

# **CHAPTER ONE**

## **INTRODUCTION**

The present study is entitled **Learning Strategies Adopted by Majhi Learners in Learning English Language**. This chapter introduces background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key words.

### **1.1 Background of the Study**

Nepal is known as multiethnic, multilingual and multicultural country. There are different ethnic languages and almost 123 languages spoken by 126 indigenous communities as a mother tongue C.B.S. (2011). Ethnic people have their own linguistic terminology for the medium of communication. Most of the ethnic people called linguistic minority and the ethnic use their own mother tongue for exchanging ideas, thoughts and beliefs to each other in their community. In such situation the English language is learnt and acquired by them as an additional or elective subject for different purposes. Therefore, learning English in such a multilingual environment by the ethnic learner is not a simple task. So the speakers or the learners of different language communities adopt different strategies in learning English.

Learning strategies are the actions, behaviours which are attempted by the learners while learning something Mayer, (1988 as cited in Cluston, 1997). Learning strategies are such behaviours that the learners often use in the process of learning. Wenden and Robin (1987, p.6), define learning strategies as “the techniques actually used to manipulate the incoming information.” Regarding this view, the strategies are those techniques or behaviours which are used by students to receive the information and manipulate language learning purposefully. In the words of Taron, (1983, as cited in Clouston 1997, p.3), learning strategies are those techniques as “an attempt to develop

linguistic and socio linguistic competence in the target language- to incorporate these in to one's inter-language competence.” Learner attempts to use the learning strategies more often to develop and incorporate linguistic and socio linguistic knowledge and skill successfully. Similarly, Clouston (ibid.) learning strategies “are strategies which contribute to the development of the language system which the learner constructs and affects learning directly.” From the above mentioned statements of different linguists the term language learning strategies are specific actions, techniques and steps which are used by the students to improve their progress in developing second language skills, knowledge effectively. Learning strategies help the language learners to enhance self encouragement to tackle a difficult language task involving in learning English language class. In this study the strategies are basically concerned to the ethnic (Majhi) learners and adopting strategies while learning the English language.

There are different ethnic groups in Nepal like Rai, Limbu, Gurung, Newar, and so on. Among those ethnic people, Majhi is one of the indigenous or ethnic groups in Nepal. They have their own language, dress, culture and tradition. Majhi is one of the major indigenous people of Nepal as other indigenous. According to Majhi (2006, p.1), “Majhi is an ethnic groups of Nepal and it has become as a marginalized indigenous.” He further adds that Majhi people have own language, religion, norms and value, tradition and culture. From the above mentioned statements, we can conceive that the Majhi learners are indigenous learners having own linguistic and cultural identity. Nowadays, they are taken as quit existential and marginalized in Nepal because, the lack of some sort of education, basic needs and excessive exploitation. In the matter of this view, the focus of this study was about Majhi learners and their learning strategies in learning English in EFL setting.

## **1.2 Statement of the Problem**

Nowadays, the English language has become a global language. English is seen and used widely in the field of academy, technology, media and communication worldwide. Most of the countries' people also prefer to learn the English language and use for exchanging information and ideas with each another. Most people think that the English language is standard and highly used in different countries for different purposes for example; prestige international communication, business, better job opportunity and so on. So, it is necessary to learn English as a second or foreign language in our country Nepal. But learning English is not an easy task. In spite of the learners try to learn the English language by using different strategies. The strategies help to tackle the learner to overcome from the language difficulties that the learner faced while learning.

In this section, my concerned is with a language learner who adopts appropriate learning strategies in the field of language learning. However, it has become one of the matters of challenges for Nepalese students. Thus, to fight with such challenges of leaning English, it is needed to develop the knowledge of appropriate strategies selection and use in learning English. Similarly, the main focus of this study is how the Majhi learners learn English language and show their attitudes towards learning English language. It is always difficult and problematic to Majhi learners due to the influence of mother tongue and heterogeneous classes, unavailability of relevance and sufficient resource materials to the learners, existing teaching trends, gender biasness, and feeling of competitiveness and inappropriate selection of learning strategies. Therefore, I have chosen this study to see the typical Majhi learners' strategies of English learning and difficulties they face while learning English in the classroom settings.

### **1.3 Objectives of the Study**

The objective of this study were

- i. To find out learning strategies of Majhi students while learning English.
- ii. To suggest some pedagogical implications.

### **1.4 Research Questions of the Study**

This research work fought the answers following questions:

- i. How do Majhi students learn English language in their classroom?
- ii. What sorts of learning strategies do Majhi learners adopt in learning English language?

### **1.5 Significance of the Study**

This research work aimed to find out the existing tendencies of Majhi students' learning strategies while learning English. New ideas, thoughts, discoveries, findings and theories will always very crucial to Majhi students who are studying English at secondary level. Therefore this study will provide to know the varieties of strategies in a single class setting of target language. Similarly, this study can motivate people to conduct such kind of research in future to other existential ethic group people. Likewise; the findings obtained from this study will be useful to the learners, students, textbook writers and concerned all.

### **1.6 Delimitations of the Study**

This study was limited to the Majhi students of secondary level of Udayapur District. It has been specific to the indirect learning strategies: social strategies of Majhi learners to facilitate English language learning. The data of this study were collected from only class nine. The research tools were observation checklist and keeping class diary. The classroom observations were limited to compulsory English as tutorial setting.

## **1.7 Operational Definitions of the Key Terms**

**Learning Strategies:** Learning strategies refer to the particular actions, blueprint, behaviours and techniques which learners use to develop linguistic, sociolinguistic and communicative competence or style followed by Majhi learners to enhance their own language learning easily.

**Second Language Acquisition:** The term second language acquisition is the process of learning other language in addition to first language or mother tongue.

**Social Strategies:** The way in which the learners prefer to learn English language interacting with the learners and native speakers in English.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter consists of review of related theoretical literature, related empirical literature, implications of the review of the study and conceptual framework.

#### **2.1 Review of Related Theoretical Literature**

In research, review of related theoretical literature caters wisdom to the researcher related to the research area. It enhances the knowledge in relation to the particular research topic. It helps to develop theory of the research study. It includes the review of different related theory of the research area. It serves ideas to build conceptual framework of the study. The theoretical literature review of this research concerns to the discussion on importance of English language, learning strategies, importance of learning strategies, factors affecting the choice of L2 learning, influence of ethnicity to learn English language, relationship between ethnicity and language learning strategies and introduction of Majhi community.

##### **2.1.1 Learning Strategy**

Learning strategies are actions or techniques Wenden and Rubin (1987) strategies are “special thoughts or behaviors which are used by individuals to comprehend and learn English language”. The learning strategies are the aptitude and motivational factors of learners which intend to promote the learning of new features of the target language. Ellis (2003, p.77) states that “the learning strategy are the particular approaches or techniques which learner employ to try to learn.” Learning strategies are the special features of those techniques which are attended by the learners to apply for moving on one learning way in target language learning. Similarly, Brown (2008, p. 132) defines “Strategies are specific methods of approaching a problem or task made

of operation for achieving a particular and planned designs for controlling and manipulating certain information.” The term strategies are such methods which help the learner to achieve and manipulate particular information of learning something. There are some scholars who have studied on those learning strategies and they argued according to their experience that have been acquired on what exact learning strategies are and why they are influential to powerful learning process on learning target.

According to Oxford (2003 as cited in Joshi and Rewal, 2011), the term strategy comes from the ancient Greek word ‘strategia’, which means steps or actions which are taken for the purpose in winning a war. For more information Oxford (2003) states that the war like meaning strategia has fortunately fallen away but the control and goal directedness remain in modern version of the words. By those views, the term strategy means a tool or instrument which is used to win or achieve for good result of target language in the field of academic. It makes people more successful learners than others. Similarly, Ellis (1985, p. 167) explains learning strategies are “the proliferation of terms and concepts, so characteristics of accounts of every aspect of procedural knowledge as memorization, over generalization, inference etc.” This statement deals that, how the good learners possess the effective learning strategies for successful learning and get success to the learning of targeted subject. The learners follow these strategies, memorizing and generalizing in the context of internalize and storage language knowledge individually.

Learners in learning second language are not from same background and they do not adopt learning strategies in the same way. Some learners become more successful than others due to successful learners do something new. Ellis (2003, p. 77) mentions “Good language learners are also very active (i.e. they use strategies for taking charge of their own learning), show awareness of the learning process and their own personal styles.” Learning strategies are used by learner according to active awareness and needs. The major point need to be concerned is that based on the nature and type of learner, the strategies can use

while learning target language. Most of the active and good language learner use learning strategies to move on their progress highly rather than less active. In the words of Oxford (1992/1993, p. 18 as cited in Cluston, 1997), “Language learning strategies are the specific action, behaviours, steps or techniques that students use to improve their progress in developing L2 skills.” By this view, the term strategy is such a mechanical tool which plays the vital role in learning process of learner to better comprehending skill and use of target language. It is the most important tool for successful learning process and active, self directive involvement for development of language learning competence.

