

**STRATEGIES USED FOR READING COMPREHENSION
BY GRADE EIGHT STUDENTS**

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

Submitted by

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Janta Multiple Campus, Itahari

Faculty of Education

Tribhuvan University

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

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RECOMMENDATIONS FOR ACCEPTANCE

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EVALUATION AND APPROVAL

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DEDICATION

I dedicate this humble work to my wife, Sunita Devi Yadav and my parents who were very enthusiastic, proud and supporting through my study; and my teachers for their patience in the difficult situations and for their encouragement.

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ABSTRACT

This thesis entitled “Strategies Used for Reading Comprehension by Grade Eight Students” is an attempt to identify the strategies adopted by grade eight students in reading comprehension. The researcher collected data from the students of five secondary schools of Koshi rural municipality of Sunsari district. The researcher used survey research design. The total sample population of the study consisted of 50 students and five sample teachers selected from the five different schools. The researcher selected ten students from each school. The questionnaire was the major tool for the data collection. The researcher spent two days in each school for collecting the data. Students’ responses were collected in the first day and teachers’ responses were collected in the second day. This study revealed that there are varieties of strategies being implemented by the learners for reading comprehension. Some of the most frequently used strategies are asking teachers to translate English sentences into Nepali, consulting monolingual dictionary, reading English newspapers, consulting with peer, finding synonyms and antonyms, skimming and scanning. Similarly, most frequently implemented strategies for reading comprehension were predicting the meaning from the context, dividing the chapter into three stages like pre-reading, while-reading and post-reading stages, making pair discussion, connecting the new words with already learnt ones. Furthermore, the students adopted loud and silent reading strategies as well as paraphrasing, summarizing, elaborating, drawing conclusion. The students frequently asked the teachers to translate the text into Nepali equivalents for reading comprehension.

This study consists of five chapters. Chapter one consists of the introduction, general background, statement of the problem, objective of the study, research question, significance and delimitation of the study. Chapter two consist review of related literature, their implications and theoretical framework. Chapter three consist of design of the study, source of data, population sample and sampling procedures, data collection procedures. Chapter four consists of results and discussion. This chapter includes the results of the study along with discussion of data. These data were analyzed and tabulated on the basis of the students’ and teachers’ responses. Chapter five consists of the summary, conclusion, and pedagogical implications of the study. The references and appendices are the conducting parts of the study.

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LIST OF ABBREVIATIONS AND SYMBOLS

Abbre.	Abbreviation
CDC	Curriculum development center
EFL	English as a foreign language
ELT	English Language Teaching
ESL	English as a second language
IELTS	International English Language Testing System
NCF	National Curriculum Framework
SORS	Survey of Reading Strategies
TOEFL	Test of English as a Foreign Language

CHAPTER ONE

INTRODUCTION

English is the first global lingua Franca. It is the international language of communication, business and technology. At present knowledge of English makes an individual literate. It is one of the most dominating languages of the world. It is spoken as a first language in more than 104 countries of the world. English is very important language because in most of the countries in this world it is spoken and understood. It is a ubiquitous and common language of the world. It is the official language of around 52 countries of the world. It comprises of 26 letters and very simple and easy language. At school all children are taught English and all subjects except their mother tongue are taught in English.

Comprehension, or extracting meaning from what you read, is the ultimate goal of reading. Experienced readers take this for granted and may not appreciate the reading comprehension skills required. The process of comprehension is both interactive and strategic. Rather than passively reading text, readers must analyze it, internalize it and make it their own. In order to read with comprehension, developing readers must be able to read with some proficiency and then receive explicit instruction in reading comprehension strategies (Tierney, 1982).

The process of comprehending text begins before children can read, when someone reads a picture book to them. They listen to the words, see the pictures in the book, and may start to associate the words on the page with the words they are hearing and the ideas they represent. In order to learn comprehension strategies, students need modeling, practice, and feedback.

Learning how to read may be a challenging endeavor that can frustrate even the most determined students. While decoding words on a page is one thing, comprehending what is being read is something else entirely. This difficulty can exist for accelerated readers, striving readers, and everyone in between.

To help students build both reading fluency and comprehension skills, various strategies should be used. Research shows that using a combination of techniques to improve reading comprehension is ideal.

There are six main types of comprehension strategies available for use in the classroom, and each provides its own unique set of benefits for various types of learners. While the ultimate goal of teaching children to read is to help them attain comprehension skills, the building blocks for doing so are recognition, decoding, and fluency. Without these building blocks in place, students cannot comprehend what they read. They require comprehension to acquire knowledge or express their ideas, whether through written or spoken words. Reading comprehension strategies aid students in attaining those crucial building blocks and, ultimately, comprehension.

General Background

A strategy is a general plan or set of plans intended to achieve something, especially over a long period. Strategy is the art of planning the best way to gain an advantage or achieve success, especially in war. Language learning strategies are the conscious steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information (Oxford, 2011). Strategies can be assessed in a variety of ways, such as diaries, think-aloud procedures, observations, and surveys. A research both outside the language field and investigations with language learners frequently show that the most successful learners tend to use learning strategies that are appropriate to the material, to the task, and to their own goals, needs, and stage of learning (Oxford, 2011; Oxford et al., 1995).

Since the purpose of reading is comprehension, the major goal of reading comprehension instruction is to help learners develop knowledge, skills, and strategies so that they become strategic readers who read for comprehension. Language teachers use reading comprehension strategies as an instruction tool to assist learners to develop into strategic readers. However, the range of strategies used by teachers is crucial. This paper presents classroom observations of reading comprehension strategy instruction used by four purposively selected English First Additional Language (FAL) teachers. The study was qualitative in nature and a case study design was chosen. The findings of the study reveal that teachers did not provide opportunity to support learners' independent comprehension strategy use. Furthermore, the study has disclosed that the teachers' inability to engage learners in reading comprehension strategies would signify the teachers' lack of knowledge of how to incorporate reading comprehension strategies as an instructional tool during reading

comprehension lessons. The authors recommend that the Department of Basic Education institute interventions to empower teachers on how to teach reading comprehension strategies. Since the purpose of reading is comprehension, the major goal of reading comprehension instruction is to help learners develop knowledge, skills, and strategies so that they become strategic readers who read for comprehension. Language teachers use reading comprehension strategies as an instruction tool to assist learners to develop into strategic readers. However, the range of strategies used by teachers is crucial. This paper presents classroom observations of reading comprehension strategy instruction used by four purposively selected English First Additional Language (FAL) teachers. The study was qualitative in nature and a case study design was chosen. The findings of the study reveal that teachers did not provide opportunity to support learners' independent comprehension strategy use. Furthermore, the study has disclosed that the teachers' inability to engage learners in reading comprehension strategies might signify the teachers' lack of knowledge of how to incorporate reading comprehension strategies as an instructional tool during reading comprehension lessons. The authors recommend that the Department of Basic Education institute interventions to empower teachers on how to teach reading comprehension strategies. Reading comprehension is considered a key competence in the modern information society, and there is a high demand for the comprehension of complex texts throughout learners' schooling (Magnusson, Roe, & Blikstad-Balas, 2018). The basic level students are the beginners for skimming and scanning the text while reading. They use different strategies for reading comprehension. While reading a text, one has to use conscious effort for the purpose one is reading the text.

