

**LEARNING STRATEGIES ADOPTED BY MAJHI  
LEARNERS IN LEARNING ENGLISH LANGUAGE**

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

**Submitted by  
Manisha Rai**

**Faculty of Education, Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2018**

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**T.U. Regd. No.: 9-2-227-94-2009  
M.Ed. Fourth Semester  
Exam Roll No.: 28710122/072**

**Date of the Approval of the  
Thesis Proposal: 21-05-2018  
Date of Submission: 04-09-2018**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mrs. Manisha Rai** has prepared this thesis **Learning Strategies Adopted by Mahji Learners in Learning English Language** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 04-09-2018

---

**Dr. Prem Bahadur Phyak (Supervisor)**

Lecturer and Head

Department of English Education

T.U., Kirtipur

## **RECOMMENDATION FOR EVALUATION**

This thesis has been recommended for evaluation from the following **Research Guidance Committee**.

**Signature**

**Dr. Prem Bahadur Phyak (Supervisor)**

Lecturer

Department of English Education

T.U., Kirtipur

---

Chairman

**Mr. Jagadish Paudel**

Lecturer

Department of English Education

T.U., Kirtipur

---

Member

**Mr. Guru Prasad Paudel**

Teaching Assistant

Department of English Education

T.U., Kirtipur

---

Member

Date: 21-05-2018

## EVALUATION AND APPROVAL

This thesis has been evaluated and recommended by the following **Thesis Evaluation and Approval Committee**.

### Signature

**Dr. Prem Bahadur Phyak (Supervisor)**

Lecturer and Head

Department of English Education

T.U., Kirtipur

---

Chairperson

**Prof. Dr. Tara Datta Bhatta**

Department of English Education

T.U., Kirtipur

---

Member

**Prof. Dr. Laxmi Bahadur Maharjan**

Department of English Education

T.U., Kirtipur

---

Expert

Date: 17-09-2018

# DEDICATION

*Dedicated*

*To*

My honored parents, Mr. Jaya Lal Rai and Mrs. Tirtha Maya Rai for their incomparable contributions, everlasting affection, love and care made me to stand this position. And my husband, Mr. Girilal Pariyar for his continuous support and inspiration to my successive study.

## **DECLARATION**

Here I would like to declare that to the best of my knowledge, this thesis is original not a part of it earlier was submitted for the candidature of research degree to any university.

Date: 03-09-2018

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**Manisha Rai**

## ACKNOWLEDGEMENTS

I would like to extend my deep gratitude to my thesis supervisor **Dr. Prem Bahadur Phyak**, the Lecturer and Head of the Department of English Education, University Campus, Kirtipur for his insightful and precious guidance and support to complete this research. His constructive ideas and suggestions became an effort to complete this research.

I am extremely grateful to **Prof. Dr. Laxmi Bahadur Maharjan**, Department of English Education for his outstanding evaluation and productive suggestions. In same way, I would like to express my deep respect to **Prof. Dr. Tara Datta Bhatta**, Department of English Education for his outstanding evaluation and insightful suggestions.

I would like to extend my gratitude and equally thanks to **Mr. Jagadish Paudel**, and **Mr. Guru Prasad Paudel**, Lecturer and Teaching Assistant, the Department of English Education for giving me encouragement and motivational suggestions on proposal viva of this study. Their constructive suggestions and feedback made me ensure the fundamental form of this research work.

I am thankful and hearty gratitude to all my gurus, gurumas and staff members of Department of English Education, University Campus for their direct and indirect support to complete this study.

My sincere gratitude goes to all my family members, relatives, and friends their direct and indirect support to my study.

**Manisha Rai**



## **ABSTRACT**

The present study entitled **Learning Strategies Adopted by Majhi Learners in Learning English Language** is carried out to find out the different strategies adopted by Majhi students while learning the English language. A qualitative research design was used to carry out this research. In this study, three Majhi students were selected purposively as a sample and sampling population. Observation checklist and keeping diary were used as research tools. The data collection observation checklist and keeping diary were analyzed descriptively using simple statistical tools. From the analysis and interpretations of the results, it was found that Majhi students adopted the learning strategies repeatedly and continuously to learn English. Sometime the Majhi students became confuse and hesitate to adopt learning strategies in communicating process. The Majhi students often like to involve in group and pair work discussion rather than self doing activities, but in that learning activities it was found that all the Majhi students mostly influenced of their mother tongue in uttering dialogue and reading English text.

This study consists of five chapters. The first chapter deals about general introduction and background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter deals with review of the related theoretical and empirical literature, implications of the review for the study and conceptual framework. Chapter three consists of design and methodology of the study, population, sample and sampling strategies, sources of data, data collection tools and techniques and data collection procedures. Chapter four includes analysis and interpretation of the result and findings of the results. The final chapter deals with conclusion and recommendations for policy related, practice related and further research related level and it has followed the references and appendixes.

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## **LIST OF THE SYMBOL AND ABBREVIATIONS**

EFL	=	English as a foreign language
L2	=	Second language
e.g.	=	Example
etc.	=	Etcetera
Freq.	=	Frequency
%	=	Percentage
i.e.	=	That is
ibid	=	Taken from the same place
No.	=	Number
p.	=	Page
R1.	=	Respondent one, Majhi student
R2.	=	Respondent two, Majhi student
R3.	=	Respondent three, Majhi student