Learning strategies and the roles of the strategies playing in learning are different and more influential according to the nature of learners. The foreign learners get more benefits by using the strategies more frequently rather than second language learners. Green and Oxford (1995 as cited in Oxford, 2003, p. 11) states that “The number and type of learning strategies differ according to whether the learner is in a foreign language learning environment or second language setting.” Similarly, Oxford (1990, p. 8) states language learning strategies are “ Specific action taken by the learner to make learning easier, faster, more enjoyable to new situation.” It is said that, learning strategies are such procedural factors that facilitate the second language learners for acquisition, retention and better performance. Different learners, whether they are foreign linguistic background they can utter high range of strategies rather than others in language learning setting.

### **2.1.2 Types of Learning Strategies**

Learning strategies are concerned with the specific actions, attitudes, behaviours taken by target language learner to improve their language learning competency. Language learning strategies have been classified by many scholars in different ways. Some of the useful and widely accepted classification frameworks of learning strategies are presented as follows:



Under O'Malley and Chamot (1990) classification of learning strategies are presented below.

### **i. Meta- cognitive strategies**

These kinds of strategies in language learning occur as an advance or higher order thinking skills which learners use to maintain their own language learning. These learning strategies constitute an attempt to regulate language learning by means of planning, monitoring and evaluating on regarding that how well one has done. In same way, O' Malley and Chamot (1990), mentioned; advance organizer, direct attention, self-management, self-monitoring, self-evaluation, functional planning, directed attention, self-evaluation and delayed production.

In such way, meta-cognitive strategies have exclusive function that learners use to control their own mental status by coordinating, planning, organizing, and grouping. These strategies support target language learners to pay awareness seriously on practice opportunities of planned language teaching and learning task by evaluating one self.

### **ii. Cognitive strategies**

Cognitive strategies deal with specific learning techniques and they are involved in direct manipulation of learning itself, such as; analysis and transformation of synthesis of learning materials. This strategy involve in conscious ways to tackle learning. O'Malley and Chamot (1990) have discovered some strategies regarding of cognitive strategies as; repetition, resourcing, translation, grouping, note taking, deduction, recombination, auditory, imagery representation, conceptualization, transfer. Such strategies are more attempts to specific learning task that involve more direct operational of the learning material itself. It is related to task oriented learning.

Cognitive strategies which involved on mental manipulation or transformation of materials or tasks intended to enhance comprehension or acquisition. Thus,

these strategies encircle the target language learning strategies of reasoning, grouping, inference, retention and storage of language materials and second language.

### **iii. Socio- affective strategies**

Socio-affective strategies are those learning strategies which concern with actions which the learners take participation to interaction with others. These are the ways that target language learners can interact with others and native speakers to enhance own language learning such as, co-operation, question for clarification, i.e. social meditating activities of learners O'Malley and Chamot (ibid.). Social affective strategies mostly enclose to communication strategies which that learners use these strategies in order to be engaged in communicative activities and establish relation to others.

The next classified framework of learning strategies which suggested by Oxford (1990) is an influential one. Oxford divides the language learning into two main classes: direct and indirect learning strategies.

### **1. Direct learning strategies**

Direct learning strategies are those strategies which provide direct support to the learner learning of target language or subjects by requiring mental processing of language. The direct language learning strategies are classified into three sub types by Oxford (1990).

#### **i. Memory strategies**

Memory strategies help learners mental processing for combining or establishing link one's second language item or concept creating mental linkages the language rules, systems and information. Various memories related strategies enable learners to learn and retrieve information in an orderly string. It seeks the activities i.e. grouping imagery, rhyming, reviewing structure and employing action.

## **ii. Cognitive Strategies**

Cognitive strategies enable learners to manipulate the language materials in direct ways. These are mental procedural of practicing, receiving and sending information of target language. In this cognitive strategies, the task; reasoning, summarizing and note taking analysis are more required activities. According to Brown (2008), cognitive strategies involve in directly manipulating of learning materials itself and specific learning tasks. Thus cognitive strategies are more specific to mental procedural of learning language.

## **iii. Compensation Strategies**

These strategies intent to make up for missing knowledge while guessing meaning from the context listening and reading using synonyms of the missing words to add speaking, writing where explicit expression is not known. These strategies maximally involve for communicative task in language learning.

## **2. Indirect Learning Strategies**

Indirect learning strategies do not involve directly to the subject matter itself but basic for target language learning. These strategies are also classified into three sub types. They are presented below:

### **i. Meta-cognitive strategies**

Meta-cognitive strategies stand beyond the cognitive strategies. In this level, the learners manage over all language process by identifying, planning, gathering and organizing materials, arranging, monitoring and evaluating their own learning. Brown (2008) says that meta-cognitive strategies are used in information-processing theory to indicate executive function strategies in learning. These kinds of strategies are applied by learner to overall learning process of target language learning.

## **ii. Affective strategies**

These strategies make learners to deal with their own emotions, attitudes to target learning. As well it supports to identify one's mood and anxiety level and enable learners to control anxiety, feeling, emotions, attitudes regarding to language learning. Lowering anxiety, self-encouragement and self-reward or controlling emotional temperature remain on it.

## **iii. Social strategies**

These strategies involve the learners working with and understanding target culture and language. Asking for help or clarification in difficult situation and any confusion, talking with native speakers and explaining culture and social norms, collaboration with peers and groups with awareness of other thought, notions take place under these strategies. Brown (2008), expresses social strategies are used to do meditating activities and interacting with others. Regarding to those scholars Oxford and Brown, social strategies are more influential for interactive learning among the learners and teacher in the setting of second language class.

### **2.1.3 Features of Strategies**

Learning strategies are effectively involved in learners' mental and physical actions directly and indirectly. By the background of literature review of learning strategies, what we can infer is that learning strategies are specific actions which are most potential in involvement of language learning and enhancement of learner's own learning progress. It is clear that a number of further aspects of learning strategies are less uniformity occupied, some emphasized in desire, control, behavior, action, choice of learners, mental or internal motive. The strategies are wonderful learning actions that emphasize learners to account successfully of the knowledge and skills of target language.

Some general features of language learning strategies presented by Oxford (1990a p.9, as cited in Cluston, 1997) are presented as below:

- Allow learners to become more self-directed
- Expand the role of language learners
- Are problem oriented
- Involve many aspects, not just the cognitive
- Can be taught
- Are flexible
- Are influenced by variety of factors

Regarding views presented above by Oxford (1990a), we can infer that the features of language learning strategies in our way. Language learning strategies are as building blocks for learning of target language which that help to constitute the knowledge and skills properly. Strategies enhance language learning and developing competence directly and indirectly of the learners' way of learning in real life. It may be mental and physical both to receive of information and learning skills.

#### **2.1.4 Importance of Learning Strategies**

Learning strategies have vital role in second language acquisition. Second language acquisition is a field of learning language which the learners learn as an additional language. How the strategies help learners to enhance better learning and how it shows the learners use of different strategies in various ways of learning language by targeted learners is an interesting way of this study. Wenden (1989, as cited in Brown, 1994, p.224) mentions that "Learning strategies are the key to learn autonomy and that one of the most important goals of language training should be the facilitating autonomy." Similarly Brown (2008, p. 119) states "Learning strategies are specific method of approaching a problem or task, method of operation for achieving a particular end, planned designs for controlling and manipulating certain information". From theses scholars' statements for target language learning, the learning strategies are the influential methods, toolkits and techniques which are more

important to enhance developing one's target language skills and ability very effectively and successfully.

In the words of Oxford (2008, p. 1-2), "learning strategies are widely recognized throughout education in general. Under various names, such as learning skills, learning to-learn skills, thinking skills and problem-solving skills from native language reading through electronics trouble shooting to new language." In general, learning strategies stimulate to those exposure and imposture to capture the skills and knowledge of new learning inwardly and outwardly. It helps to widen the comprehensive level of learners and as more as it gives the insight how to perform in better fluency among the group and mass of native and non-native speakers.

In nutshell, language learning strategies adopted by Majhi learners is an important subject matter. It is important to notice how various learners utter their behavior of learning language in a single class. The focused point is that Majhi learners are as a kind of indigenous learners, so how they attempt and become ready to learn second language themselves in various learners in a single class. It is the main point of this study. Similarly not only researchers but also it gives insights to teachers and others to determine and act accordingly the learners learning attitudes. All of these strategies can help the teachers and the learners to prepare suitable lessons and perform according to the strategic nature of various learners. Each and every learner can get benefit from the learning strategies to develop language skills. By the review of literature, it is perceived that the importance of learning strategies should be adopted by learners for successful achievement. Good language learners use different strategies in different ways of learning and those strategies make them grab the good learning opportunities. So, it is important for all of the people related in learning field.

