data, the researcher found out the following points related to cognitive strategies:

1. The researcher found that more than 70% of the students always guessed the important questions and memorized the answers from the examination point of view.
2. 67.5% of the students always used the strategy of translating text into their mother tongue in order to understand the text more easily and comprehensively.
3. 60% of the students always used the strategy of noting down the main points during the researchers explanation, reading notes and summary.
4. The analysis shows that 50% to the students always adopted the strategy of consulting dictionary and imitating the teachers to know the correct pronunciation and meaning of new words.
5. Regarding memorizing the grammatical rules, more than 47% of the students always adopted this strategy.
6. It was found that more than 37% of the students always generalized the grammatical rules from the context while learning the English language.
7. The researcher found that only 27.5% of the students always used the strategies of guessing the meaning of new words from the contexts.

4.5.2 Findings Related to Metacognitive Strategies

It was found that metacognitive strategies were often used by the students of grade ten while learning the English language. The following metacognitive strategies were found to be followed:

1. The researcher found that 80% of the students always used the strategy of doing homework regularly.
2. It was found that majority of the students (i.e.60%) always followed the strategy of going through the examination questions of previous years and solving them to check their understanding.
3. 42.5% of the students always used the strategy of reading throughout the academic year regularly to refresh what they had learnt.
4. Few of the students (i.e. 37.5%) always adopted the strategy of listening English songs and watching English movies.
5. 22.5% of the students adopted the strategy of skimming the text before teacher teaches in the class.

6. The data shows that 17.5% of the students always read English stories and novels.
7. 15% of the students listened recorded materials recorded by the native speakers and took part in debate and speech contest organized by the school.
8. Only 10% of the students always read English newspapers and magazines and took part in debate and speech contest organized by the school.

4.5.3 Findings Related to Socio-affective Strategies

While learning English language, the students of grade ten adopted socio-affective strategies to a lesser extent in comparison to cognitive and metacognitive strategies. On the basis of analysis and interpretation of data, the researcher came to know that the following socio-affective strategies have been adopted by the students of grade ten while learning English language.

1. The data shows that majority of the students (i.e. 75%) always adopted the strategy of asking for clarification if they have any confusion about the topic or subject matter while learning English.
2. Half of the students (i.e. 50%) involved in classroom discussion and interaction.
3. 37.5 % of the students spoke English with their friends and asked questions to the teachers and shared the answers with their friends.
4. Only 15% of the students tried to communicate with native speakers of English ,recorded their own speech and listened to it.

4.5.4 Findings Related to the Preparation of Secondary Education

Examination (SEE)

1. The researcher found out that students studied few hours in general but they studied many hours at the time of examination. The data shows that more than 82% of the students studied more than five hours per day at the time of examination.
2. The data showed that majority of the students (63%) always consulted the questions of previous years and practiced these questions from the examination points of view.
3. More than 62% students always asked important questions to the teachers, prepared the notes and memorized the answers while preparing the exam.

4. It was found that around 58% students used guides and guess papers along with notes and textbook as the reading materials for the preparation of SEE.
5. The researcher found that, majority of the students (i.e. 57.5) always spent 10-12 hours at the school, took, tuitions, coaching and extra classes for the preparation of secondary education examination.
6. The researcher found that 45% of students read the texts of English mainly for the preparation of examination.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

The final chapter incorporates the conclusions and implication of the study which are based on the results and discussion of the collected data.

5.1 Conclusions

The present study is based on learning strategies which are adopted by grade ten students while learning English language. It has been found that grade ten students adopted all types of learning strategies i.e. cognitive, metacognitive and socio-affective strategies to a greater or lesser extent. On the basis of findings, it can be concluded that, while adopting cognitive strategies, the learners guessed the meaning of new words from the context, consulted guides, dictionary, translated the text into their mother tongue to understand it more clearly, consulted guides and practice books, memorized the grammatical rules and generalized the meaning from the context as well. Majority of the students 77.5% always guessed the important questions and memorized their answers and noted down the main points during teachers' explanation. Whereas only 27.5 % numbers of students guessed the meanings from the context .While employing metacognitive strategies, majority of the students always did their homework regularly, solved problems to check their own understanding level and read throughout the academic year to refresh what they had learnt. On the other hand, only the less number of students adopted the strategy of reading English newspapers, and magazines, taking part in debate and speech contest and listening recorded materials recorded by the native speakers of English. While adopting socio-affecting strategies, students frequently asked for clarification to the teacher if they had any confusion about the topic and subject matter they discussed, and involved in classroom discussion. But a large number of students did not show such an interest to communicate with native speakers, record their own speech and listen to it. Regarding the preparation of Secondary Education Examination (SEE) students of grade ten read the texts of textbook mainly for the preparation of examination , used textbooks, guides, guess papers, notes and other supplementary reading materials as a part of textbook, devoted their time for their study mainly before the examination, consulted old questions, asked to the teachers, prepared notes , memorized the answers from the examination point of view, took tuition, coaching and extra classes, made their own

time table for their study at home as well and prepared a lot from the examination point of view.

