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English Language Learning Strategies used by the Secondary Madrasha Students

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The status of English as a language in Bangladesh is somewhere between foreign and second language. It plays a significant role for the students of all classes. At the same time, learning English is compulsory not only for academic purposes but also for everyday life. As English is not our native language, the learners use different and individual learning strategies while learning English. In 2015, Madrasha education board added two hundred marks for English and made it compulsory for the secondary level students. This is why now the students are more serious about learning English than before. The paper, in this regard, focuses on learning strategies used by Madrasha students and the type of difficulties they face while applying the strategies. Through questionnaire, interview, focused group discussion the researcher tried to find out what strategies they are using, in what areas they were using them, and what difficulties were there while applying the strategies for the students from Madrasha of secondary level. Besides, this study also highlights the most common as well as popular strategies used by the students.

Keywords: *Apply, learning strategies, Madrasha education system, Madrasha students, student motivation, using method.*

Introduction

In the last few decades, individual learning strategies of learners have become an area of major concentration for the researchers in the field of English language teaching (ELT), and a large number of studies have already been conducted to figure out how and what type of learning strategies can facilitate the learners of English Language. Actually language learning styles and strategies are among the main factors that help to determine how and how well our students can learn a second or foreign language. A second language is a language studied in a setting where that language is the main vehicle for everyday communication and where abundant input exists in that language. Also, it is studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted. Bangladesh is mainly a monolingual country with 97% speakers of Bangla. In this country the status of English as a language is in between foreign and second language. In Bangladesh English is taught at primary, secondary, higher secondary and tertiary levels. It is also taught in Madrasha education as well as at vocational level. There are four categories of education system in Bangladesh: Bangla Medium, English Medium, English version and Madrasha system. Though English is compulsory for all these four streams of education, recently (2015) Madrasha education board added 200 marks for English both at *Dakhil* and *Alim* level. So now the demand of learning English is increasing more than before and for that reason students are now more attentive while learning English. As English is not our mother tongue, the learners of English apply different and individual learning strategies so that they can learn successfully and easily.

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Context

In perspective of Bangladesh, the demand of learning English is more increasing day by day. In every sector of our life English is needed. Here the learners of English are from top to bottom level. The learners learn English not only to get good score in the examination but also for their self-improvement in every sector of life. As a result learners from all background desperately seek how to learn English in a better way and so they are then applies different strategies. My study will focus particularly on Madrasha students at secondary (Dakhil) level and at the same time also focus on the using and applying the strategies for learning English.

Purposes

Recently in Madrasha Education board added 200 marks for English and makes it compulsory for all the students. Though students are already have keen interest for learning English well but from this decision the students of Madrasha background are now strongly motivated for learning English not only for getting good score in the examination but also for their won development. My research work will try to identifies do the students from Madrasha background are really applying any strategies for learning English, to what extent they are using the strategies and what type of difficulties they faces while applying the strategies for learning English.

Significance, Scope and Limitations

This study is significant not because of this study is first in this topic, rather a few number of related work has conducted through this area. A good number of studies on ELT have also been carried out during the recent past under different public universities in Bangladesh and abroad. But surprisingly, no study has been conducted on the Madrasha education, particularly at the Dakhil level students learning strategies for English. So, there are sufficient scopes of study in this field. Therefore, the present study is very significant and a crucial demand of time. Furthermore, since the present study concentrates on the issues of English language learning strategies used by Madrasha students of secondary level so this study mainly focus the students with their strategies for English learning. In the picture of Bangladeshi context, higher secondary education plays important role. This stage of education creates a strong foundation of every student and therefore, present study may play significant roles for the learners of English at the secondary level.

However the present study has some limitations and shortcomings with regard to unavailability of necessary data, information, literature and other relevant materials. Here the researcher finds no formal study or investigation for this topic especially on English language learning strategies used by Madrasha students of secondary level and for this reason the researcher faces difficulties in finding relevant resources to support and associate the present study.

Literature Review

For the present study, the researcher has collected information from different sources. There are many studies carried out in the field of Applied Linguistics and ELT around the world. Some of the important works related to the present study are reviewed here. Language learning strategies is a term referring to the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively. Research into language learning strategies began in the 1960s. Particularly, developments in cognitive psychology influenced much of the research done on language learning strategies. In most of the research on language learning strategies, the primary concern has been on "identifying what good language learners report they do to learn a second or foreign language, or, in some cases, are observed doing while learning a second or foreign language."

Brown (1980, p.87), another researcher, draws a clear distinction between learning strategies and communication strategies on the grounds that "communication is the output modality and learning is the input modality". Brown suggests that, while a learner generally applies the same fundamental strategies (such as rule transference) used in learning a language to communicating in that language, there are other communication strategies such as avoidance or message abandonment which do not result in learning. Brown (1994, p.118) concedes, however, that "in the arena of linguistic interaction, it is sometimes difficult to distinguish between the two".