### **2.1.5 Factors Influencing the Choice of L<sub>2</sub> Learning**

Oxford (1990) synthesizes existing researches on how the following different factors influence the choice of learning strategies used among students learning the second language. They are illustrated as below:

#### **i. Motivation**

Motivation is one of the influenced factors of second language learning. More motivated students tend to use more strategies than less motivated students that they did and the particular reason for studying the language was the important in the choice of strategies Oxford (1990). From this view, the learners who are more successful to acquire language learning are more motivated in learning language in differently than less motivated learners. According to Gass and Selinker (2008), Motivation is such a social factors frequently used to account for different success in learning English. It makes individual learners more motivate to learn second language in greater degree.

#### **ii. Gender**

Regarding of gender term it is socio and non language factor Gass and Selinker (2008). Gender refers to categorizing of male and female term. In learning language, Oxford (1990) deals that females reported greater over all strategies used than males in many studies, although sometimes males surprise female in the use of particular strategies. In this way, female learners are more eager to develop their learning competency of target language in comparison of male learners.

#### **iii. Cultural Background**

Rote memorization and other forms of memorization were more prevalent among some Asian students than the students from other cultural backgrounds Oxford (ibid). In certain way other cultures also appear to encourage these strategies among learners.

#### **iv. Attitude and Beliefs**

These were reported to have a powerful effect on the learners' strategies to choose with native attitude and belief often causing poor strategies use or lack of orchestration of strategies. According to Young (1991 as cited in Cluston, 1997), it is belief of learner about language learning is as a major contribution to language success. There is such a belief of learning second language to gain the success and learner intended to grow his or her attitude towards strategies to successful language learning.

#### **v. Types of Tasks**

The nature of the task helped to determine the strategies naturally employed to carry out the task Oxford (ibid). It means according to type and nature of language task or activities there should use appropriate strategies. It helps the learner to be aware of while learning language and adopting learning strategies.

#### **vi. Age and L2 Stage**

Students of different ages and stages of learning second language used different strategies with certain strategies often employed by older or advanced students. This statement infers that, the learning strategies are used more frequently by advance or older learners effectively in their learning task. Gass and Selinker (2008) discuss that age and l2 stage affecting factor of second language learning. They argue children are better language learners than adults. Speed of language learning in some aspect of second language age and stage are different.

#### **vii. Learning Styles**

Learning styles often determine the choice of second learning strategies. For example, analytical style students prefer strategies such as, constructive analysis, rule learning and dissecting work and phrases, while global students



use strategies to find meaning (guessing, scanning, predicting) and to converse without knowing all the words (paraphrasing and gesturing)

### **2.1.6 Influence of Ethnicity to Learn language**

Language is the medium of sharing messages, information, skills and techniques among human beings. It also helps to enhance linguistic terminologies and traditional norms and value in place to place of ethnic nationality. As well as each ethnicity are influential to learn second language to promote academic knowledge in their life. Fisherman (1999) deals with influence of language learning of ethnic learners as, ethnic group use languages associated with their identities and where there is possible they signal to use the ethnic language. In such case, ethnic learners are influenced of language learning, to promote their education and become capable candidate, hunting opportunity of better scholarship, to adjust and assimilate properly in intercultural community and get better job opportunity.

Similar to other researchers, Hochschild and Shen (2014) discuss ethnic learners as ‘a minority students who have high access to quality education and achievement’. This shows that ethnic learners are highly access to get quality education and can gain well achievement of language learning. They should be aware up for becoming successful learners as others. Therefore, it is most importance to learn language for ethnicity learners in academic field. Another way, the influent of language is much important factors where as some of the researchers claimed that ethnicity has not attracted much attention as an influential language Grainer (1997). In some cases, the learners might not attract so much due to influence of their first language and facing difficulties of learning second language. Thus the influence language for ethnic learners are both beneficial and hindrance too. In some case, second language helps to those ethnic learners to assimilate in other and some cases; they have to do more struggle to internalize and storage of language knowledge.

### **2.1.7 Relationship between Ethnicity and Language Learning Strategies**

Regarding the relationship of ethnicity and language learning strategies, there occur two different terminologies. But they have interrelations to each other. A strategy is a tactic which that learners adopt to learn something. It is a style also which generally operates on a continuum learning process. For example, a learner gets dictionary support to pronounce of difficult word or get help of others by establishing rapport or asking to teachers and friends.

Some other researcher like Grainger (1997) states that learning strategies play an important role in language learning of ethnic learner. By his research experience on Japanese learners, "...learners' levels become higher; the learners of Japanese tend to choose more strategies reflecting on their autonomous and active learning" Grainger (1997, p. 14). This shows that, there is strong relation between ethnic learners and learning strategies in academic field. From those statements, we can conceive that ethnicity learners should be conscious of adopting suitable learning strategies to promote successful language learning.

Ethnicity is a group of nationality of the nation. Jary and Jary (1991, p.151 as cited in Jurgen and Warner 2010) present ethnicity as "a shared racial, linguistic or national identity of social group." Ethnicity are also learners who can share whatever they intend to learn under the different subjects. They have mostly influenced of their mother tongue and their traditional tendencies in the society. Therefore, there may quiet different and difficult adopting learning strategies as in general learners. In the word of Grainger (1997), ethnicity has not attracted much attention as an influential variable in their studies. There are varieties of learners in a single setting of class. No one have same nature in learning. In such environment, certain ethnic group of learners may get anxiety. It is challengeable to them to become involvement and to choose the strategies in such situation. However, in that diverse classroom setting they need to choose and adopt different learning strategies to overcome of language task. In

such situation of leaning process, learning strategies help to ethnic learners to get rid up from the anxiety of language leaning.

In this way, showing the relationship of ethnicity and learning strategies, they seem interrelated to each and other in the field of language learning. Not only for ethnicity learners but for other learners, the strategies and learning language have interrelation. Without adopting strategies in learning no one could become successful learners. According to above mentioned of this study more successful learners adopt high rank of strategies then less. So that learning strategies are the most influential factors in life of the learners for effective learning. Learning strategies support those ethnic learners to be intelligent and successful learners to their targeted language learning. In somewhat, it seems hard to identify those learners but becomes the most fundamental learning tactic. These two factors have close intimacy in academic field. At last, ethnic learners adopt strategies as the backbone in language learning, so these relate as two side of a coin.

### **2.1.8 Introduction of Majhi Community**

Majhi learners or people are one of the indigenous tribal groups of Nepal. They are indigenous inhabitants of Nepal processing their own language, dress, culture and traditional life style. According to Magar and Majhi (2011, p. 2), “Majhi is a specific caste among the indigenous of Nepal they live in middle hilly region and tarai. They are traditionally dependent to river.” Looking about the history of Majhi, they are one of the ethnic people of Nepal and they often live near to rivers and dependent on it. Most of the Majhi people follow their traditional occupation of fishing for survived and they live together gathering in a community.

For the development of Majhi ethnic people, Magar and Majhi (2011), explain that there is no such a sociological and anthropological study about Majhi community and their origin, history, traditional language, culture. Regarding to this view, Majhi is the special ethnic people of Nepal but they are quite

marginalized and existential because of not enough aware, education and informational study. They simply survive by boating and fishing rather than getting education. Majhi people often use to live in such river sides still now. The main traditional occupation of Majhi people is boat building, boating, fishing in the river and river transportation service in Nepal, Majhi (2006).

According to Majhi (2006), there is particular intimacy of Majhi people with river, canal and stream because of their ritual traditional tendencies. Their main festival is Koshi Pooja. They worship river as the thought of their god or ancestors. Without river, they thought that there is no possible the celebration of their ritual religion and worshipping of the God. In such case, the Majhi people have intimate relation with the river to their cultural home stay. They also claim that they are one of the inhabitant people of tribal group in Nepal from the starting age.

Regarding the qualification status of Majhi community, there are few members of educated people in comparison to others. The census (2058 as cited in Majhi 2006), there is 23 percentage of literate person and talking about detail of educated Majhi people, there are three degree holder, one engineer, twelve bachelor completed, thirty-five intermediate and about four hundreds S.L.C. passed. From this record, we can say that most of the Majhi people are under the least educated still now. This might be because of less aware for getting education and the condition of poverty.

Talking about the total population of Majhi in Nepal, there is 72614 population members census (2058, as cited in Majhi, 2006). As further he adds that the Majhi people have been occupied 588 VDCs of 68 districts in Nepal (ibid). It shows the growing number of Majhi people in their progressive living places. Regarding the social structure of Majhi people, there are different classifications under the Majhi caste. Majhi (ibid.) mentions about the different clans of Majhi as Danuwar Majhi, Kusuwar Majhi, Kumale Majhi, Bantar Majhi, Thallaha Majhi and so on. Under this tribe, there are sub tribes also.