Statement of the Problem

Learning how to read must be a challenging endeavor that can frustrate even the most determined students. While decoding words on a page is one thing, comprehending what is being read is something else entirely. This difficulty can exist for accelerated readers, striving readers, and everyone in between. To help students build both reading fluency and comprehension skills, various strategies should be used. Research shows that using a combination of techniques to improve reading comprehension is ideal. While the ultimate goal of teaching children to read is to help them attain comprehension skills, the building blocks for doing so are recognition, decoding, and fluency. Without these building blocks in place, students cannot comprehend what

they read. They require comprehension to acquire knowledge or express their ideas, whether through written or spoken words. Reading comprehension strategies aid students in attaining those crucial building blocks and, ultimately, comprehension. As English is a lingua franca all over the world, understanding the right concept as well as meaning is important for learners. This research helps to address the different strategic ways used in reading comprehension by eighth graders.

Research Question

- a. Do strategies used for reading comprehension affect learning English language?
- b. To what extent strategies used for reading comprehension help the students of grade eight to be proficient in English language?

Objective of Study

- a. To find out the strategies used for reading comprehension by grade eight students.
- b. To find out the effectiveness of different strategies used for reading comprehension by grade eight students.

Significance of the Study

The findings of this study will directly be useful for the teachers who are teaching in secondary level. It will also be a significant for the teacher trainers and curriculum experts to identify the teaching strategies that are being used by the teachers who are teaching in this level. This study will also reveal the efficiency of either of the two groups of faculties to produce efficient English teacher. This study will also help both the departments and faculty members to identify the effectiveness of their course. It will also be a great help for programmed evaluators, policy makers, book writers, syllabus designers and for all directly or indirectly involved in these two groups of faculties' i.e. Humanities and Education. This study will be a great help for the English teachers teaching in higher secondary level to assess themselves. Finally, it will also help the novice researchers to gain an insight into the area who want to hold their researchers in this field ahead. This study will be significant to those people who are directly or indirectly involved in teaching and learning of English.

Delimitations of the Study

This research had following delimitations:

- a. The research was carried out only in Koshi rural municipality, Sunsari.
- b. Only 50 students and five teachers of private and government schools were selected as samples for the study.
- c. The data were collected by using only questionnaires.
- d. The analysis was done on the basis of responses made by the students and teachers based on the same questionnaires.
- e. The sample of the study was selected by using purposive sampling procedure – quota sampling.

CHAPTER TWO

RELATED LITERATURE REVIEW AND EMPIRICAL REVIEW

Theoretical Review

Theoretical review is a conceptual model that establishes a sense of theory that guides the research work. It provides the background that supports the investigation and offers the readers a justification for the study of particular research problem. It includes the variable which is intended to measure.

Reading strategies are learning skills, performance, problem-solving skills or study techniques which can result in a more efficacious and productive learning (Oxford, & Crookall, 1989). The difference between strategies and skills is explained by Grabe and Stoller (2002) as while reading skills are usually used deliberately, a language strategy could be rather involuntary in its use by an eloquent reader. EFL reading strategies are voluntary and involuntary processes, skills, effort or techniques that readers use to solve their problems with understanding and interpretation. Goodman (1967) divided reading strategies into two types of processing model which are top-down and bottom-up. Bottom-up strategies includes identifying a variety of linguistic signals such as syllables, letters, grammatical cues, discourse markers, morphemes, words and phrases followed by using the linguistic data-processing mechanisms to impose order on the signals. Top-down strategies, on the other hand, involves applying one's knowledge and schema to comprehend a text by guessing the meaning to determine what to keep and what not to keep (Amini, Alavi, & Zahabi, 2018).

Danielle S. McNamara is a Professor in the Psychology Department and Senior Scientist in the Learning Sciences Institute at Arizona State University who presented the concept of strategies in reading comprehension. Likewise, Panayiota Kendeou is an Assistant Professor of Educational Psychology at Neapolis University Pafos, Cyprus. Her current research focuses on the cognitive processes that support memory and learning in the context of reading comprehension and strategies used in comprehension. The strategies applied by learners to enhance language learning in terms of analyzing, summarizing, using context cues and paraphrasing (Singhal, 2001).

According to McDaniel, a scholar of education and language relationship building prominent supports the reading comprehension takes place best when various strategies are used for different purposes. Further he adds that strategies used for reading comprehension result good for learners' cognitive. Reading comprehension research has produced detailed and valuable information regarding the development of reading comprehension skills and the factors that influence and are influenced by these skills (McNamara & Magliano, 2009).

The Nature of Reading

As our knowledge of the reading process has evolved, definitions of reading have become more complex. Although “getting meaning from print” is one way to define reading, such simplified definitions do not adequately present the complexity of the process, nor do they reflect the interaction of factor which enter into the reading act. According to Nunan (1991) reading is a dynamic process in which the text elements interact with other factors outside the text, through developmental, interactive, and global process involving learned skills. The process specifically incorporates an individual’s linguistic knowledge. It can be both positively and negatively influenced by nonlinguistic internal and external variables of factors. It means that reading is regarded as complex activity that involves various activities, such as knowing each symbol and analyzing the words into a meaning. Reading comprehension needs an active thinking process in mind to comprehend and understand what has been read. From the definition above, it can be concluded that reading is the process of understanding written language to get more information and develop our knowledge.

Reading Comprehension

Reading comprehension is one of the pillars of the act of reading. Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Harris and Sipay (1980: 179), who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition that permits people to acquire and exhibit information gained as a consequence of reading printed language. Reading comprehension is the ability to

gain information from the texts for the purpose to know the whole information deeply. So that it will force the readers to read the whole texts to gain the covert information. However, Comprehension is a highly complex cognitive process involving the intentional interaction between the reader and the text to create meaning. In other words, comprehension doesn't just happen; it requires effort. Readers must intentionally and purposefully work to create meaning from what they read (David Chard, 2008). In short, reading comprehension is the ability to read text, process it and understand its meaning. Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. With the ability to comprehend what we read, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually.

Strategies used for Reading Comprehension.

A strategy is a general plan or set of plans intended to achieve something, especially over a long period. It is the art of planning the best way to gain an advantage or achieve success, especially in war. According to Babbitt (2002), the use of reading strategies improves the reading abilities of most students, improves their interaction with the text, and finally students not only understand the text but also remember every part of the story they have read. For successful use of strategies, teachers need to develop a scaffold for their students carefully according to their needs, abilities and the type of print they work with. Babbitt (2002) suggests eight reading strategies:

- Comprehension monitoring (involves pre-reading, reading, and post-reading activities)
- Cooperative learning (students work in small groups)
- Graphic organizers (involves comparison/contrast, hierarchy diagram, and matrix diagram)
- Story structure
- Question answering
- Question generating
- Summarization
- Multiple Strategies

The purposes of reading may vary and, accordingly, the strategies applied to comprehension must be different. McNamara (2012) introduces three reading comprehension strategies for the proficient reader.

Dictionary artifact strategy

This strategy is used to understand context-sensitive texts, where the meaning of the words is important to understand the text. It also can be used for vocabulary enrichment, but the problem is the use of a dictionary may be overdone as a result, the text as a whole may be misunderstood or not understood at all.

Contextual word definition strategy

It is an alternative strategy to the previously mentioned one. Readers infer the meaning from the context activating their cognitive actions of eye movements. This strategy is important for those students who prepare for examinations requiring high reading skills such as TOEFL, IELTS, ALES (Academic Personnel and Undergraduate Education Entrance Exam in Nepal) as well as for students working with academic written materials.