Oxford (1990) claimed "learning strategies are steps taken by students to enhance their own learning"(p.1). She proposed a more specific definition of learning strategies as "specifications taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations"(p.8).

Oxford's (1990) Classification of Language Learning Strategies

Oxford (1990:9) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. In Oxford's system, Meta cognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication. Oxford's (1990:17) taxonomy of language learning strategies is shown in the following:

- Direct strategies:
  - Memory
    - Creating mental linkages
    - Applying images and sounds
    - Reviewing well
    - Employing action
  - Cognitive
    - Practicing
    - Receiving and sending messages strategies
    - Analyzing and reasoning
    - Creating structure for input and output
  - Compensation strategies
    - Guessing intelligently
    - Overcoming limitations in speaking and writing

- Indirect Strategies
  - Meta cognitive Strategies
    - Centering your learning
    - Arranging and planning your learning
    - Evaluating your learning
  - Affective Strategies
    - Lowering your anxiety

- Encouraging yourself
- Taking your emotional temperature

➢ Social Strategies

- Asking questions
- Cooperating with others
- Empathizing with others

It can be seen that much of the recent work in this area has been underpinned by a broad concept of language learning strategies that goes beyond cognitive processes to include social and communicative strategies.

In the perspective of Bangladesh, most teachers are little aware of the ways and media their students prefer to learn the language. Even if some are a bit aware of them, they hardly pay or have little scope to pay little attention to it, which naturally leads to the failure of the instructional program to attain its general as well as specific goals and objectives. Therefore, teachers need to discover their students' preferred ways of learning the language, by which they can make their style of teaching appealing to the students to the optimum level. Alongside the teachers of a language teaching program, people involved in material designing and syllabus planning can also be substantially helped by such information.

According to Samad (2000) observes that develop syllabuses, materials and teaching and learning activities often work by predicting the intended learners' likes and dislikes on the basis of their own past experience and/or by consulting the relevant literature available in the market. Evidently, this type of approach catastrophically fails to reflect the intended learners' language learning preferences, leading to the failure of the instructional program as well. That is why, the present researcher considers that it is very important to find out the language learning styles and preferences of the learners. This researcher also believes that this study can help teachers, in general, and Bangladeshi EFL/ESL teachers, in particular, to attain more efficiency and success in their professional career. English is an international language.

About Madrasha Education:

Madrasha education system is the second biggest education provider in Bangladesh. In spite of huge enrolment in the madrashas, no formal research study has been conducted in this field till present time. The disinterest in conducting study causes slow improvement of teaching -learning situation at all levels in the madrashas, particularly at the Dakhil level. English language research in the madrasha education system is treated as a barren field of study. A student of Madrasa or general cannot say that he or she is perfect in English. English is a foreign language. So students should develop keen interest to the subject. Hasan (2005) conducts a linguistic study on the "English Language Curriculum at the Secondary Level in Bangladesh. He finds that 59% students have disinterest in speaking in Englihs. He also discovers that the syllabus and the curriculum of education are examination oriented, which prevent them from acquiring the language competence. He discovers 82% rural and urban Madrasha students complain that English is not used sufficiently in the class.

Basically the students at secondary level (Dakhillevel)while learning English language have two kinds of knowledge working for them:

- Their knowledge of their first language
- Their awareness of learning strategies, the mechanisms they use, consciously or unconsciously, to manage the absorption of new material

Students differ as language learners in part because of differences in ability, motivation, or effort, but a major difference lies in their knowledge about and skill in using "how to learn" techniques, that is, learning strategies. As like Oxford's direct strategies they mainly focus 'memory and cognitive strategies' because in classroom research demonstrates the role of learning strategies in effective language learning:

- learners are able to identify the best strategy for a specific task but poor learners have difficulty choosing the best strategy for a specific task
- Learners are flexible in their approach and adopt a different strategy if the first one doesn't work; poor learners have a limited variety of strategies on their repertoires and stay with the first strategy they have chosen even when it doesn't work.

Learning strategies instruction shows students that their success or lack of it in the language classroom is due to the way they go about learning rather than to forces beyond their control. Most of the students can learn how to use strategies more effectively; when they do so, they become more self-reliant and better able to learn independently. But most of the cases they will face some difficulties while applying those strategies because lack of appropriate knowledge about the subject matter, insufficient time, shyness, environment, evaluative capacity, commitment, psychological conditions, observation of world knowledge, etc. The Madrasha education system is the second biggest education provider in Bangladesh. In spite of huge enrolment in the Madrashas, no formal research study has been conducted in this field till present time. Studies about learning strategies in English at secondary (Dakhil) level are treated as a barren field of study.