- a. Danuwar Majhi: Rajbanshi Danuwar Majhi, Bote Majhi, Thokkare Danuwar Majhi, Gore Danuwar Majhi and Surabanshi Danuwar Majhi.
- b. Kusuwar Majhi: Kans Kusuwar Majhi, Dudha, Kusha Lohori, Paheli, Nepale, Kusuwar Majhi.

Majhi has own mother language that is called Majhi language. According to Gharti Magar and Majhi (2011, p.18), “the classification of linguist, Majhi language is derived from the Indo Aryan group of language family.” The main identity of Majhi community is their language as other indigenous but still now it is not found in written form having existed mother tongue of them.

## **2.2 Review of Related Empirical Literature**

Literature review is the review of related researches carried out before. In here, an empirical review of literature is the effective way to evaluate of selected documents on related research topics. It is an essential part of the research process. Regarding this research work many people carried out researches on learning strategies in Tribhuvan Universities Kathmandu University, Purwanchal University and many more. Few of the researches have been carried out in learning strategies under the Department of English Education respectively. There is no research conducted on learning strategies in relation to Majhi learners’ learning strategies adopted by Majhi learners to learn English language. However, some researches have been conducted in the related area of this study. Some of the related researches reviewed are as follow.

Rain (2006) has conducted a research ‘Learning strategies used by Maithili learners of English.’ His objective was to find out learning strategies used by Maithili learners of English. He carried this research with survey design and a set of questionnaire and classroom observation. He used random sampling method with purposive sampling process for selecting of one hundred populations form five government school and teachers. He took the interview of teachers a set of questionnaire and observation tools for data collection. He

found that Maithili learners adopted few strategies while learning English and the teacher and learners didn't used interactive strategies in the classroom.

Bhandari (2010) carried out a research 'Strategies adopted by Grade Eleven Students in Learning English Vocabulary.' The main purpose of the study was to find out the strategies adopted by grade eleven to learn English Vocabulary. His research design was survey quantitative design. The set of questionnaire was used as a research tools. The sample populations selected were the students of grade eleven students from five higher secondary schools by purposive simple random procedure. He found out that most of the students used dictionary to overcome from difficulty of learning vocabulary term in English

Karki (2010) carried out a research on the topic of "strategies and achievements of adult women students of grade nine on reading comprehension". The main objective of his study was to find out the achievements of reading comprehension of adult women students. Quantitative research design and four women schools have been selected for the main research tool. Sixty sampling population, 15 from each school was purposively selected for sampling population of his research work. Random sampling procedure i.e. fishbowl draw and tools for data collection were used of test items and questionnaire to find out the strategies of learners. The finding of this study were; maximum of the students used note taking, guessing the meaning of difficult words, consulting on clear points with teachers. Regarding, on that research such type of strategies found and the achievements of reading comprehension was average.

Yadav (2010) carried out a research on "Learning Strategies used by Maithili Learners of English at Higher Secondary Level". The main objective of his study was to find out strategies used by Maithili learners of English at higher secondary level. The main procedure of his study was using questionnaire tool and interview. He adopted simple statistical tools to interpret of collected data by using simple random sampling method of survey design. By this study he

found that most of the learners followed the traditional method of learning language and they have been highly emphasized on memorizing of grammar rules.

Dhital (2011) conducted a research work on “Learning strategies used by language learners in English”. The objective of her study was to find out the strategies used by SLC distinction holders. Sixty students of grade 11 who had secure distinction marks in English subject of their SLC examination from Kathmandu district were the sampling population. Samplings were selected through the non- random purposive sampling procedure. The tools for data collection were questionnaire with closed ended and open ended type. The finding of her study were the good learners mostly used different kinds of strategies such as listening English news, recorded materials, speaking English as more as, lots of reading and writing to support their learning enhancements

Shah (2017) carried out ‘Learning strategies adopted by Maithili learners learning vocabularies’. His objectives were to explore the strategies adopted by Maithili learners of English in learning vocabulary and analyze strategies used by Maithili learners on the basis of frequency. His research design was survey and data collection procedure was questionnaire tool and he selected the fifty populations with simple random sampling. He found that Maithili learners mostly used monolingual dictionary, guessing from textual context and asking to classmates.

### **2.3 Implications of Review for the Study**

The review of literature is the integral part of full research process which makes a precious contribution to go through approximation of every operational step. It is helpful to bring the clarity and focus on research problem, methodology and widen the knowledge of research based on its area.

As a researcher, I reviewed different literatures, books, articles, journals and empirical researches. After reviewing the above works I got lots of ideas and

techniques regarding learning strategies. Mainly, I got the information of learning strategies adopted by different levels learners differently. Rain (2006) Bhandari (2010), Karki (2010) Yadav, (2010), Dhital (2011), and Shah (2017) used questionnaire, interview and checklist as research tool to carry out their research. These former conducted researches helped to filter the use of methodological procedures to someone to extent the sense. In those researches they followed of survey design research mostly. These studies were focused to find out the strategies chosen by different learners and mostly tried to attempt what strategies were preferred by learners but they didn't enter on how the learners preferred learning strategies in learning English. This is the distinct point received through the empirical literature review.

As the present study, it is carried out to find out the learning strategies of Majhi learners in learning English. This research tried to explore how those different types of strategies were adopted by the Majhi learners. I have followed qualitative research design. The research tools, observation checklist and keeping diary procedures of data collection were the distinct features from above reviewed empirical literatures.

## **2.4 Conceptual Framework**

Conceptual framework presents the understanding theories of research conducted by researchers. It refers his or her own conceptualization of the relationship between different research variable. While carrying out this research, it frames the way to research work on the basis of the problems. According to Kumar (2014, p.40), "Hence the conceptual framework grows out of the theoretical framework and relates it to specific research problems". To carry out this research, I tried to consult different theories related to this study and tried to develop conceptual framework. Therefore, the present study is based on the following conceptual framework.





## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

The following methodology and procedure was adopted in this study.

#### **3.1 Design and Method of the Study**

To find out the learning strategies adopted by secondary level of Majhi students in learning English language, I followed qualitative method and classroom research design. Classroom research design is one of the qualitative research designs which are popular in the social science in academic field. It is cover term where the large scale of classroom interaction and discussion are held and inquired in the research. Brown and Rodger (2014, p.80) discuss about classroom research design as, “Classroom interaction research studies are done in regular school classrooms and between teachers or between learners or learners.” This kind of research is often done in classroom to explore the exact trends of learners and teacher while involving in teaching learning activities of targeted subject matter.

The classroom research is conducted in the real situation of two way interaction where the controller and learner meet together existing in classroom according to the purpose of researcher. This type of research is generally used by various researchers in the field of academic. This research is specially considered as a holistic and in-depth exploration of a particular case that has been selected by a researcher. It can be conducted through intensively seeking a particular problem and in-coding detail records of the particular case thoroughly. Brown and Rogder (ibid.) explain that classroom research is an intensive research which focuses directly on a particular issue clearly imparting to teachers and students. In this way, the classroom research design is useful for an intensive study on a particular case or problem regarding to the teacher and student oriented. This study is emphasized in natural setting with the action of repeated measures, analysis with the non participant observation in real class situation

and diary keeping by observing the particular activities of respective subject in the setting of target language. I have tried to conduct this research with more evocative, pictorial analytic and engaging the own experience. Base on the Brown and Rodger's (ibid.) ideas; there are some common steps of classroom research study following steps.

**i. Determine and define the topic**

In first step, the research determined topic for classroom research study generally starts with how and why. To establish a firm research, is to focus on how and why. The researcher can infer over the course of study or complex phenomenon or subject and he or she can establish the relation to focus study by forming suitable questions regarding the problem that is determinant.

**ii. Select the cases and determine data gathering and analyzing technique**

In this step, the main concern is that what approach is more suitable to gather data. The researcher has to determine to accomplish the study purposefully by the choice of a particular way or procedure of gathering data.

**iii. Prepare to collect the data**

Researcher prepares the data base tools to assist with categorizing, sorting, retrieving data for analysis.

**iv. Collect data in the field**

Researcher has to collect data and organize or store multiple sources of evidence considerably and systematically. Researchers can keep good field notes and maintain an organized stored data base.

**v. Evaluation and analyze the data**

When a researcher stores enough information of data base then examines raw data using interpretative to find the linkage between the research objectives and

finding with reference to the original research questions. Evaluate and analyze the collected data insisting with new insights.

#### **vi. Prepare a report**

In this step, the goal of preparing report is to portray a complex problem in a way that conveys rich experience to audience.