Character motive strategy

Readers are required to explain the meaning of the text by analyzing causes of events, explanation of characters' behaviors, and other moments that identify why the events in the text take place and why the author mentions something. For less successful readers McNamara (2009) suggests six reading comprehension strategies:

i. Comprehension monitoring

It is the process of students' reading and analyzing the level of understanding, as the awareness of low understanding may require the use of other strategies to increase understanding of the text and their comprehensibility.

ii. Paraphrasing

Students restate the text in different words/own words, that help less skilled readers to improve the basic understanding of the information contained in the words/sentences/paragraphs and the whole text.

iii. Elaboration

It is the process of making inferences/questions that involves the linking of the meaning of the word/sentence/text to existing related knowledge. iv. Logic or common sense

This strategy helps students to understand the text using logic or general knowledge because very often they do not have enough domain knowledge or directly related knowledge of the information presented in the text without knowing a lot about the topic.

v. Predictions

This strategy involves students' thinking about what may appear next in the text. This strategy is pretty uncommon when reading scientific texts, but for narrative texts may be pretty effective.

vi. Bridging

It is the strategy that develops students' ability to link ideas and understanding the relation between sentences/paragraphs/chapters in the text. Making inferences is critical to understanding and to successfully comprehend the text because the reader must make inferences to build a coherent mental model of the information presented in the text.

The six strategies mentioned encourage the readers to use a set of strategies, which lead to better understanding and improvement of readers' ability to explain the text. In higher education most second language learners consciously or unconsciously already have some reading comprehension strategies in their first language, however, not all students have effective strategies. The subject of matter is also whether they are able to use them working with texts of academic nature. Brown (2001) recommends a more detailed list of strategies to apply to classroom techniques that provide students with the techniques to read the text critically. Some of them are related to bottom-up procedures, and others involve top-bottom procedures. All together construct a mixed strategies approach to reading comprehension.

Establish the aim of reading

Purposeful reading gives students an idea about what they are looking for, helps them to weed out potential distracting information, and increases the speed of reading.

Use the graphical rules and laws to help in ascending decoding

For beginner language learners it is usually difficult to make a correspondence between written and spoken language. In this case, they may need an explanation of certain orthographic rules and peculiarities.

Use effective methods of silent reading for a relatively quick understanding

Students try to read the words without pronouncing them and try to visually perceive more than one word at a time, and skip unknown words trying to infer their meaning from the context. This strategy may not work beginner readers, but for an intermediate and advanced level may be quite efficient.

Skimming for main ideas

It is one of the most important strategies for any language learner. Skimming is reading the text quickly moving their eyes across the text for its gist. With the help of this strategy students have an advantage of being able to predict the purpose of the text, the main idea, and supporting ideas.

Scanning text for specific information

It is the other valuable strategy a language learner needs to acquire. Scanning is a quick search for some particular information in a text, such as dates, names, places, definitions of main points, etc. The major role of scanning is finding the necessary information in the text without reading through the whole text.

This strategy is essential for dealing with the texts like manuals, schedules, forms, instructions, etc.

Semantic mapping and clustering

The strategy of semantic mapping/clustering helps students to organize the ideas/information from the text into order/groups to understand the relation between the pieces of data and to see the whole picture (Mozayan, Fazilatfar, Khosravi, &

Askari, 2012).

Guessing

This strategy involves a quite broad range of procedures. Students may need to be able to make guesses about different aspects of the text:

a. Meaning of a word: It is very important to know the meaning of the unknown words.

b. Grammatical link: It is helpful for sensible meaning in the sentences of any text.

c. Discourse rapport: Related and cohesive meaning is conveyed by discourse rapport.

d. Hidden meaning: Contextual and associated meaning is revealed by hidden meaning.

e. Cultural links: It describes the social, cultural aspect of any text.

f. Semantic content: It gives the textual meaning the sentences.

Using this strategy reading becomes a kind of "guessing game" (Goodman, 2003), and "as sooner learners understand this game, the better off they are" (Brown, 2001, p. 309). To be more successful and accurate in guesses students need a lot of appropriate practice.

Vocabulary analysis

Guessing/recognition the meaning of unknown words refers to readers' knowledge of word structure and its peculiarities. It is necessary for students to be aware of the meaning of key information transmitted through prefixes, suffixes, roots, grammatical and semantic contexts.

Understanding the difference between the literal and implied meanings

This strategy may cause some difficulties, so students may need an appropriate explanation and practice to master their ability in distinguishing differences in meaning. Students are required to acquire/apply sophisticated top-down processing skills. Proficient readers in L1 have an advantage over the less literate readers.

Benefit from discourse markers to understand relationships

There are numerous discourse markers, which signal the relationships between

phrases, sentences, paragraphs, ideas, etc. in the English language. Knowledge of discourse markers gives readers an opportunity to understand how the idea is developed in the text and can greatly improve students' reading efficiency. Reading strategies are "plans for solving problems encountered in constructing meaning" (Duffy, 1993, p. 232). Among the wide range of techniques, it is the readers' own decision (if necessary with teacher assistance) to choose the most appropriate set of strategies for better comprehension of the written material. It is clear that "the strategy use is different in more proficient and less proficient readers"(Janzen, 2002, p. 287). Generally "... strategies are essential, not only to successful comprehension but to overcoming reading problems and becoming a better reader and comprehender" (McNamara, 2009, p. 36).

Strategies for Reading Comprehension in different stages of reading by the students

These three phases are pre-reading, while-reading and after-reading phases. Each of them has its own important role. They are all necessary parts of a reading activity. In language classrooms, these phases have to be put in consideration in order to achieve to develop students' reading skills.

A. Pre-reading Stage

"Pre-reading" (warm-up, into, before reading) activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata (Ibid: 16).

Previewing a text with students should arouse their interest and help them approach the text in a more meaningful and purposeful manner as the discussion compels them to think about the situation or points rose in a text. The pre-reading phase helps students define selection criteria for the central theme of a story or the major argument of an essay. Pre-reading activities include: discussing author or text type, brainstorming, reviewing familiar stories (students review Cinderella before reading Cendrillon), considering illustrations and titles, skimming and scanning (for structure, main points, and future directions).

B. While-reading stage

"While-reading" (during, through reading) exercises help students develop reading strategies, improve their control of the foreign language, and decode

problematic text passages. Helping students to employ strategies while reading can be difficult because of individual student control and need different strategies.

Nevertheless, the teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of "guided reading" activity sheets. Such practice exercises might include guessing word meanings by using context clues, word formation clues, or cognate practice; considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing reference words, and predicting text content; reading for specific pieces of information; and learning to use the dictionary effectively.

c. Post-reading Stage

"Post-reading" (after, follow-up, beyond reading) exercises first check students' comprehension and then lead students to a deeper analysis of the text, when warranted (Ibid: 16). Because the goals of most real world reading are not to memorize an author's point of view or to summarize text content, but rather to see into another mind, or to mesh new information into what one already knows, foreign language reading must go beyond detail eliciting comprehension drills to help students recognize that different strategies are appropriate with different text types. For example, scanning is an appropriate strategy to use with newspaper advertisements whereas predicting and following text cohesion are effective strategies to use with short stories. By discussing in groups what they have understood, students focus on information they did not comprehend, or did not comprehend correctly. Discussions of this nature can lead the student directly to text analysis as class discussion proceeds from determining facts to exploring deeper ramifications of the texts.

d. Follow-up Stage

"Follow-up" exercises take students beyond the particular reading text in one of two ways: by transferring reading skills to other texts or by integrating reading skills with other language skills (Phillips, 1985). Transferable reading strategies are those that readers can assimilate and use with other texts. Exercises that emphasize the transfer of skills include beginning a new text similar to a text for which effective strategies have already been taught, i.e., giving students the front page of a newspaper to read after they have learned to read the table of contents of a journal. Integrative

activities use text language and ideas in foreign language listening, speaking, and/or writing. Integrative skills exercises include such activities as students reacting to texts with summaries, new endings, or pastiches; reenacting text; dramatizing interviews based on the text; carefully listening for key words or phrases in authentic video or audio tapes; and creating role-play situations or simulations of cultural experiences.