A huge number of studies on ELT and applied linguistics have also been conceded out during the years under different public as well as private universities in Bangladesh. But only few study have been conducted on the Madrasha education, particularly at the secondary (Dakhil) level students' English language learning strategies. For this reason the researcher will get more facilities to discover the hypothesis for this research and at the same way also identify the gap of this issue.

Therefore, the researcher tried to depict a picture of using strategies of English language learning at the Dhakil level in the Madrasha, to what extent the students are using the strategies and focused on the types of difficulties the learners are facing while applying those learning strategies for learning English.

Methodology and Research Design

This part explains the research methodology that has been followed by the researcher to perform the research. Besides, a detailed discussion on the purpose of research methodology, choosing a research approach, instruments, participants, and process of analysis has been included here. For collecting data, both quantitative and qualitative approaches have been applied. For quantitative data questionnaires consisting of both multiple choice and open ended questions were distributed to the secondary level of Madrasha students. To overcome the missing of questionnaire, focused group discussion was taken. After collection, the data has been analyzed also in the manner of both quantitative and qualitative approach. Then through the triangulation of data, suggested by Cohen and Manion (1994) the findings and decisions have been made.

Research Objectives:

The main intent of this research is to find out the using of learning strategies, to what extent language learning strategies used by Madrasha students at secondary level and at the same time to find out the difficulties while applying the strategies. The research itself was designed around the concept of strategy

instruction being part of the students‟ normal learning process‟‟. In this way, the students were given the opportunity to improve their learning by gaining an understanding of the nature of learning strategies and their role inthe learning process. In order to build the most of this research opportunity different methods of data acquisition, and their procedures, were considered. A description of the participants, justifications for the choices made, explanations of the actual research procedures as undertaken, ethical considerations, and limitations of the study are set out below.

Research Questions:

- Do the Madrasha students of secondary level use any strategies for learning English?
- To what extent language learning strategies' are used by the Madrasha students?
- What type of difficulties they face while applying the strategies?

Ethics and Limitations:

This chapter contributes researcher by providing a comprehensive framework for the appropriate data collection process in order to obtain aim and objective of the study. For making this research, the researcher has got a limited number of times and has conducted a very small scale of study. Also the research has been done only by me (the researcher). Because of time limitation the researcher was bound to work in a limited area. Beside this, the researcher uses SILL format for making questionnaire and here for situation demand only 16 questions are allowed. Despite the limitations of the study, the employed method was able to collect valuable data successfully.

Data Analysis and Findings

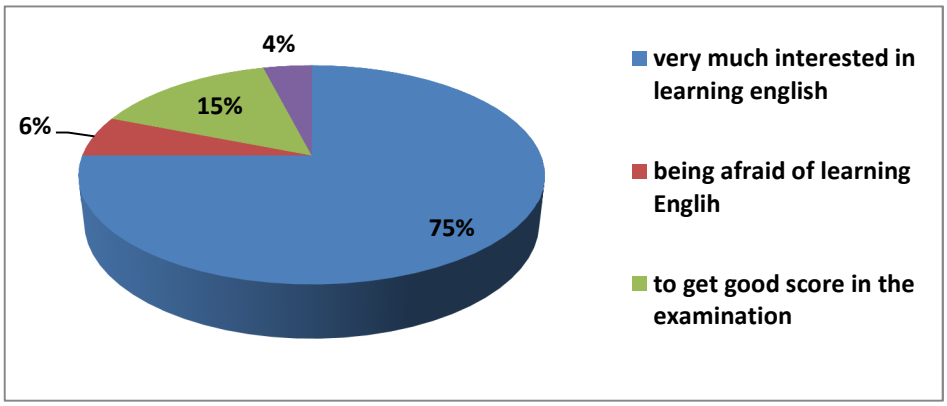
This chapter shows data analysis and findings and this chapter consists two parts. First part contains analysis and findings of quantitative data and second part contains findings and analysis of qualitative data. Both qualitative and quantitative data were collected for conducting this research. This chapter consists of the data, collected from the students. Data are collected through questionnaire, interview and focused group discussion. Both quantitative and qualitative data are reviewed and analyzed here. The interview of six students from different class and Madrasha is discussed here. This chapter consists of two parts. The first part contains the quantitative data. All the quantitative data are presented and analyzed by calculator and presented by pie chart. The second chapter consists of qualitative data. All the qualitative data are analyzed through five interview questions and three questions for focused group discussion.

Data Analysis and Findings from Quantitative Data

Q.No. 1. What is the main reason for learning English?