### **3.2 Population, Sample and Sampling Strategies**

The populations for this study were all the Majhi students of Udaypur district. Among those students, three Majhi students (Sanduk, Rupak and Rina) were chosen for the respondent sample for this study. They were from the typical Majhi community and the students of Shree Koshi Public Secondary School, Belaka Municipality, Udayapur. There is a Majhi community about three to four hundred houses around the school. There, most of the Majhi learners are from farming and traditional occupation. Talking about the educational condition of those people, they are just growing conscious and awareness to get educational facilities. Most of the parents intended to send school (community and private school) to their children. Thus to conduct this study it made me easy to get the sampling population and to see the typical strategies according to the purpose and aim of the study. In this study I followed purposive non random sampling strategy for the selection of school and students. I observed days 35 days respectively to find out the exact strategies of target learners accordingly.

### **3.3 Field or Area of the Study**

The field of this study chosen was the school, Shree Koshi Public Secondary School, in Belaka Municipality of Udayapur district. All the Majhi students were included in this study field related with the explanation of language learning strategies regarding on social aspects of learning language.

### **3.4 Sources of Data**

According to the purpose of this study, I carried out this research in Udayapur district. The school chosen Shree Koshi Public Secondary and all the members (students and teachers) were the main sources of this research. To carry out this research I used both primary and secondary sources of data which are mentioned in following way:

#### **3.4.1 Primary Source of Data**

The primary sources of data were the Majhi learners who were studying at the secondary level of Shree Koshi Public Secondary School of Udayapur district and respective field.

#### **3.4.2 Secondary Sources of Data**

I followed secondary sources of data to develop the idea of this research. All the related books, text books, journals, articles, thesis submitted in the department and online webs.

### **3.5 Tool for the Data Collection and Techniques**

The tools of data collection procedure were used of non-participant observation checklist and keeping diary as the main recording evidence tools to this research.

### **3.6 Data Collection Procedure**

At first, to collect the data, I visited the selected school of Udayapur district and talked politely to the Principal for the purpose of visiting. Then, I built up rapport with the authority for the permission to carry out research and talked to them about the purpose of study. Then, I requested respective head teacher and teacher to permit me for classroom observation to the particular classes regularly. Three students of Majhi learners were selected using purposive non random sampling procedure. During class observation period I kept diary

recording to note down all the activities and strategies used by Majhi students, to notice their exact strategies followed during learning English. I filled up the observation checklist on the basis of observed evidence without being bias that was collected as data source. Then, I analyzed the collected data descriptively using simple statistical tool by analyzing and presenting into percentage of derived result.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF THE RESULTS**

This chapter deals with analysis and interpretation of the collected data. For this study the data were collected using the set of observation checklist and keeping class diary. The study is mainly concerned on the social based learning strategies. It is divided into three sub headings based on the nature of activities like: interaction with classmates, doing discussion in co-operative way and engaging on language task and activities. The derived data have been analyzed and interpreted in descriptive way with simple statistical tools.

#### **4.1 Analysis of Data and Interpretation of the Results**

The main aim of the present study was to find out the learning strategies used by Majhi learners. To get this goal, I collected data from three Majhi students of grade nine studying in a community school of Udayapur district. While collecting the data, I have observed the particular strategies used by the target students in the situation of learning English as a foreign or second language. They used different strategies, among overall strategies used by the learners; I observed and kept the note only on social strategies.

In this study, I tried to present as a holistic analysis of collected data regarding social based strategies. In this study, twenty- two observation items were included with the responses of 'Yes' and 'No'. I observed thirty-five (35) classes regularly, with the observation tools by ticking on responses used by the target students. To analyze data, thirty-five responses were included of 'Yes' and 'No' comparing in 100 percent. In this study, to show the learning strategies of respondents I included only the responses of 'Yes'. Each respondent's responses were counted and tried to keep with frequency and percentage to the following table. The simple statistical tools were used to show learning strategies used by Majhi students.

### **4.1.1 Social Learning Strategies Used by Majhi Learners**

Social learning strategies comprises with learners' responding activities. Overall twenty-two items of strategies were used with the direct observing activities of students while learning English. These strategies were divided into three sub titles as; (1) Interaction with classmates, (2) Doing discuss in co-operative way and (3) Engaging in language learning activities. Under these three sub-heading of different social strategies there are six, nine and seven different learning strategies included which have presented to following table to make detail analysis and interpretation.

#### **4.1.1.1 Interaction with Classmates**

This strategy consists of six different strategies; they are initiate conversation, ask to teacher the meaning of difficult words, communicate appropriately with controller and friends, try to interact with teacher and friends on language task, to comprehend text ask to teacher to clarify and summary and last one build good relationship with classmates being familiar. These strategies are shown here in the frequency percentage below.



**Table No. 1****Overall Social Learning Strategies Interaction with Classmates**

<b>Social Learning Strategies</b>	<b>Students Responses</b>					
	<b>Respondent 1</b>		<b>Respondent 2</b>		<b>Respondent 3</b>	
	<b>Freq.</b>	<b>%</b>	<b>Freq.</b>	<b>%</b>	<b>Freq.</b>	<b>%</b>
<b>A. Way of Interacting with Others</b>						
1. Initiate conversation.	28	80	31	88.57	29	82.85
2. Ask to teacher the meaning of d difficult words.	26	74.28	18	51.42	28	80
3. Communicate appropriately with controller and friends on language task.	18	51.42	17	48.57	21	60
4. Try to interact in English with teacher and friends.	17	48.57	12	34.28	19	54.28
5. To comprehend text, ask to teacher to clarify and summary.	21	60	14	40	18	51.42
6. Build good relationship with classmates being well familiar	25	71.42	18	51.42	20	57.14

In this section, there is overall descriptive analysis of learning strategies based on above mentioned table. The analysis is mainly concerned to present item wise frequency percentage descriptively with the reference of class diary too. The researcher tried to present whatever she got in direct observation of the target learners class.

According to the above table, the first strategy consists of ‘initiate conversation’. This strategy was adopted 80 percent responses by the first respondent Majhi learner out of total responses. In the same vain the second respondent responded 88.57 percent responses by him while involving in learning English language. The third respondent used 88.57 percent responses in her day to day learning English language. For example, on the 1<sup>st</sup> and 2<sup>nd</sup>

day of diary all the students responded as “*Good Morning Sir!*” by standing together when the teacher entered in the classroom and greeted the students saying “Good Morning class nine!” After short break, the first respondent initiated conversation like,

S1: What topic is today sir?

T: Today is topic is ‘Language Skill.

The next day, all the students were engaged to a short paragraph writing on a certain topic whatever comes in students’ mind. While engaging to do class work, at that time the second respondent Majhi student started conversation as “*Hello Archana do you have two pens?*” Similarly the third respondent initiated conversation with her friend as “*May I go out sir?*” From the diary the researcher knew that the respondents used this strategy, while greeting, doing any language task, participating in pair work and group work, playing games like spelling contest and so on other activities. It shows that the Majhi learner used this strategy in every language practice.

In case of item second strategy ‘ask to teacher the meaning of difficult words’, the first respondent followed 74.28 percent responses while learning English. In similar way 80 percent responses adopted on this strategy by the second respondent. The respondent third used this strategy 51.42 percent. Comparing among three learners, this strategy is used less frequently by the third learner while involving in learning language. The diary presents some adopted strategy while learning language by Majhi learner as an example; with the reference of **12<sup>th</sup> 13<sup>th</sup>, 14<sup>th</sup>** day’s topic ‘Reading Skill’. The teacher instructed his students to scan up the text ‘NEEMA’S LETTER TO HER BROTHER’. The learners did as the teacher’s instruction after while the first respondent raised his queries showing some words “*Excuse me sir how do these words pronounce: pronunciation, conscious, distributing, attributes...?*” Similarly the second respondent said “*I didn’t know anything from the passage*”. The third respondent addressed as “*Sir what is the meaning of these words: through,*

*worldwide, fraternity....?*” The teacher responded them with imitating and explaining all the words given in the text. In such way of language learning activities the Majhi learners adopted this strategy, ‘ask to teacher the meaning of difficult words’.

Regarding of item third strategies, ‘communicate appropriately with controller and friends on language task’, the responses were found 51.42 percent by the respondent one. Likewise the second respondent adopted this strategy 48.57 percent and another third respondent used 60 percent strategy in learning English language. In some cases the learners loved to communicate in classroom activities. From the diary on the day of **6<sup>th</sup>**, **7<sup>th</sup>** day the students engaged into ‘Speaking Class’. They were instructed to deliver short speech and dialogue on certain topic. The learners tried to do so, occurring such language function (*excuse me, can you help me to do this exercise? Hello look at me, isn't right to give example here? Come and sit here, I can't do this question myself*) among the friends and teacher, while doing language task. They also used this strategy to express some logic and short dialogue in the grammar class and playing some language games too.