The Effectiveness of Directed Reading

According to Akyel and Ercetin (2009), cognitive strategies could aid readers in establishing meaning from written text. Sheorey and Mokhtari (2001) classified reading strategies into three categories;

- i. Meta-cognitive Strategies: Techniques which were consciously and meticulously planned skills applied by learners to manage their reading.
- ii. Cognitive Strategies: Definite actions and steps used by learners while working with the written text.
- iii. Support Strategies: Readers using instruments to understand the text such as taking notes, highlighting or underlining the text or using a dictionary. EFL reading strategies are made up of three different divisions: problem-solving, global and support. Problem-solving strategies refer to the use of strategies when reading complex parts of a text. Global strategies involve outlining how to read and managing comprehension. Problem-solving strategies require the use of devices and techniques to understand a text. Meta-cognitive strategies were renamed as global reading strategies and cognitive strategies as problem-solving reading strategies (Sheorey, & Mokhtari, 2002). Other researchers classify reading strategies as contextual guessing, skimming and scanning, reading for meaning, employing background knowledge, identifying text form and etcetera (Cohen, 1998; Hsu, 2006). It is fundamental to acknowledge that there cannot be a sole model for reading across different genres, assignments and aims. Research has contributed to the development of three main reading strategies;
 - a. Bottom-up strategies The conventional bottom-up model was influenced by Behaviorist Psychology in the early 1950s and 1960s. Interactive models Interactive models are the most popular models of the reading process (Day, & Bamford, 1998 interpretations. The function of “monitor” instructs the three

mentioned roles and decides which role should take over during the reading process.

Empirical Review

To accomplish a task, different strategies are used. Likewise, for reading comprehension a number of strategies are used which have been mentioned by many scholars and researchers. Some of the prominent scholars are as mentioned here who revealed the role of different strategies for reading comprehension.

A Review of Reading Strategies and Models in Learning and Teaching of English as a Foreign Language 19 Hamza and Nur Salina (2018) investigated the reading comprehension strategies among EFL learners in higher education formal (under linguistic schema), formal construction (under EFL learners' understanding in schema), cultural knowledge (under cultural schema), prior knowledge, and conceptual knowledge (under content schema). It was found that reading strategies enhances institutions. The study used a qualitative method and 10 Arab students were interviewed from three Malaysian public universities. Inductive thematic approach was used to analyze the data. The results showed that the most frequently applied reading strategies among the EFL learners were logical knowledge English reading materials. Al-Seyabi and Tuzlukova (2015) explored the reading problems and strategies of EFL in the Omani context by administering a questionnaire about EFL reading problems and strategies. The participants were 1114 students from grade 11 to 12 in a post-basic school, and 317 university foundation programme students. Yusof, Shah, & Bataineh, (2007) examined the use of reading strategies by Malaysian ESL students. Thirty-two respondents were selected and were required to read a text and answer a questionnaire regarding reading strategies. It was reported that some of the strategies were used more frequently by the respondents. This study suggested that more reading strategies should be utilized when teaching EFL students. Chen and Chen (2015) investigated high school students' use of EFL reading strategies in Taiwan. The instrument was Survey of Reading Strategies (SORS). The result indicated that students were aware of the reading strategies that they applied in their readings. Participants showed a preference towards support strategies, problem-solving strategies and global reading strategies. Meniado (2016) conducted a quantitative study (t-tests) on Saudi EFL students' reading strategies, reading comprehension performance and motivation. The

respondents were 60 randomly selected EFL students. The study revealed that when reading a text, the respondents used meta-cognitive reading strategies moderately.

Similarly, Padam Lal Bharati, Department of English Saptagandaki Multiple Campus also investigated about the strategies used in reading comprehension according to the purpose of the reading by the students.

Likewise, a research entitled "Learning Strategies used by Maithili learners of English of secondary level" was conducted by Rain (2006). His findings were that the learners used the techniques as memorizing the meaning, translating the meaning into their mother tongue and by means of synonyms and antonyms while learning vocabulary of the sentence.

Bhandari (2010) conducted or research on "Reading Comprehension Ability of Primary Level English Teachers." The objective of the study was to find out the reading comprehension ability of primary level English teachers and to compare their ability in terms of experience and training.

Devkota (2003) carried out a study entitled 'A study of learning strategies used in studying literature' to find out learning strategies employed in studying English. The study showed that while studying text, the students note down the difficult words and consult dictionary and translate only some difficult words into their mother tongue.

A research entitled "Scaffolding: Strategies for Improving Reading Comprehension Skills" was conducted by Babbitt (2002) revealed the use of reading strategies improved the reading abilities of most students, their interaction with the text, and finally students not only understood the text but also remembered every part of the story they have read. His recommendation for using strategies for reading comprehension resulted fruitfully including the eight scaffolding strategies.