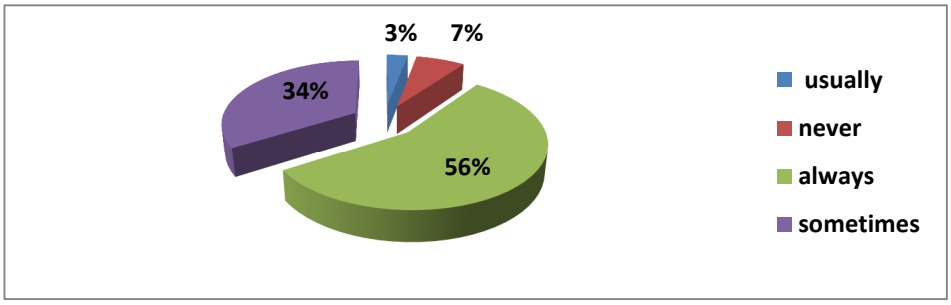
Figure-1

Students' Interest for Learning English



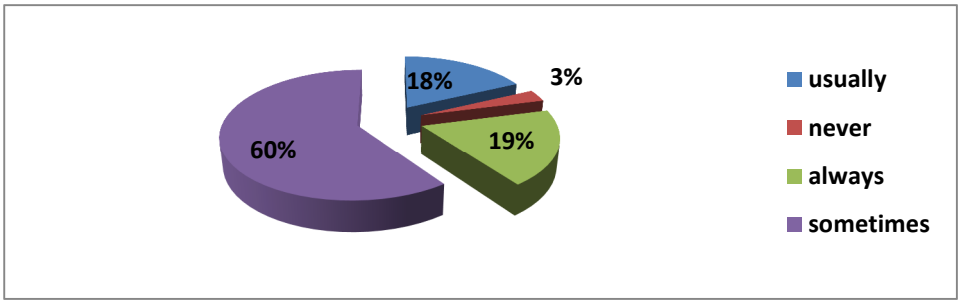
Q.No.2. Before coming to the English class do you take any preparation?

Figure-2
Students' Awareness for Learning English



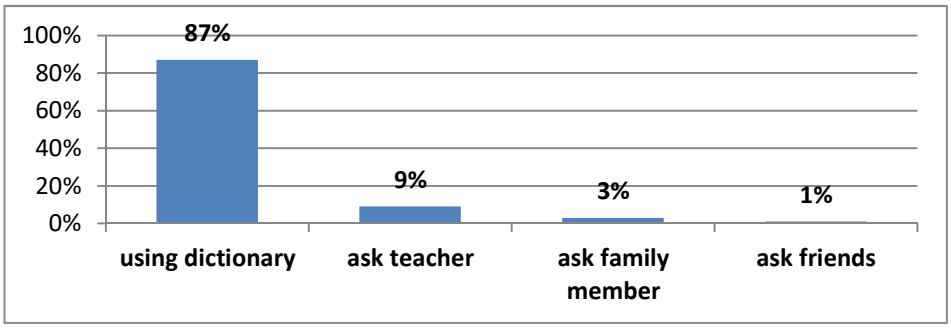
Q.no3 Do you connect the sound of an English word with an image or picture of the world to help you remember the meaning of the word?

Figure-3
Student's Usages of Cognitive Strategies



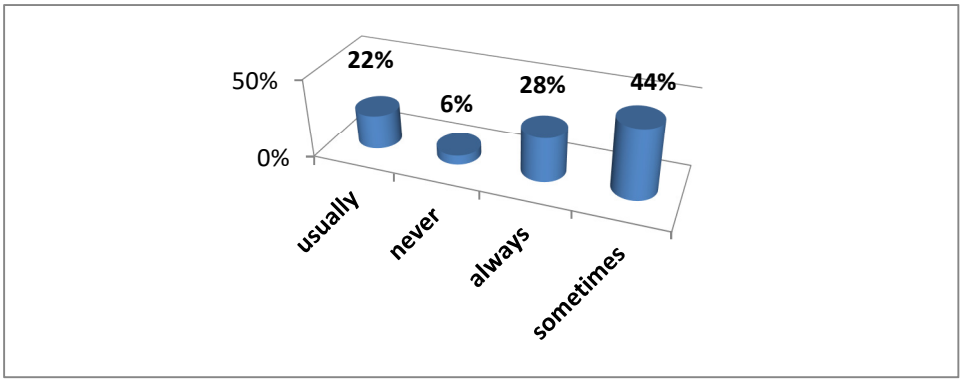
Q .No.4. What other way do you follow to find out the meaning of an unknown word?