The forth strategy is ‘try to interact in English with teacher and friends’. The first respondent responded 48.57 percent responses to this strategy and second respondent adopted 34.28 percent responses. The respondent third used this strategy as 54.28 percent in learning process of English language. It shows that the learners used this strategy in average way than other learner. The diary knows that, the learners felt quite nervous and hesitated to involve in pair participation and discussion while conducting speaking task verbally. But in some cases, responding in short words the Majhi learners were attempted as (*yes, no, can I do this work, finished ...*). As playing the role by the students (respondent-1 and friend) based on **32<sup>th</sup>** day’s ‘Read and Act’ class activities presented below:

A (R1): *Hello. I am Sandip what is your name?*

B: *Oh, hi. I'm Rajib. From Ratapani. And you?*

A (R1): *I'm from Satptre, Majhitole. I study in class nine...*

Sometimes, the teacher used to ask the question to elaborate some picture of the text, at that time they were felt difficult and uninterested. The respondent-3 reacted as *"I don't know sir, to explain this picture."*

The fifth strategy is 'to comprehend text ask to teacher to clarify and summary'. In response of this strategy, the respondent one adopted 60 percent responses as favourable of this strategy. Likewise the second respondent adopted 40 percent and another third respondent adopted 51.14 percent responses as favorable of this strategy in learning English language. For example, from the diary notification, the respondents used this strategy in practice of comprehensive reading, discussion and explanation of the text story, poetry, and essay in English or to ask some short summary and explanation with their teacher in some confusion points, again and again while involving in reading passages, stories. Regarding on the 27<sup>th</sup> and 28<sup>th</sup> days of the teaching poetry, 'THE RIVALS' the first respondent reacted as *"Sir I couldn't understand the theme of this poem. Can the bird sing a song?"* The second respondent requested to teacher as *"Sir give us the summarized note of this poem, it make us easy to understand."*

In the same vein, sixth item is 'build good relationship with classmates being well familiar'. In favour of this strategy the first respondent used 71.42 percent responses in language learning activities. The second respondent's responses were found in 51.42 percent as favourable to this strategy. Likewise, the third respondent used this strategy 57.14 percent while engaging on language learning task. Getting idea from the diary, the learners often used this strategy to build good relationship each other in the classroom for group work, pair work participation and solving language and linguistic problem. In some cases such as; sitting alone and getting trouble of home task and class-task another

one immediately used to be co-operative and enhanced help for her or him. For example with reference of 30<sup>th</sup> and 31<sup>st</sup> teaching text 'MANECHAUKA: A PLACE THAT HOLDS MEMORY'. All the learners were divided into different groups to write down some important points from the passage. At that time the second learners expressed his words as: "*Oh! Sandesh you too in this group? It's okay. Let's do this exercise together.*" The first respondent reacted, "*I didn't get any idea by these points, do you know Hari? May be it is correct one.*" Similarly the third respondent said with her friends as, "*Where are you Sabina? Come here to us.*"

#### **4.1.1.2 Doing Discussion in Co-operative Way**

Under this strategy of social learning strategy, there are included altogether nine sub items of learning strategies. They are initiate classroom discussion, put argument on related social situation reading in passage, exchange ideas in others (friends) to learn English, involve in group to do language task, read the text in pair and discuss on it, note down words in classroom discussion with teacher, be concern on teacher's points to response properly, reduce anxiety sharing language problems with others in social setting the last one understand true friendship. The researcher tried to interpret all these strategies by the help of presented table.

**Table No. 2****Overall Social Learning Strategies Doing discussion in Co-operative Way**

<b>Social Learning Strategies</b>	<b>Students Responses</b>					
	<b>Respondent 1</b>		<b>Respondent 2</b>		<b>Respondent 3</b>	
	<b>Freq.</b>	<b>%</b>	<b>Freq.</b>	<b>%</b>	<b>Freq.</b>	<b>%</b>
1. Initiate classroom discussion	24	68.57	14	40	18	51.42
2. Put argument on related social situation reading in passage.	25	71.42	21	60	15	42.85
3. Exchange ideas in others to learn English	30	85.71	21	60	32	91.42
4. Involve in group to do language task	33	94.28	28	80	24	68.57
5. Read text in pair and discuss on it.	25	71.42	27	77.14	21	60
6. Note down words in classroom discussion with teacher.	21	60	18	51.42	20	57.14
7. Be concern on teacher's points to response properly	28	80	30	85.71	25	71.42
8. Reduce anxiety sharing language problems with others in social setting	12	34.28	10	28.57	15	42.85
9. Understand true friendship	14	40	22	62.85	18	51.42

As shown in the above table, the first related strategy is ‘initiate classroom discussion.’ Out of 35 observation classes, the first respondent adopted 68.57 percent responses to this strategy in his regular class activities of leaning English language. Similarly, 40 percent responses were adopted by the second respondent and the third one adopted 51.42 percent responses while involving in discussion of the particular topics during observation. From the diary notes, on the day of 8<sup>th</sup> and 9<sup>th</sup> ‘WRITING SKLL,’ the respondents’ adapting responses are presented exactly while the Majhi learners were discussing and being ready for free writing paragraph. The first respondent initiated class as,

*“Is it called free writing the writing of essay about my school or not sir? How the essay is written?”* In same way, the second respondent reacted to the support of first one view like, *“writing about family, school is called free writing type essay. My brother has taught me writing about ‘My school.’* In such cases of learning activities the students used this strategy. It shows that the strategy, initiate classroom discussion is applicable for the second language learners to enhance their language competency. It is noticed that the Majhi learners adopted this strategy as more or less while learning English language.

Regarding the second strategies, ‘put argument on related social situation reading in passage’. In the response of this strategy, respondent one followed 71.42 percent responses whereas second respondent used 60 percent responses in the participation of language task. As regards of this strategy, the respondent three used 42.85 percent responses in day to day learning. From the diary notes there is noticed that this strategy is adopted by target learners repeatedly on participatory activities in the classroom and pair work language class. For example from 5<sup>th</sup> day’s diary, ‘OPENING A CINEMA- LOCAL PEOPLE’S VIEW’. The learners were instructed to read the passage given in the book with pair and discuss for good and bad aspect of cinema. After reading the passage, the first respondent reacted as, *“Why the cinema will spoil our time?” “It will be good for us to receive new information of recent event in society, the film gives us entertain”*. The third respondent said *“Its waste of time, the boys don’t remain in home if film is opened in the village.”* The respondents put their argument like this while doing other activities in language learning too.

The third strategy is consists of ‘exchange ideas in others (friends) to learn English’. Out of total responses, 85.71 percent responses were obtained by first respondent using of this strategy in language learning. In the same vein, the second respondent obtained 60 percent responses as a favorable learning strategy. The third respondent obtained 91.42 percent responses in her regular learning. This strategy became more useful in the participating of writing task more frequently and doing other activities in classroom. From the information

of 10<sup>th</sup> and 11<sup>th</sup> days' diary the learners were asked to write full story from the given clues of text. Some while later discussion, the Majhi learners tried exchange writing ideas like: third respondent reacted as, “*Oh, Shova did you write it?, help me too.*” The second respondent also said, “*Nabin how did you write? I wrote like this. Look is it okay?*”

In the same way, the forth item is ‘involve in group to do the language task’. In the total observation of target learners’ class, the first respondent adopted 94.28 percent responses to this strategy during learning activities. The second responded adopted 80 percent responses where as 68.57 percent responses were adopted by the third respondent. This result shows that this strategy ‘involve in group to do language task’ is preferred by Majhi learners more frequently and favorable while learning English language. From the diary information of 3<sup>rd</sup> and 4<sup>th</sup> day, ‘MAKE THE SENTENCE’ the teacher divided the students into two groups according to the row of class. Then he instructed to construct the sentence using the speech bubbles given in exercise book, after short discussion. Like,

One of the girl		going to visit	about their plans.
None of the players	is	preparing for	today.
The coach	are	planning to go	her mother.

According to the instruction all the students involved in the group to do activities like above task. In some cases the teacher supported to them.

In this fifth item strategy, ‘read the text in pair and discuss on it’, the learners entertained as follows: the first respondent used 71.42 percent responses whereas the second respondent used 77.14 percent and the third one used 60 percent responses while learning English language. From the diary note of 30<sup>th</sup>, 31<sup>st</sup> and 28<sup>th</sup> day, reading travelogue (MANECHAUKA) and poetry (THE RIVALS) it is noticed that they preferred this strategy in pair reading and discussion. In the comprehensive reading of story, essay and poetry they followed more in pair discussion than individual one. By this result, it is clear



that the entire respondents loved to apply this type of strategy very often for the comprehensive reading and other activities.

In response of sixth item, 'note down words in classroom discussion with teacher'. 60 percent responses were adopted by the first respondent in the response of this strategy whereas 51.42 percent responses adopted on this strategy by the second respondent and 57.14 percent responses were adopted as a preferable strategy by the third respondent in language learning activities. From the reference of the diary, in some cases, like telling the rules of language games and instructing to write essay, letter, story writing and noting down some important points of passage description and explanation the learners adopted this strategy in more frequently. Like, on 8<sup>th</sup> and 9<sup>th</sup> day, the students were instructed to learn about writing essay. Firstly, two students were told to deliver short speech about classroom. They delivered the speech in randomly. Then the teacher provided the idea to write about essay by creating mind map of 'Classroom' on the board. They tried to note down some points to keep idea for writing about 'My Classroom'.