5.2 Recommendations

On the basis of findings and conclusion of this study, some points of recommendations are pinpointed for application in the policy level, practice level and further research area.

5.2.1 Policy level

The following are the policy related recommendations of this study:

-) The curriculum developers, syllabus designers and textbook writers need to develop syllabus and textbook which emphasize all the language skills and aspects i.e. listening, speaking ,reading, writing, pronunciation ,vocabulary, grammar and language functions equally.
-) It seems essential to incorporate the content in the curriculum that encourages the utilization of socio-affective strategies.
-) It is necessary to make such educational policies in which our curriculum should focus on communicative approach, inductive methods to teach grammar and appropriate teaching materials.
-) The existing testing system should be changed and there should be the provision of equal emphasis of all language skills and aspects while testing the students.

5.2.2 Practice level

It is always important to implement the policy or put the theory in to practice. Unless the policy or theory is exercised in the practice, it becomes meaningless. So the following practice related implications can be drawn from this research:

-) This study shows that cognitive strategies are used by the students of grade ten to a great extent. The teachers should be conscious about it while teaching and equal emphasis should be given to practise all the language skills and aspects.
-) Students should be encouraged to communicate regularly with their friends, teachers and even to the native speakers whenever they get chance to communicate with them in order to develop both listening and speaking skills.

- J Students should be inspired to consult dictionary to know the correct pronunciation and meaning of the new words and to guess the meaning from the context.
- J Teachers should bring English newspapers and magazines in the classroom and encourage the students to read regularly to develop vocabulary power and comprehension ability.
- J Grammatical items should be taught inductively asking students to generalize the rules from the context.
- J Students should be suggested to consult old questions, prepare notes, memorize the important answers and practice a lot from the examination point of view.
- J Students should be encouraged to listen authentic materials recorded by the native speakers of English
- J Students prepare secondary education examination (SEE) with the help of textbooks, guides, guess papers, notes, and other additional materials .So the students should be suggested to use these reading materials as a part of textbook.
- J Students should be encouraged to read regularly throughout the academic year in order to refresh the learnt things and get good results in the examination.

5.2.3 Further Research

Language learning strategy is a broad area to a study. This research is just a part of it. No research can be final and complete in itself. Any research is carried out with certain purpose. As a time goes on changing, the teaching learning process also goes on changing .There are so many things left to be studied to explore the learning strategies adopted by the learners of various levels while learning English language .So the door of research is always open for those who want to explore and find out something new and different.

On the basis of the findings of this study, some points of recommendations related to further research work are given below:

-) The researcher recommends to adopt qualitative research method for the further research in this field as the researcher has primarily focused on quantitative method in this research.
-) It is recommended that further research need to be undertaken in the other aspect of language learning. So more research works are also needed to determine the effectiveness of the above mentioned strategies in the process of learning and creative use of language.
-) Further researchers can take this study as guideline who wants to carry out research in a similar field.

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Appendix I

Dear respondents,

This questionnaire is a research tool for gathering information for my research entitled **Learning Strategies Used by Grade Ten Students** under the supervision of **Mr. Rishiram Khanal**, Lecturer of Janata Multiple Campus. Your cooperation in responding the questionnaire and your responses will have great value in accomplishing my research. I appreciate your honest opinion and assure you that your responses will be completely anonymous. Please feel free to put your responses required by the questionnaire. I assure that the responses made by you will be exclusively used only for the present study and remain confidential.

Researcher

Dipa Karki

Questionnaire for the students

School's Name:

Name of the student:

Class:

English Teacher's Name:

The following statements are related to you. Please tick [☐] the option which you think is appropriate.

A. Cognitive Strategies

1. I guess the meaning of new words from the context.

a. Always b. Sometimes c. Never

2. I consult the dictionary and imitate the teacher to know the correct pronunciation and meaning of new words.

a. Always b. Sometimes c. Never

3. I translate the text in to my mother tongue to understand it.
 - a. Always
 - b. Sometimes
 - c. Never
4. I note down the main points during teacher s explanation of the lesson.
 - a. Always
 - b. Sometimes
 - c. Never
5. I consult guides and practice books to understand the text .
 - a. Always
 - b. Sometimes
 - c. Never
6. I guess the important questions from the text and memorize their answers.
 - a. Always
 - b. Sometimes
 - c. Never
7. I generalize the grammatical rules from the context.
 - a. Always
 - b. Sometimes
 - c. Never
8. I read notes and summary given by the teacher.
 - a. Always
 - b. Sometimes
 - c. Never
9. I like to do listening with teacher's imitation.
 - a. Always
 - b. Sometimes
 - c. Never
10. I memorize the grammatical rules.
 - a. Always
 - b. Sometimes
 - c. Never
11. I guess the important questions and memorize their answers from the examination point of view.
 - a. Always
 - b. Sometimes
 - c. Never