Figure-4
Students' Technique for Finding New Word



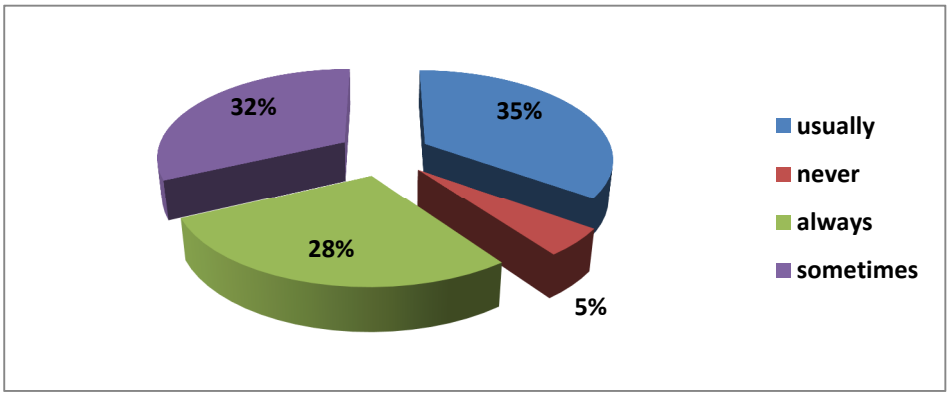
Q .No.6. Do you summaries the information when you read or listen something new in English?

Figure-5
Student's Usages of Meta Cognitive Strategies



Q. No.8. Do you write notes, messages or emails in English?

Figure-6
Students' Interest of Using English in Daily Life Activity



Q. No.9. Do you face any mistakes while writing in English?

Table-1
Students' Rating of Mistakes While Writing In English

Response	Yes	No	Sometime
Students number	34	8	18
Percentage	55%	15%	30%

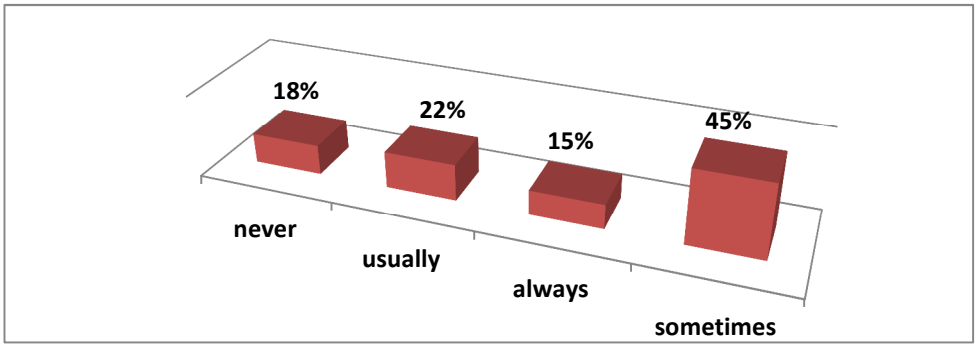
Q. No. 10. To recover your mistakes while writing in English what do you do?
Here we found a number of different strategies used by the students to improve or recover their problem

in writing:

- Free writing like essay, paragraph, letter etc.
- Practice and memories grammar rules
- In everyday life, messages or email
- Translate native language from English
- Memories new vocabularies from target language

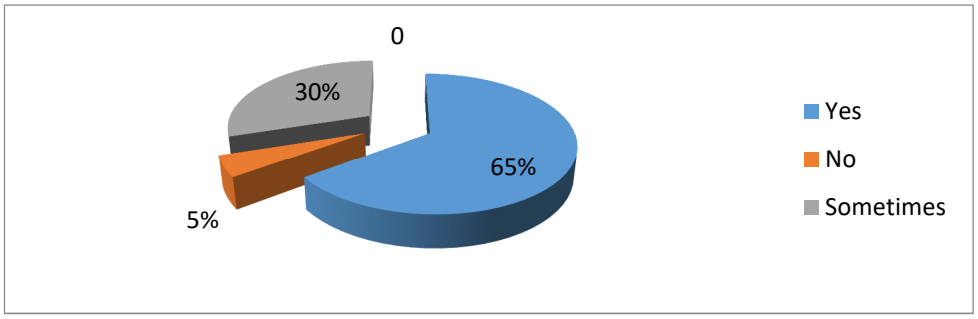
Q. No.12. Do you speak English to your teachers or classmates?

Figure-7
Students' Usages of Social Strategies



Q.No. 15. Do you feel any motivation in learning English?

Figure-8
Students' Motivation in Learning English

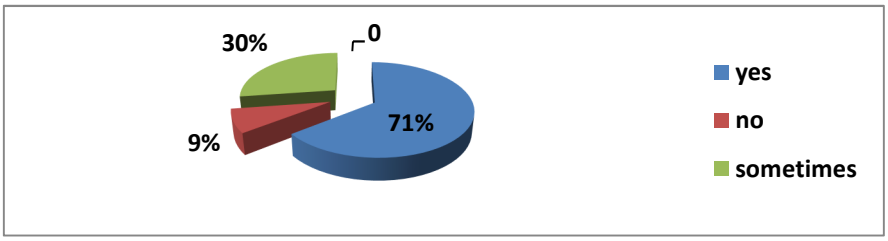


As this question was open-ended, for that reason to clarify their answer there was a comment box under this question, so that students were put their own comments for their motivation in learning English. Now put some direct comments from the students' questionnaire is given bellow:

- Learning English is very effectual for us
- My family always encourage me for learning English perfectly
- For improving my speaking fluency
- To get a good job
- Everybody likes me when I talk with them in English
- To achieve good score in the examination

Q.No.16. Do you face any type of difficulties while applying the strategies for learning English?