The seventh observed strategy is 'be concern on teacher's question to response properly'. In the response of this strategy, the first respondent responded 80 percent favourable responses in his daily learning. The second respondent responded 85.71 percent applicable responses of this strategy and the third respondent responded 71.42 percent favourable responses to this strategy out of total responses. From the diary note, the students used to keep concern towards the teacher while instructing to them for responses to questions after teaching grammar (noun, article, tense). On 21<sup>st</sup>, 22<sup>nd</sup> and 23<sup>rd</sup> days, the teacher instructed to learn 'NOUN'. He introduced the noun with example of using names of some students inside the class and picture of place, things and animals and he taught the kinds of noun too. The students concerned to their teacher properly with short discussion. Then he asked some questions to his students as:

- i. What do you mean noun? Give some example.
- ii. What Define proper noun and give five example.
- iii. How do you know material noun?

The students answered the questions very interestingly. They did pair work asking answering the questions. They used this strategy to similar other activities while learning English.

In same vein the item no. eight is ‘reduce anxiety sharing language problems with others in social setting.’ For the response of this strategy, the first respondent used 34.28 responses out of the total responses. The second respondent adopted 28.57 percent responses in his learning English. And then the third respondent adopted 42.85percent responses as favourite learning strategy. The diary knows that, sometimes Majhi students used to present with trouble mood in classroom due to lots of homework and some other linguistic problem. For example referring the day of 15<sup>th</sup> or June- 8, teacher and students met in class as usual. After while the teacher inquired to homework some were being ready to show and some were feeling quiet uneasy to show homework and discussing in hissing sound. At that time, one student stood up and said “Sir, Today is Friday! Won’t we do any extra activity?” All the students agreed and planned to do extra activities. The teacher let them and they decided to play spelling contest. All the students divided into two groups of girls and boys row. He asked two students (girl and boy) to go front of the class with book and instructed them to ask the spelling against the boys and the boy against the girls group. He wrote the number of correct answer on the board. The learners played the game with full of enjoy and they got much fun. This strategy became as an important tool to reduce learners’ anxiety and bore in social environment of classroom activities.

In the same way, the item no. nine strategy is ‘understand true friendship’. The responses adopted by respondents are as; the first respondent adopted 40 percent responses in this strategy out of thirty-five responses. The second

respondent adopted 62.85 percent responses and the third respondent adopted 51.42 percent responses of favoured strategy while engaging in the English language learning activities. From the diary of every class, the learners wanted to be very close with his/ her close friends. But in case of Majhi students, they didn't show much desire as others. They used to sit and remain anywhere in the class belonging any friends in very often. In somehow situation like doing class work, and pair work discussion they wanted to be close with the class mate.

#### 4.1.1.3 Engaging in Language Task and Activities

Regarding to this strategy of social learning strategies, there are taken seven sub items of learning strategies. They are presented following table showing frequency and percentage and interpreted descriptively.

**Table No. 3**

#### **Overall Socio Learning Strategies Engaging in Learning Task and Activities**

<b>Social Learning Strategies</b>	<b>Students Responses</b>					
	<b>Respondent 1</b>		<b>Respondent 2</b>		<b>Respondent 3</b>	
	<b>Freq.</b>	<b>%</b>	<b>Freq.</b>	<b>Freq.</b>	<b>%</b>	<b>Freq.</b>
1. Collect summary from friends	26	74.28	20	57.14	22	62.85
2. Show difficult task in others and solve the problems	25	71.42	27	77.14	21	60
3. Participate on practice & discussion in classroom activities.	24	68.57	26	74.28	22	62.85
4. Copy notes from teachers & friends.	25	71.42	30	85.71	21	60
5. Solve problem in pair or group work participation	14	40	22	62.85	18	51.42
6. Do regular tasks & shows to teacher properly	31	88.57	28	80	25	71.42
7. Develop confidence & independence	27	77.14	30	85.71	28	80

Based on above table, the item no.1 strategy is ‘collect summary from friends’. In the response of this strategy, the first respondent used 74.28 percent responses out of total responses. It shows that he adopted this strategy more frequently in regular class. And 57.14 percent responses were found from the second respondent in his learning class. Similarly, the third respondent adopted 62.85 percent responses as preferred strategy for her. From the diary notification, this strategy was used by the Majhi students more favourable to each and every reading and writing activities of English language learning. For one example, regarding of teaching poetry ‘THE WIND AND THE LEAVES’ on 16<sup>th</sup> day of diary, the students were asked to scan and skim out the poem in ten minutes. Then they discussed for some difficult words to mean and the teacher explained the poem in detail within ten minutes. After then the students were asked to write down in very short summarized form. They did as their teacher’s instruction but some of respondent often tried and copied from his or her friends’ summary.

Regarding the item no. 2 strategy ‘show difficult task to friends and solve the problem’, the first respondent adopted 71.42 percent as preferred responses in his regular language class. The second respondent adopted 77.14 percent responses and the third respondent adopted 60 percent responses to learning class of the English language. From the diary knows, while learning English in the class the respondents often tried to show difficult task to teacher and friends while doing of language exercise. On 17<sup>th</sup> and 18<sup>th</sup> days’ diary, the students were engaged on teaching grammar ‘PRESENT TENSE.’ Firstly, the teacher wrote some sentences on the board and asked to read and find the present form of sentences like:

- a. Ramesh calls his brother.
- b. Ramesh and Shyam go to swim.
- c. Susma sings a song.
- d. I speak the English language.

After then the students were instructed to write at least six or seven sentences of present form. The learners did same but the second respondent got difficult to construct sentences properly and he was showing his friends in quite motion. Similarly other respondents were facing the same case, at that time the teacher suggested and helped them to make sentences using present tense. In same way, the learners also learned present continuous, perfect and present perfect tense. As more the learners were using this strategy in situation of getting trouble to pronounce difficult words, doing grammar tasks like; choosing the correct form of tense and verb, noun and so on.

The item no. 3 strategy is 'participate on practice and discussion in classroom. As shown in above table 68.57 percent responses were adopted by the first respondent as favoured strategy. The second respondent adopted 74.28 percent responses and the third respondent adopted 62.85 percent responses as the preferred strategy in learning English language. For example, from the diary notes, while conducting the participative and demonstrative class, the learners used to be ready quiet actively for those activities. Such as, listening class, conducting cultural program and taking participation and playing quiz game. Regarding of 19<sup>th</sup> and 20<sup>th</sup> days diary, the class was conducted 'LISTENING COMPREHENSION' activities. At first the teacher advised his students to do the task given as, to fill in blanks and do true false after listening of passage that he read out loudly. All the students participated to those activities properly according to the teacher's instruction. Then next day the teacher gave some printed papers to his learners and suggested to do the exercises according to listening cassette recorder. First he displayed a conversation picture in the book, introduced some rules and vocabularies. When they became ready he started to play the cassette first the learners listened carefully. In the second time they did exercises and last time they checked the task properly by listening again.

In the same vein, item no. 4 strategy is 'copy notes from teachers and friends'. In the response of this strategy from the target students, the first respondent

responded 71.42 percent responses likewise; the second respondent adopted 85.71 percent responses. And the third respondent adopted 60 percent responses in the way of regular learning English language. From diary notes, the learner often followed this strategy to comprehend text and develop the knowledge of the grammar practice. They used to copy regularly whatever their teacher explained and wrote down on the board. For example; regarding to 24<sup>th</sup> and 25<sup>th</sup> day, the students were engaged to learn grammar 'ARTICLE'. The teacher wrote some points on the board underlying (a,an,the) and told to read and find why a,an,the letters are underlined? The respondents became a bit confuse to response and discussed each other in the same time, the third respondent said "*To show the article.*" The teacher thanked her and he delivered some hints to get the idea of article by pointing to definite and indefinite article. The learners copied and read thoroughly. In some confusion they used to ask and copy from friends to be sure. The learners used to adopt this strategy for their home work too.

The item no. 5 strategy is 'solve problem in pair or group work participation'. In this strategy, the first respondent used 40 percent responses in his regular class of learning English whereas; the second respondent used 62.85 percent responses and the third respondent used 51.42 percent responses to this strategy in language learning task. According to diary, Majhi learners used this strategy in pair or group work discussion when preparing project work, finding related answer form the text and solving language problem. On the diary of 26<sup>th</sup> students were engaged to do group work task. They were divided into sixth groups including eleven members in each group. All the students gathered in their own groups with a note copy. Then the teacher gave a task 'Bird Flu', he provided twenty minutes time and told them to write about bird flu in three or four sentences and four points way of transmission, three points its preventions. All of them discussed for while and responded in their one way from each group the teacher also explained their idea to support them.