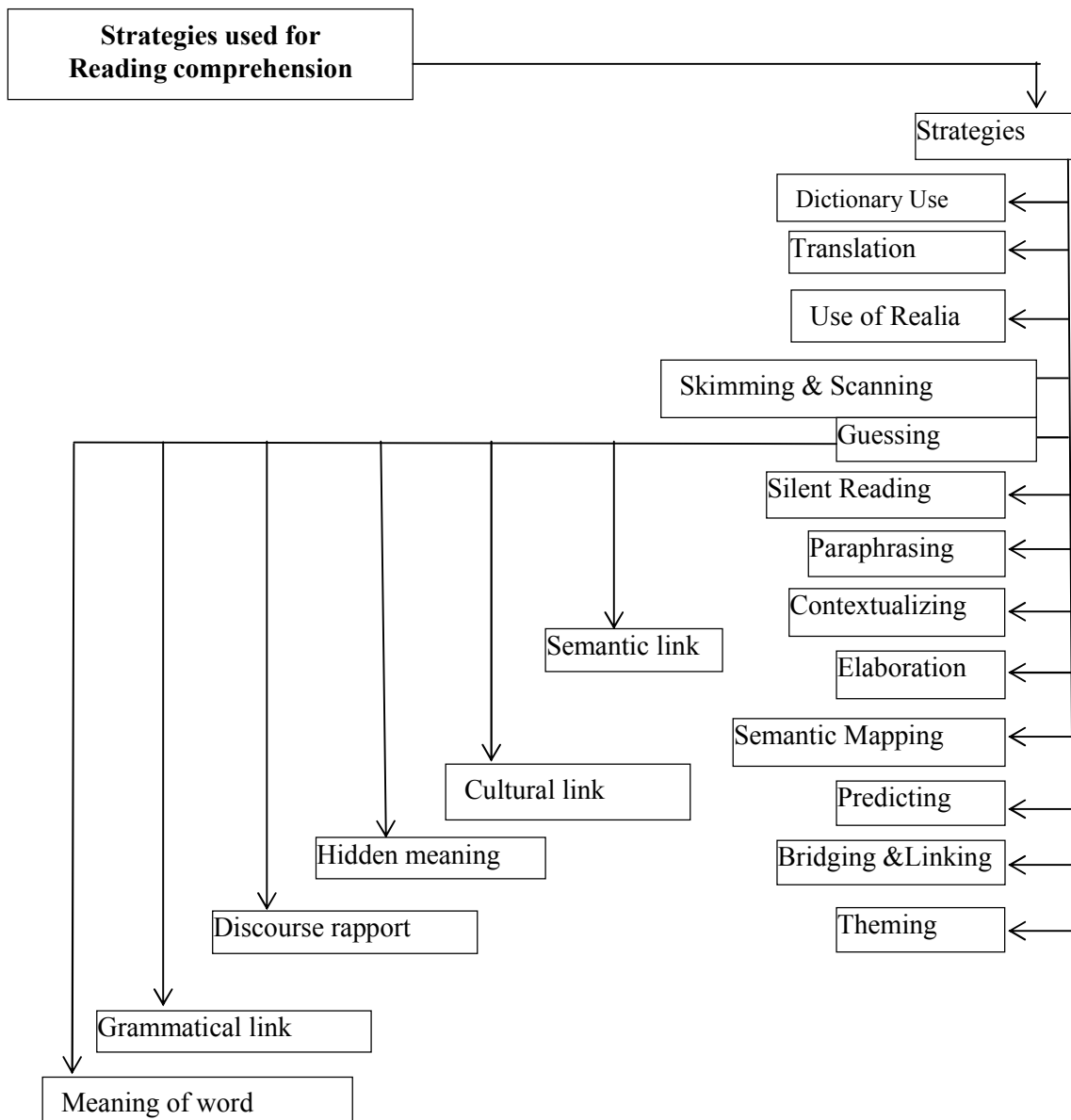
All of the aforementioned studies were carried out to find out the role of strategies for reading comprehension. Some of the studies were related to the students reading comprehension and some others were related to the purposes of the reading comprehension alone with the different strategies used for them. But none of them were related to both the reading comprehension and strategies used for reading comprehension at same time. In this regard, this study was carried out to find out the strategies adopted by learners for reading comprehension by eighth graders.

Implication of the Reviewed Literature

The review of related research was helpful to guide the researcher to understand the research work. Besides it, the researcher was able to meet the objectives with the help of data analysis as well as conclusion drawn on the basis of results found in the research.

Conceptual Framework

A conceptual framework is an analytical tool with several variations and context applied in different categories of work where an overall picture is needed. This is the overall view of a research work. To complete this research work, the researcher had also designed a frame. The following figure resembles the conceptual framework for this study:



CHAPTER THREE

METHODOLOGY AND PROCEDURES OF THE STUDY

Design of the Study

The researcher used survey research design. For this purpose, the researcher went to targeted areas and performed research work by collecting the required data with the help of data collection tool then the researcher had analyzed the data, interpreted it and came to the conclusion. It is important for research without which further actions can't be performed.

Source of Data

Every research is done for some specific information which can be extracted from different methods and tools based on the type of research. The data were collected and analyzed from the following two points:

Primary Source of Data

The researcher visited five different schools of Koshi Rural Municipality of Sunsari district. They are given below:

- i. Shree Rastriya Secondary School, Koshi Rural Municipality- 01, Sunsari.
- ii. Shree Rastriya Secondary School Shripur, Koshi Rural Municipality- 05, Sunsari.
- iii. Shree Sunsari Model Public School, Koshi Rural Municipality- 01, Sunsari.
- iv. Shree Mithila Public Secondary School, Koshi Rural Municipality- 01, Sunsari.
- v. Shree Koshi Janta Secondary School, Koshi Rural Municipality- 06, Sunsari.

The researcher collected the responses made by the students from the selected school where teachers played the role of facilitators. The aforementioned institutions are the leading and good result providers of the Koshi rural municipality, Sunsari. Apart from it, the researcher himself is a resident of the same local level. Therefore, data collection became easily accessible.

Secondary Source of Data

The researcher utilized different books, articles, sayings, and online materials as secondary sources of data collection for the research work.

Population Sample and Sampling Procedures

Five schools of Koshi rural municipality, Sumsari were selected for sampling procedures where ten students of each school were randomly selected to avoid biasness and partiality. All the students of target class couldn't be involved for sampling procedure. Therefore, random sampling procedures were applied for the data collection. A concerned teacher of each school was selected for sampling procedures purposively.

Altogether fifty students and five subject teachers were the sample of population for the study. Those students were sampled randomly. The researcher had selected those schools so that the learning strategies applied in different scenario could be observed.

The targeted population was provided with a set of questionnaires where students were forwarded with twenty closed ended questions and the teachers with twenty closed and three open ended questions. The responses given by the targeted population were referred as primary data. Those primary data were sampled for the correct data to be studied for accurate outcome. Among five different schools, ten students along with a English teacher from each school were selected using simple random sampling method for the study.

Tools for Data Collection

The researcher collected information using questionnaire for the students as well as teachers as research tool (See Appendices-I, II, III and IV). It is very reliable tool for data collection because students as well as teachers can response the questions on the basis of their experiences instantly.

Data Collection Procedures

The researcher visited the sample schools and talked with the authority informing them for the purpose of visit. After taking permission from the principal of each school, the researcher provided a set of questionnaires to the students and the teachers separately. Twenty closed questions were asked to the students whereas teachers with twenty closed and three open ended questions. The researcher gave instructions to the students and asked the teachers to facilitate for showing their responses. The students were asked to respond on the first day of visit whereas teachers were provided with the set of questionnaire on the visit day but to be

collected the next day. They were requested to show their responses. Next day, the researcher went to the same school for collecting the responses made by the teachers. The collected data were compared with theoretical framework to find out the truth.

Data Analysis and Interpretation Procedures

While analyzing the data, both quantitative and descriptive methods were used. In next chapter, the researcher analyzed and interpreted the collected data in order to identify the strategies used by grade eight students for reading comprehension and the teachers were asked to share their experiences of same level about their teaching strategies for students' reading comprehension using different strategies. As the sample students and sample teachers have responded the questionnaire, their responses are described on the basis of the data presented on the table. The researcher has tabulated the responses for each of the questionnaire separately.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Results

The study had been conducted for the students. They were provided with similar objective questionnaire including set of twenty questions. Their responses have drawn certain results. The outcome of this study is presented on the research topics.

Most Frequently Used Strategies in Reading Comprehension

Altogether twenty objective questions were used as research tool. Among them, eighteen strategies were frequently being implemented by the learners. All these eighteen strategies are mentioned below;

- i. This study showed that 65% of the total students always use bilingual dictionary for Nepali equivalent for reading comprehension.
- ii. This study resembled that 55% of the total students always consult with peers for the meaning of difficult sentences for reading comprehension.
- iii. Out of total students, 70% students always summarize the text for reading comprehension.
- iv. Majority (57%) of the students responded that they always guess meaning from the context for reading comprehension.
- v. The respondents (60%) responded that they ask the subject teacher to translate English sentences into Nepali for reading comprehension.
- vi. Out of total 55% percent students responded that they always skim the text to get the theme instantly.
- vii. The strategy 'asking teacher for explanation of the prose in class for reading comprehension' was found being implemented by 70% informants.
- viii. Out of total sample population, 58% responded that they always scan the text for the information for reading comprehension.
- ix. Nearly 80% of respondents responded that they use glossary section of text book for reading comprehension.