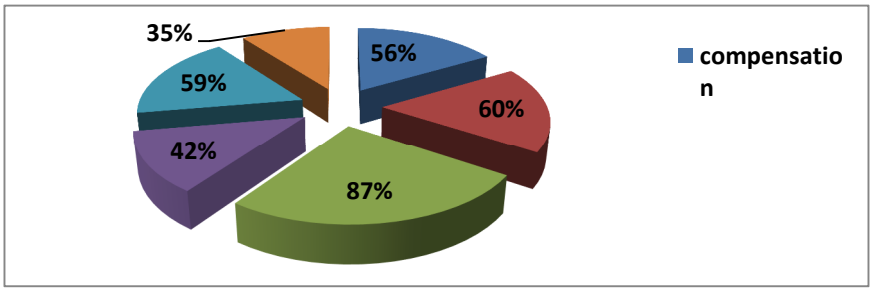
Figure-8
Difficulties Faced by Students While Applying the Strategies for Learning English.



From the students answered questionnaire the researcher got some specific information about their difficulties and now those are given bellow:

- in the examination hall, we did not find any strategies for remembering everything that we have learnt
- my environment totally against me
- for time limitation we won't apply the strategies
- teachers never encourages us
- friends sometimes insulting me
- sometimes I become confused about my learning focus

Figure-9
Overall Strategies Used by the Students



Discussion

The main highlighted area of this research was to find out the strategies used by the students while learning English at Dakhil level from Madrasha background students and at the same time also to find out in which strategies were commonly used and while using those strategies if they would fell any kind of difficulties. From the analysis of the data we find that among 64 students there were 75% students very interested for learning English, 6% students were much afraid of learning English, 15% students only learn because they need to achieve good score in the examination and only 4% students having no interested for learning English. from this data analysis we can draw a conclusion that most of the students are very much interested for learning English not only to achieve good score in the examination but also they are encouraged themselves for speaking fluently in English because they thought that speaking English in publicly a good remark for them as they the students from Madrasha background. Only few of them are not interested for learning English but they only learn because they have to. Again when participants

were asked for their awareness for learning English 56% participants answered that they were always take preparation for learning English. 3% students said that they were usually take, 7% of them answered that they never and 34% answered that they sometimes took preparation . From the participants answered data we can get an idea about their awareness for learning English where most of the participants were always took preparation for their English class, some of them answered that they usually took and only few of them said that they never took preparation. That means most of the students are aware for learning English.

Next question was about using for cognitive strategies where 18% students answered that they usually do it, 3% students answered that they never uses it, 19% students answered that they always do it and 60% students answered that they sometimes do it. From the students answer we can draw a conclusion that among 64 students there are 60% students are using cognitive strategies that means 38 of them are using this strategies. Only 3% of them said they never usethese strategies. So from the students answered questionnaire we can get a picture about using cognitive strategies among students. The researcher also asked the students about using their memory strategies and for this question the researcher gave four different options for the students so that they can easily find out their appropriate answer. Here 87% students answered that they always uses memory strategies, 1% of them answered that they never do it, 9% students answered that they usually do it and 3% students answered that they sometimes do it. As the researcher gave four different options for the students most of the students agreed with that different options they were using for example using dictionary, pictures or images to connect new word or to find out meaning. Again when the participants were asked about their improvement of listening skill among 64 students 15% of them answered that they usually do it, 9% of them answered that they never do it, 21% participant answered that they usually do it and 57% of them answered that they sometimes do it. From the student's point of view, we can get a clear picture about their awareness for improving listening skill and mostly they hear English TV news or shows and movies also.

When the participants were asked about a strategy that if they do not understand of any meaning or while listening anything do they summarizes that information for their better understanding what things they do. Among 64 participants 22% participants answered that they usually do it, 6% of them said that they never do it, 28% of them answered that they always do and 44% participants answered that they sometimes do it. That means most of the participants sometimes try to find out new information while listening anything if they do not understand that particular information.

Another question was about their interest for paying attention when someone is speaking in English. From this question 42% students answered that they always pays their attention when someone is speaking in English, 28% of them said they usually pays attention, 12% participants answered that they never pays attention and 18% of them they sometimes pays attention.