In the same vein, item no. 6 strategy is 'doing regular tasks and show to teacher properly'. According to the result of this strategy, the first respondent followed 68.57 percent responses out of total responses. The second respondent followed 80 percent responses to his daily leaning of English. And finally, the third respondent followed 71.42 percent responses as preferred strategy in learning. From the diary notification, the learners adopted this strategy more frequently after completing each and every class of learning. It shows that the learners were ready to fulfill their responsibilities for learning English language however they could.

The last one is item no. 7 strategy 'develop confidence and independence'. In this strategy, the respondent adopted 77.14 percent responses out of 35 responses to learning English. Similarly, the second respondent adopted 85.71 percent responses as preferred learning strategy. And the third respondent adopted 80 percent responses as a favour of this learning strategy while learning English language. The diary knows that, this strategy was really found as an effective tool in learning activities of English. After discussion of each and every class the Majhi learners tried to get one new idea and knowledge that helped to be quite confident and independent to do the exercise of language learning. It is clear that the learners can develop his or her confidence after careful learning in the class. This result shows that to be successful learner there is need to develop owner confident, compulsory and regular guidance from the controller. On the diary of 35<sup>th</sup> day, it was the day of last observation for me, so the class was engaged into cultural program. Some of the students sang beautiful song. Some cracked jokes; some caricatured and told short poetry in full of confidence. The class became full of fun and memorable.

After overall analysis, it was found that the Majhi students used learning strategies repeatedly in different situation of the English language learning environment. On the basis of this research there is found that the Majhi students adopted socio learning strategy mostly in every step of learning

English through interacting, cooperating and engaging in language learning activities.

## **4.2 Summary of Findings**

The principal goal of this study was to find out learning strategies adopted by Majhi learners of secondary level in learning English. For the present study, the data were collected from Shree Koshi Public Secondary School of Udayapur district. The respondents were chosen three Majhi students studying in grade nine for the support of this research study.

To achieve the goal of this research study, observation checklist tools were used as the main research tool and keeping class diary. In this research process, I observed the target class regularly for 35 days and ticked and noted down the objective oriented responses and points accordingly. According to these evidences above analysis and interpretation have been done and tried to present some results whatever could be noticed with the reference of direct observation. By this study, it would be justice to say that all of three Majhi students preferred to adopt social strategies mostly while involving in language learning activities of English language.

Majhi learners mostly liked to prefer conversation, interaction with exchanging ideas to each other and involved in classroom activities in a group for effective language task. On the basis of this study there are some findings. These findings are listed following in point wise after the careful obtaining data by observation checklist and keeping class diary of students learning activities in English language class.

- In order to way of learning English language the Majhi students were found preferring of social strategy repeatedly in their daily learning. This shows that social strategies are helpful to those students to explore the internal ability of Majhi learners.
- The Majhi students liked to initiate conversation with the friends in greater extent than teacher to solve the language problem in their own



practice. They looked quite familiar with the classmate and preferred to interact rather than the controller.

- They often asked the meanings of some difficult words when they found in reading text. It shows that the Majhi learners seem to be eager to know and learn the English language.
- In some extend the Majhi learners communicated and interacted lesser in comparison to other in the English medium. It might be the influence of their first language.
- Sometimes they put their argument after reading passage where they confused. In this way of learning they wanted grow the confidence, skill and power of logical discussion among the learners.
- The Majhi students involved in pair work and group work to do language task actively. It shows that the Majhi learners are inspired to develop the skills of co-operative and helpful habits to each other in learning second language.
- In order to do practice of language activities, the Majhi students used to collect note and summary from friends.
- The Majhi learners frequently did their homework and showed to teacher. By this point the Majhi students seem to grow and gain the learning confidence and independence.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Conclusion**

After the completion of analysis and interpretation of collected data, this research tried to provide a brief overview of learning strategies adopted by Majhi learners in learning activities of the English language. There is found that the Majhi students used social learning strategy in a great extent to develop the English language competence. The Majhi learners wanted to initiate conversation and interaction with friends and teacher doing in class work together very often. They showed their eagerness expressing argument on regarding the text. The Majhi learners encouraged to develop the confidence to express some words or sentence in learning language classroom. According to former literature review, the Majhi learners are marginalized people, they are listed in least educated. In such a challenging situation, there has been found that the growing number in education in new generation. Most of the Majhi people developing the conscious to get education. Regarding of this study I am shocked to say that Majhi learners and Majhi people are marginal and less educated, because there has been found that each and every family of Majhi students were access with the educational field like community school and institutional school. This show that coming generation of Majhi community is mostly aware of on education and some extend of extra curricula.

In this research, the result has been shown that social learning strategy is the most important factor to develop the learning skills and knowledge of English language. It is helpful to make Majhi learner more independent, self directed learner in learning and developing expressive ability effectively. In another way, there has been noticed in some cases, learning English as a second language to those Majhi learners is difficult and challenging with the comparison of first language learning. Sometimes the Majhi learners got stress and loosed their interest, it might be because the lack of English language

competency and mother tongue influence. At that time, it was the most important and necessity to adopt social learning strategy to increase learners' interest and effort for learning English by creating friendly and interactive environment effectively. The social learning strategy has become as a backbone to foster the Majhi learners' competency and skill of English through interaction effectively with friends and teacher.

On the process of ongoing classroom observation of English language, Majhi learners used different kinds of social learning strategies. They got ideas and knowledge of learning English language participating on interactive and discussion classroom activities very often. They frequently followed communicative and interactive strategies with friends and teacher in each and every language classes of learning English. They exchanged the ideas of doing problem oriented task; they got support to reduce anxiety doing different activities in the class. Social learning strategy has become one of the influential and common strategies for second language learners. Used of this strategy the students got support to reduce their anxiety, shyness, hesitation and confusion.

On the basis of this study, I can say that all the learners do not adopt same strategies in the process of learning. It can be differed learners to learners and the learners' level of learning competency, motivation, linguistic and culture background, family and traditional background and environment of the context. The cultural and linguistic background often influenced the selection of learning strategies. Thus, in this study, 'the learning strategies adopted by Majhi earners in learning English language' the Majhi learners' adopted strategies were some extend different from the other learners in the English language learning environment. There is found that linguistic and cultural backgrounds play the most influential role regarding to learn language and select learning strategies.

## **5.2 Recommendations**

According to findings of this study, some points of recommendations are drawn out into three level of application. They are following way.

### **5.2.1 Policy Level**

- ) There should be created appropriate learning environment of English inside and outside of classroom. According to the text, teaching learning procedure should be applied by the teacher and classroom management also should be proper according to the nature of learners.
- ) Talking English around the school and classroom should be effective so the policy for speaking English among the teacher and the students is more important.
- ) The policy of relationship for teachers and students should be as a mutual facilitator and effective receiver. It makes learning more effective and the students can gain the courage for interactive learning.
- ) There should be build the rule of formative evaluation like weekly test, monthly test instead of following only 1<sup>st</sup> term, 2<sup>nd</sup> and 3<sup>rd</sup> or final examination. If so the learning may be more achievable according to the purpose of the curriculum design.

### **5.2.2 Practice Level**

In this level it concerns that if practice is loose there will be valueless and meaningless whatever policies, theories are built. It should be implemented properly and strictly in practice level then there will be good and meaningful achievements. Regarding on the following implementation of this study tried to present as points.

- ) Students centered technique should be applied, if so the students can get the chance to present their view without hesitation in the classroom.

- ) Creating lesson plan and students, equal evaluation should be implied regularly if so, the learners get the opportunity to know the condition of their learning and inspired to improve early.
- ) The teacher and students should speak in English medium mostly in English class. This makes able develop the learners' speaking competency.
- ) There should develop the rapport between teachers and students for regular learning task. It helps them to develop confidence and courage to express something.
- ) The teacher should involve students in interactive activities (debate competition, conversation, speech deliver) according to these activities the learners can develop the power arguments.
- ) The students should do regular class work and homework that help them to prepare regular and fair notes of learning and they get help to know the solution of language problem.
- ) The teacher should provide regular feedback to students so they can increase their interest for learning English as more attractively and effectively.

### **5.2.3 Further Research**

There is no doubt; no research can be final and perfect completed. According to time a lots researches are carried out different researches longingly with certain purpose and aim. There may be variants of researches under this kind of classroom research study. So I would say as:

- ) This research is limited only the social learning strategy used by the Majhi learners to learn English language at secondary level. The other research may be learning grammar aspects, vocabulary of Majhi learner.
- ) The study is limited to Majhi learner only. So for further research can be there comparing the learning strategies of Majhi and Chepang learners.
- ) The study is focused here only social learning strategy so further can be on cognitive, memory compensation and comparison study with social strategy.

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