- x. The strategy 'reading the text aloud for reading comprehension' was used by 63% students.
- xi. Out of 70% respondents break the passage into small paragraphs for reading comprehension.
- xii. Total 54% respondents responded that they use realia (real objects) for reading comprehension.
- xiii. Majority of respondents (70%) ask their teacher for explanation of the prose for reading comprehension.
- xiv. All of the respondents (72%) responded that they use their own strategies for reading comprehension.
- xv. Out of total respondent, 80% responded that they always request teachers to provide synonyms and antonyms
- xvi. Majority of respondents (70%) responded that they break the poems into three stages namely pre-reading, while-reading and post-reading stages for reading comprehension.
- xvii. Sixty five percent (65%) respondents responded that they read the chapter silently for reading comprehension.
- xviii. Out of 45% respondents responded that they used poems to build up the sense of literary words for reading comprehension.

Apart from these strategies, some other strategies were sometimes used by the learners. Doing sometimes means they neither follow it strictly nor neglect them. They utilized them whenever they need them.

Least Frequently Used Strategies for Reading Comprehension

Just as some of the strategies were frequently used so as there are some strategies which were not implemented by the learners so far in comparison to the most frequently used strategies. The forwarded strategies were the least used strategies in accordance to the most frequently used strategies. These strategies are listed below;

- i. Out of total respondent 50% responded that they never use English newspapers for reading comprehension.

- ii. This study resembled that 55% of the total students always consult with peers for the meaning of difficult sentences for reading comprehension.
- iii. Out of total students, 30% students never summarize the text for reading comprehension.
- iv. Nearly 43% of the students responded that they did not guess meaning from the context for reading comprehension.
- v. This study resembled that 54% of the total students sometimes consult with peers for the meaning of difficult sentences for reading comprehension.
- vi. All of the respondents (22%) responded that they did not use their own strategies for reading comprehension.
- vii. Out of total respondent, 20% responded that they never request teachers to provide synonyms and antonyms
- viii. Nearly 20% of respondents responded that they did not use glossary section of text book for reading comprehension.
- ix. The strategy 'reading the text aloud for reading comprehension' was rarely used by 55% students.
- x. Out of total 14% percent students responded that they never skim the text to get the theme instantly.
- xi. Out of total sample population, 35% responded that they sometimes scan the text for the information for reading comprehension.
- xii. The respondents who responded that they never use helping book for Nepali equivalent were 40%.
- xiii. Out of total students, 18% of the informants responded that they seldom use realia for reading comprehension.

Most Frequently Used Strategies for Teaching Reading Comprehension

The sampled teachers responded on the basis of questionnaire provided to them and accordingly the data were drawn averaging the responses in percentage as well as in numbers. The followings are the strategies that teachers used for teaching reading comprehension frequently;

- i. The sampled teachers' responses showed that 80% teachers always suggested their students to summarize the text for reading comprehension.
- ii. The teachers' responses showed that 60% teachers always suggested their students for silent reading for reading comprehension.
- iii. Out of total sampled teachers, 60% of them responded that they always suggested students to predict the theme of the text for reading comprehension.
- iv. Majority of teachers (80%) responded that they always suggested the students to make connection between pictures and the text.
- v. Out of total sample teachers, 60% of them responded that they always suggested the students to break the passage into paragraph for reading comprehension.
- vi. The responses of the sampled teachers 60% showed that they always suggested the students to read English newspaper for reading comprehension.
- vii. The data of the sampled teachers' showed that 80% of them always provided synonyms and antonyms of difficult words in the sentence for reading comprehension.
- viii. Most of the teachers (80%) responded that they always suggested their students to use the glossary section of the text book for reading comprehension.
- ix. Out of total sampled teachers, 80% responded that they always suggested their students to consult with peer for reading comprehension.
- x. The strategy of skimming the text for reading comprehension was always suggested to the students by 80% of sampled teachers.
- xi. The data of teachers' responses showed that 60% of sampled teachers always suggested to the students to scan the text for reading comprehension.
- xii. Among the total teachers, 60% responded that they always suggested students to use realia for reading comprehension.
- xiii. All the sampled teachers (100%) responded that they used their own strategies for teaching reading comprehension.

Least Frequently Used Strategies for Teaching Reading Comprehension

The teachers involved in sampling procedure for data collection only used 'always and sometimes' alternatives for their responses respectively. They did not focus the strategies of using translation in students' mother tongue, telling Nepali

equivalents of English sentences, always reading aloud, using bilingual dictionary for Nepali equivalents.

The analysis of the data through close and open ended questions, responses showed that all the teachers tried their best to apply different strategies used for reading comprehension for better understanding as well as outcomes. Their opinion showed that they knew varieties of strategies to be utilized for the teaching reading comprehension, but they used only most frequently used strategies for teaching reading comprehension. Their opinion showed that they focused the strategies that helped the students for better comprehension in only English exposure which enabled them think in English like environment.

Discussions on Students' Responses

This section of the study is focused on the analysis and interpretation of the collected data based on students' responses. While analyzing the data both quantitative and descriptive methods were used. In this chapter, the researcher analyzed and interpreted the collected data in order to identify the strategies used for reading comprehension by grade eight students. There were twenty items in the questionnaire to find out the strategies that the students applied for reading comprehension for the texts and passages in their textbook. As the sample students have responded the questionnaire, their responses are described separately on the basis of the data presented on the table below:

Translating the English Sentences into Nepali

In context of our country, lots of students prefer their teachers translating difficult English sentences into Nepali. It is so because they find it easier to comprehend English sentences into Nepali. The sample students also had responded somehow similar to this ideology. Their responses can be seen in the table below:

Table 1

Translating English Sentences into Nepali equivalent

Translating English Sentences into Nepali equivalent	Always	Sometimes	Rarely	Never
Students' Response	60%	30%	8%	2%

Table 1 shows, out of hundred, sixty percent (30) students put the check mark on the option 'always'. Thirty percent (15) of the total students put a check mark on the option sometimes whereas eight percent (4) and two percent (1) of the students ticked on the option 'rarely' and 'never' respectively. This data shows that this strategy is always used by the highest number of the students.

This strategy resembled with the findings of Adhikari, K. (2019) that students used translating for reading and learning.

Consulting with Peer

The outcome of learning is more when learning is done with the involvement of friends. It can make the learning more reliable and the learnt behavior can last for long. Here, an individual gets chance to make his/her peer involve in reading comprehension procedures. They even can ask their friend easily if they don't understand the meaning of the difficult sentences. In this regard the students have shown the following responses:

Table 2

Consulting with Peer for the meaning of difficult Sentences

Consulting with peer	Always	Sometimes	Rarely	Never
Students' Response	55%	35%	5%	5%

Table 2 shows, fifty five percent (28) of the students always used this strategy. Thirty five percent (18) students sometimes used this strategy. Only five percent (2) students said that they rarely used this strategy and five percent (2) of them never used this strategy. This information indicates that most of the students prefer consulting with their peer for knowing the meaning of difficult sentences for reading comprehension.