Another question is related to the previous question that do the participants speak in English to their classmates or teacher and for this question among 64 students 22% participants answered that they were usually do it, 18% of them answered that they never do it, 15% of them said that they always do it and 45% participants answered that they sometimes do this. Even the researcher also asked the participants encouragement for speaking in English when they are afraid of making mistakes. For this question students answer is very positive. Among 64 students 50% answered that they always do it, 10% of them they sometimes do it, 34 % answered that they usually do it and only 6% of the total participants answered that they never do it.

About asking the participants their interest for writing in English everyday stuffs what thing they do and at

the same time while writing in English do they face mistakes. For this particular question 35% students answered that they usually write in English , 28% students answered that they always do it, 5% of them said that they never do it and 32% participants answered that they sometimes do it. This results shows that most of the students are interested for writing everyday stuffs in English. This question also carries another important things that participants difficulties while writing in English. This question is an open ended question and there was a comment box so the students can put their own answer. Here we find 55%participants answer was yes, 15% participants answer was no and 30% of them answered that sometimes they face and they (participants) also mention the specific area for example: sentence structure, clause, spelling , grammar etc. The researcher also asked the participants about their improvements for writing English and here the answer was different from one another. Among 64 participants answers mostly says they are try for free writing, sometimes paraphrasing different English short story, asks their teachers for correction, sometimes they memorizing grammar and spelling very carefully, translated the passages from Bengali to English, some of them read English newspaper every day.

Another question was related to identify the participants using social strategy and for this question the researcher asked them as the participants ever get any type of facilities from their teacher while learning English. Among 64 participants only 7% participants answered that they never get any facilities, 38% participants answered that they always get, 45% answered that they sometimes get and 10% of them they usually get facilities from their teacher and when they do not get, they will ask for help also. Next question was also about for social strategies that if the participants does not understand anything in the class do they ask their teacher to slow down or repeat that again. For this particular question participants answer is very positive. here 53% participants answered that they always do this, 27% of them said they usually do it, 18% said they sometimes do it and only 2% of them answered that they never do this. That means, most of the students are using social strategies while learning English.

This question is most important for the participants as well as for the researcher also that the participants motivation for learning English. As this question is open ended so the participants answer is either yes or no or sometimes. Here for this question participants answer for yes is 65%, 5% for no and 30% for sometimes. In the given comment box participants also clarify their specific answer for motivation and from those answers the researcher gets some important issues. Participants says that learning English are very effectual for them not only for achieving good score in the examination but also for personal improvement. To get a good job with handsome salary also another reason. Some participants said that their family also supports for learning English perfectly because they wants to go abroad for higher study. These are actually participant's source of motivation although there are lots of other issues but among 64 participants these are very common to all.

Final question was directly related to research question that participants ever face any difficulties while applying any strategies for learning English. This question is also an open ended question so here we see among 64 participants 71% answered that they always faces, 30% of them said they sometimes and only 9% answered that they never faces. On that given comment box all participants answered that their specific areas of difficulties and here the researcher also get some points about their difficulties. Most of the students answer was they are not known for applying the proper strategy that is appropriate for them or not. Sometimes for the limitation of time, environment, students shyness, disgraceful behavior, confusion, proper learning focus also diverts them for applying the strategies as well as for learning English.

Analysis from the Focused Group Discussion

The focused group were conducted in order to obtain data that could be compared with the SILL data and identify supportive comparisons, or anomalies. The questions were also designed to identify the participants' attitudes and opinions regarding learning strategy usage. The type of information that was hoped for is detailed below:

1. Do you ever use any type of strategies while learning English?

Most of the students answered that they used different types of strategies for learning English They said English language learning seemed difficult to them. At the same time, the language use also seemed troublesome. As a result, they used different types of strategies.The participants also said that in the examination hall they mainly followed memory strategies. Because in the examination hall they had limited time for answering questions so for that time limitation they followed memory strategies and they said it worked very well. Another two participants said that they always tried to guess the meaning from the longer text. Sometimes they also summarized the meaning from the context and these two participants said that it worked most and the rest one said he followed a different way. He most of the time tried to connect the unknown word with an image or picture and it would help him to remember anything but in the examination hall it killed the time. In case of writing all the participants said that they were always tried for free writing, for example writing an essay or a paragraph. After finishing the essay or paragraph they showed it to their teacher for correction. In this way they improved their writing skill.

2. To what extent the strategies you used?

In most of the cases they used learning strategies. For example, they said they mainly learn English not only for their interest but also they wanted to get good score in the examination. When they faced a new word in English, most of the cases they usages memory strategies that means they first look the word and then try to connect the word with similar thing and there they used basically their schema. Most of the students agreed with this statement that they used memory strategies. Even in the examination hall, they try to active their schema because they continuously remembering their lesson.