B. Metacognitive strategies

1. I often read English newspapers and magazines.
 - a. Always
 - b. Sometimes
 - c. Never
2. I read throughout the academic year regularly to refresh what I have learned.
 - a. Always
 - b. Sometimes
 - c. Never
3. I take part in debate and speech contests organized by the school.
 - a. Always
 - b. Sometimes
 - c. Never

4. I listen English songs and watch English movies.
 - a. Always
 - b. Sometimes
 - c. Never
5. I skim the text before teacher teaches in the classroom.
 - a. Always
 - b. Sometimes
 - c. Never
6. I do my homework regularly.
 - a. Always
 - b. Sometimes
 - c. Never
7. I read English stories and novels.
 - a. Always
 - b. Sometimes
 - c. Never
8. I write whatever my teacher teaches at school so that I can read it time and again.
 - a. Always
 - b. Sometimes
 - c. Never
9. I listen recorded materials recorded by the native speakers of English.
 - a. Always
 - b. Sometimes
 - c. Never
10. I go through the examination question of previous years and solve them to check my understanding.
 - a. Always
 - b. Sometimes
 - c. Never

C. Socio-affective strategies

1. I try to speak English with my friends and teachers in the classroom.
 - a. Always
 - b. Sometimes
 - c. Never
2. I ask my teacher for clarification if I have any confusion about the subject matter.
 - a. Always
 - b. Sometimes
 - c. Never
3. I help my friends if they have any problems in English subject.
 - a. Always
 - b. Sometimes
 - c. Never
4. I ask and discuss about the difficult topics with my friends and teachers.
 - a. Always
 - b. Sometimes
 - c. Never
5. I involve in classroom discussion and interaction.
 - a. Always
 - b. Sometimes
 - c. Never
6. I record my own speech and listen to it.

a. Always b. Sometimes c. Never

7. I ask answers of the questions in English with my teachers.

a. Always b. Sometimes c. Never

8. Whenever I get chance, I try to communicate with the native speakers of English.

a. Always b. Sometimes c. Never

Preparation of Examination

1. Generally, I read the texts of my textbook for.....
 - a. understanding the general message
 - a. b. preparation for exam
 - c. getting a particular message
 - d. taking pleasure
2. I use to learn my English subject with the help of
 - a. textbook
 - b. guides and guess papers
 - c. notes
 - d. all of the above
3. Generally, I use to study.....hours at home.
 - a. two
 - b. three
 - c. four
 - d. more(mention.....)
4. But at the time of examination I use to studyhours at home.
 - a. three
 - b. four
 - c. five
 - d. more(mention.....)
5. Iconsult old questions and practice for exam.
 - a. always
 - b. sometimes
 - c. never
 - d. only before exam
6. Iask important questions to the teacher, prepare note myself and memorize the answers.
 - a. always
 - b. sometimes
 - c. never
 - d. only before exam
7. Itake tuition, coaching and extra classes.
 - a. always
 - b. sometimes
 - c. never
 - d. only before exam

Write your own ideas

8. How do you prepare your examination?

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9. How do you read at your home?

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Thank you for your kind co-operation.

Appendix III

Names of sample schools and students

A. Shree Prakashpur Ma. Vi., Barahakshetra 10

1. Manish Karki
2. Sagar Neupane
3. Sabina Rai
4. Kanchan Ramtel
5. Niruta Rajbanshi
6. Josna Pariyar
7. Ravi Khada
8. Kiran Karki
9. Yana Rai
10. Samjhana Rai

B. Shree Janata Secondary School, Barahakshetra 11

1. Sandhya Ghimire
2. Yogesh Basnet
3. Bhawana Rai
4. Rijan Dahal
5. Ajeeta Sharma
6. Raj Karki
7. Samikshya Dhakal
8. Prabesh Kafle
9. Priyanka Parajuli

10. Anish Shrestha

C. Prakashpur Dover English Boarding School, Barahakshetra 10

1. Perish Rayamajhi
2. Rachana Chamlagain
3. Krishna Katuwal
4. Sandhya Bhattarai
5. Abhishek Khawas
6. Saugat Poudel
7. Nirjala Bista
8. Yurika Parajuli
9. Apil Phuyal
10. Kristina Khadka

D. Sunsine English Boarding School, Barahakshetra-10

1. Peshal Khanal
2. Manisha Adhikari
3. Prem Shrestha
4. Nitu Siral
5. Sachin Pariyar
6. Nita Thapa
7. Rebika Bhujel
8. Susan Bista
9. Sushant Khadka
10. Sushma Ghimire