My finding got the similar fact that of the finding of Adhikari, K.(2019) that the students consulted with peer for the meaning of difficult sentences.

Summarizing the Text for Reading Comprehension

It was the third question being asked. Summarizing the text is very enhancing for getting the gist and the theme of the text for reading comprehension. This strategy

is used to get the main idea of the text which may be lengthy as well as difficult to understand. For getting the summary of the text, the students have given the following responses:

Table 3

Summarizing the text

Summarizing the text	Always	Sometimes	Rarely	Never
Students' Response	70%	15%	8%	7%

Table 3 shows, seventy five percent (35) of the students always summarized the text for reading comprehension. Fifteen percent of students (8) sometimes used this strategy. Only eight percent (4) students said that they rarely used this strategy and seven percent (3) of them never used this strategy. This information indicates that most of the students prefer summarizing text for reading comprehension.

This strategy was also found by the Rain (2006) which revealed the summarizing the text gave them more clear ideas.

Use of Bilingual Dictionary

It was the third question being asked. The dictionary that uses two languages to define the meaning of words from a language is bilingual dictionary. It is useful for the learners for learning English words into Nepali equivalent since they can find their mother tongue's equivalent in the dictionary. They find the use of dictionary very helpful to comprehend the sense of difficult English sentences. The responses done by the students of sample schools are presented below:

Table 4

Use of Bilingual Dictionary

Use of bilingual dictionary	Always	Sometimes	Rarely	Never
Students' Response	65%	24%	8%	3%

Table 4 depicts, sixty five percent (32) students put check mark on the option 'always', twenty four percent (12) on the option 'sometimes', eight percent (4) on the option 'rarely' and three percent (2) on the option 'never'. This data depicts that

learners use both bilingual and monolingual dictionary as a strategy for understanding the meaning of new words in the sentences for reading comprehension.

Here, my finding got the similar fact that of the Adhikari, K. (2019) that using bilingual dictionary helped the students getting the clear meaning the words, phrases for reading comprehension.

Reading Silently for Reading Comprehension

The strategy of reading silently improves student's understanding because it helps them concentrate on what they are reading, rather than the pronunciation of individual word. When we read the text silently, we can form mental pictures of the content being illustrated. It is very helpful for reading comprehension. The responses made by the teachers for this strategy is tabulated below:

Table 5

Reading Silently for Reading Comprehension

Reading Silently	Always	Sometimes	Rarely	Never
Students' Response	65%	35%	0%	0%

Table 5 shows, the number of students who always used this strategy are sixty five percent (32). Thirty five percent (18) of the students sometimes used this strategy. None of the students rarely used this strategy and so did with never. It means all the students prefer this strategy as well to be implemented during the reading comprehension. The research of Bhandari, R. (2010) revealed the same strategy that silent reading gave more cognitive impacts to comprehend any text.

Guessing the Meaning of the Sentences from the Context for Reading comprehension

In the learning phase, even the prediction of meaning can lead us towards success in the field of reading comprehension. When the unfamiliar topic appear in the text, its meaning can be assumed based on the other clues like pictures, pre-reading questions as well as the context presented in the text. The responses made by the students of selected schools in this topic can be seen below:

Table 6*Guessing the Meaning from the Context*

Guessing the meaning from the context	Always	Sometimes	Rarely	Never
Students' Response	57%	43%	0%	0%

Table 5 shows that this strategy is always used by fifty seven percent (28) of the students. Forty three (22) percent sometimes used this strategy whereas none of the students used 'rarely and never' for this strategy. It proves that this strategy also is one of the frequently used strategies.

My finding resembled that of the Adhikari, K. (2019) that students used this strategy for reading comprehension.

Repeating the text for Reading Comprehension

Repeated reading is the practice of having a student read the same text over and over until their ideas, main theme achieved. Other benefits of repeated readings include helping all readers with fact recall, serves as a study strategy, aids in students' identification of what's important in their reading. Overall, it increases comprehension and results in more advanced questioning and insight. The responses of the students from the selected school can be seen below:

Table 7*Repeating the Text for Reading Comprehension*

Repeating the text	Always	Sometimes	Rarely	Never
Students' Response	30%	20%	7%	43%

Table 7 indicates that thirty percent (15) students always used this strategy. Twenty percent (10) students sometimes used this strategy. Only seven percent (4) of the respondents used the rarely and out of forty three percent (21) used 'never' for the response. My finding is similar to Ghimire, G.P. (2011) which reveals that repeating the chapter/text helped the students to grasp clear concept from the same text.

Skimming the Text to Get the Theme Instantly for Reading Comprehension

This strategy is one of the best to be used because learners get opportunity to search the information the readers want to find out for their reading comprehension. It is one of the tools one can use to read more in less time. It refers to looking only for the general or main idea. The response of the students can be seen in the table below:

Table 8

Skimming the Text

Skimming the Text	Always	Sometimes	Rarely	Never
Students' Response	55%	35%	5%	5%

The table 8 represents fact that out of total students, fifty five percent (27) always used this strategy. Thirty five percent (17) of them used this strategy for sometimes. Only five percent (3) of students rarely used this strategy. Minority of the students (3) used the alternatives 'never'.

My finding resembled with Babbit (2002) that the use of this strategy was preferred by majority of the students for reading comprehension.

Reading English Newspapers

Reading has been one of the chief methods to learn a language since study of language started. Reading newspaper enables learners to come across lots of new words and sentences for reading comprehension. This strategy received the following responses:

Table 9

Reading English Newspaper

Reading English newspapers	Always	Sometimes	Rarely	Never
Students' Response	20%	25%	5%	50%

As the data, in table 9, shows that only twenty percent (10) students always used this strategy. Twenty five percent (12) students sometimes used this strategy. Only five percent (2) students said that they rarely used and fifty percent (25) never

used this strategy. It shows that most of the students never preferred using newspaper as a strategy for reading comprehension.

Using Poems for Reading comprehension

Poetry is the art of producing pleasure by putting the expression, feelings and imaginations in a beautiful metrical language in a specific form different from the prose. The strategy for using poems for reading comprehension is a unique way because of its language where literary words are used for enhancing the daily speech. To understand a poem is to comprehend other piece of writing. Therefore, poems are used for reading comprehension. The responses made by the teachers for this strategy is given below:

Table 10

Using Poems for Reading comprehension

Using poems	Always	Sometimes	Rarely	Never
Students' Response	45%	50%	03%	02%

This strategy is one of the best to be used since learners get opportunity to learn and understand the literary sentences that they are not familiar with. The data in table 10 showed, forty five percent (23) students always used this method. Remaining fifty percent (25) students used this strategy for sometimes. Only three percent (31) students rarely used this strategy and two percent (1) used this strategy for never for reading comprehension.

My finding had the similar fact that of Brown (2001) who concluded that using poems for reading comprehension proved a good strategy for students.

Asking the Teacher to Tell the Synonyms and Antonyms of Difficult Words in the Text

A teacher should make the students learning more familiar situation providing possible alternative ways like telling them the synonyms and antonyms of difficult words in the sentences for reading comprehension. That's why they should provide the synonyms and antonyms of the new words in the text for the learners. The responses made by the students for this strategy is given below:

Table 11*Telling the Synonyms and Antonyms*

Telling the synonyms and antonyms	Always	Sometimes	Rarely	Never
students' Response	80%	20%	0%	0%

Table 11 depicts that this strategy was sometimes used by twenty percent (10) of the total students i.e. one out of five students. None of the students used this strategy. Eighty percent (40) i.e. four out of five students always used this strategy but no students selected the option 'never'. It indicates students ask for synonyms and antonyms for the difficult words in the sentences for reading comprehension.