Even they also followed compensation strategies in case of complex text, they would try to understand the meaning on the basis of context that means they are guessing from the context. They said it was very effectual for them and sometimes in the examination hall it saved their time. Meta cognitive strategies are vastly used by them and found it on their own statement that they always seek opportunities for practicing English but in the class room they were only able to read and write or to do some grammar practices. In case of speaking, they did not able to find any scope for practices and for this reason most of the students said that they practiced speaking in their home. They also said it worked because they felt shyness while speaking English in the public place but in home there was nobody to interrupt them and if they made any mistakes self correction helped those most. Some of them said, sometimes they rewarded their own self for betterment in speaking English. Social strategies were also used by them. Though they were not used to by this term, but they used this strategy unintentionally. Whenever they saw the people speaking in English they always paid their attention for them. In their classroom, they also preferred peer work instead of individual task. They said peer work was more beneficiary then individual task. They also asked their teacher to repeat anything when they did not catch the task or lecture given by the teacher. Finally they said they were always motivated in learning English because they said as English is global language and for the time demand they needed to learn and practiced English as much as possible for their own betterment.

3. Do you ever face any type of difficulties while applying strategies?

For this question, most of the students answer was yes. They said it loudly that, most of the time they faced difficulties while applying the strategies. As they were the student of Madrasha background they said they did not get that much chance for showing their merit especially their English knowledge. Most of the places they were underestimated and blamed that they are actually religious biased, so they did not know English at all. Even in case of speaking in the public place, their shyness affected them most . In the school they did not get that much chance for practicing English for the time consuming and sometimes interruption from others. If they were done any mistakes that time they were insulted by their teacher and friends also. The important thing was although they said they mainly learn English as they were interested but most of the time to achieve good score in the examination would affect their interest because on that time they only focused writing skill and the limited important things that were necessary for their examination. This limited issue became disposed their own learning and that time their learning strategies based only for achieving good score in the examination.

4. Do you feel any motivation in learning English?

For this question, all the participants strongly answered that they all the time felt motivation for learning English. All of them said that English is a global language so they were very much interested for learning English. Even their family members also encouraged them for learning English. One of them said that her father always encouraged her to learn English very well. Another participant said that as he was actually interested for studying abroad so learning English was very much essential for him. Not only for other issues but also for academic issue English is necessary for them. In recent 2015 Madrasha education board added 200 marks for English and made this compulsory for every student. So this thing also encouraged them a lot for learning English. To achieve good score in the examination they also learnt English but they said they mainly learnt English for their own improvement in every sector of life and here their parents and teachers also encouraged them most. Although sometimes they failure but they tried their best to get rid of them because they were known that learning English is very important not only for building their own career but also for their self-improvement. So they were seek everywhere the scope of learning English and always motivated themselves.

Recommendations:

From the above discussion the researcher wants to give some recommendations for the reader and these are given bellow:

- The whole discussion and analysis it is found that the learners are motivated to learn English in a better way and the need a friendly weather .
- If the teachers are friendly with the students, only then the teaching learning process can more easily.
- The teacher might be taken different workshops for how to give effective feedback or different style of learning strategy which can help the learner's smooth learning and at the same time learning can be more enjoyable for them.
- Class time might be increased so that learners get more interaction with their teachers and apply the strategies properly.
- Supports from family member and friends also needed, because this support can achieve learners motivation.
- Teachers always try to give positive feedback for the learner so that they can never face any distracts while learning English.

Conclusion

Finally concluding the discussion, it can be mentioned that this research reflects the individual learning strategies used by Madrasha studetns at their secondary (Dakhil) level. From this research, the picture I have found is that most of the students at secondary level use different learning strategies without knowing that they are using strategies for learning English. It has also been found that those strategies are very popular and commonly used by the students. The researcher has been able to identify the difficulties that the students face while applying the strategies. Therefore the following conclusions can be drawn from the previous discussion:

First of all, I have found that more or less every student at secondary level uses different and individual learning strategies but it is also true that they are using the strategies without knowing anything. Only for their own progress they are mainly using learning strategies and the strategies they are applying really work for them.

Secondly, as they are students from Madrasha background, they feel that learning English is very effective for them not only for achieving good score in the examination but also for their personal improvement in real life situation.

Thirdly, the students are using different learning strategies for learning English, especially in the classroom as well as in their home by memorizing new things, finding out new words, speaking, writing, and listening.

Fourthly, the students also face difficulties while applying the strategies because they do not know the proper and accurate procedure for applying the strategies. Even they do not know which strategies are appropriate for them and which are not.

Finally, English language learning strategies are commonly used by Madrasha students at secondary level. Though the students are not aware of applying proper strategies and so face difficulties while applying the strategiest, they are strongly motivated for learning English as well as applying the strategies for their own development.

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