This finding resembled with the finding of the researcher Babbit (2002) in his "Eight reading strategies" and concluded that using synonyms and antonyms for difficult word in the sentences helped for reading comprehension.

Use of Glossary Section of the Book

The text book of class eight has a glossary section at the back of the book. It contains almost all the unfamiliar words being used in the text. Encouragement of teachers for utilizing this part will be beneficial for the learners. The students of grade eight used the glossary section of the text book for reading comprehension. The responses made by the students for this strategy can be seen below:

Table 12*Use of Glossary Section of the Book for Reading Comprehension*

Use of glossary section of the book	Always	Sometimes	Rarely	Never
Students' Response	80%	20%	0%	0%

Table 12 indicates, eighty percent (40) of students used the option always. Twenty percent (10) students sometimes used this method to teach the new word whereas none of the students opined that this strategy rarely and never used. It means students use the glossary section of the book for reading comprehension.

My finding resembled the finding of Adhikari, K. (2019) which revealed that most of the students preferred to using of glossary section of the book for reading

comprehension.

Scanning the Text for Reading Comprehension

It is a strategy to examine carefully and closely to find out the information that the students are scanning the text for reading comprehension. It is very helpful to scan any passage or text to the idea and the theme of the text for further activities. The responses made by the students for this method can be seen below:

Table 13

Scanning the Text

Scanning the Text	Always	Sometimes	Rarely	Never
Students' Response	58%	35%	7%	0%

Table 13 represents that fifty eight percent (28) of the students always used this strategy. Thirty five percent (18) of the students selected the options i.e. 'sometimes', and only seven percent (4) of the students used 'rarely'. None of the students used 'never' for their responses. This data indicates that most of the students prefer to use this strategy for reading comprehension.

This finding had similar fact that of the finding of Babbit (2002) that said the scanning helped the students to get the meaning for reading comprehension.

Taking Help from Elder Brothers and Sisters for Reading Comprehension

Taking help from elder brothers and sisters is very handy and easy to ask for meaning as well as explanation of unknown words and difficult sentences because they can play the role of mentor, guide for younger sisters and brothers. Students feel difficult when they find some sentences not easy for them to understand because of literary words, unfamiliar phrases. In this situation, their elder brothers and sisters help them for reading comprehension. The responses made by the students for this strategy can be seen below:

Table 14*Taking Help from Elder Brothers and Sisters*

Taking Help from Elder Brothers and Sisters	Always	Sometimes	Rarely	Never
Students' Response	33%	54%	7%	6%

Table 14 shows that only thirty three percent (16) of the students always used this strategy. Fifty four percent (27) of the students selected the options i.e. 'sometimes', and only seven percent (4) of the students used 'rarely'. Very a few six percent (3) students used 'never' for their responses. This data indicates that most of the students sometimes prefer to use this strategy for reading comprehension.

The research of Adhikari, K.(2019) revealed that similar fact that of my finding which showed that most of the students sometimes preferred using strategy.

Using Helping Book for Nepali Equivalent

Using helping book, here, means using guide book. This book presents the English text in Nepali language. English as a foreign language sometimes becomes difficult to understand the meaning of the sentences in the text book. So that, students prefer to use reference books e.g. guide book for Nepali equivalent. The responses of the students for this technique can be seen below;

Table 15*Using Helping Book for Nepali Equivalent*

Using helping book for Nepali equivalent	Always	Sometimes	Rarely	Never
Students' Response	10%	23%	16%	51%

This study revealed that most of the students fifty one percent (26) never prefer to use the helping book. Only ten percent (5) students always use guide books for Nepali equivalent. Twenty three percent (11) students sometimes used the references for Nepali equivalent. Sixteen percent of students (8) rarely used helping books to find English sentences into Nepali equivalent.

Asking for Explanation of the Prose for Reading Comprehension

This strategy is widely used in the context of Nepali classroom. Teachers find it quite easy to explain any topic which is the demand of the student too. It is in fact preferable method to explain especially the prose for the students. Most of the students ask for explanation of the prose because of the lengthy chapters. The responses made by the students for this method can be seen below:

Table 16

Asking for Explanation of the Prose

Asking for Explanation	Always	Sometimes	Rarely	Never
Students' Response	70%	21%	6%	3%

Table 16 represents that seventy percent (35) of the students always used this strategy. Twenty one percent (11) of the students selected the options i.e. 'sometimes', and only six percent (3) of the students used 'rarely'. A few the (1) students used 'never' for their responses. This data indicates that most of the students prefer to use this strategy for reading comprehension.

My finding resembled with Devkota, B.R. (2004) that explanation for prose indeed helped students for reading comprehension.

Reading the Chapter Aloud for Reading Comprehension

Reading aloud helps students learn how to use language to make sense from the text. It improves their information processing skills, Vocabulary and comprehension. It helps to concentrate the mind for better understanding. While reading aloud one has to read text with tone and intonation which helps to get the real sense. Therefore, this strategy is helpful for reading comprehension. The responses of the students for this technique can be seen below:

Table 17*Reading the Chapter Aloud for Reading Comprehension*

Reading the Chapter Aloud	Always	Sometimes	Rarely	Never
Students' Response	63%	25%	7%	5%

This question reveals that sixty three percent (31) students always used this strategy whereas twenty five percent (12) students sometimes liked this method. Only seven percent (4) students rarely used it and a very few students (2) never used it. This table revealed that a large number of students preferred to use this strategy for reading comprehension.

The research of Kumar, R. (2006) showed aloud reading enhance the cognitive domain of the mind which facilitated the reading comprehension.

Breaking the Passage into Small Paragraphs for Reading Comprehension

The paragraph is the basic unit of the passage. By breaking down an unwieldy and cumbersome passage into smaller pieces, it is easier to comprehend ideas and intentions and to follow the organizational structure. Students sometimes feel difficult to grasp the overall theme and idea of the passage due to its lengthy presentation. Therefore, breaking the passage into paragraph becomes easy to understand which is recommended strategy for students for reading comprehension. The responses of the students for this technique can be seen below:

Table 18*Breaking the Passage into Small Paragraphs*

Breaking the Passage	Always	Sometimes	Rarely	Never
Students' Response	70%	25%	5%	0%

This is one of the most frequently used strategies among all the strategies being tested. Table 18 showed that seventy percent (35) students always used this strategy. Similarly, twenty five percent (13) students sometimes used this strategy. Only five percent (2) students rarely used this strategy for reading comprehension. No students responded for the last one options provided for them i.e. 'never'.

The aforementioned table 18 showed that most of the students preferred to break the passage into paragraphs for their reading comprehension. Bhandari, R. (2010) concluded that breaking passage into paragraph helped the students to comprehend the chapter clearly. The similar data of my finding showed the same conclusion.

Use of Realia (real object) for Reading Comprehension

It is one of the widely used strategy for bring the real objects in the classroom made by the students to be clear about the topic and the content both. Simply, reading refers to the cognitive process where a kind of clear concept should be visualized using realia in the classroom. This strategy is one of the best to be used because learners get opportunity to see the real object for the word that they are not familiar with. The response of the students can be seen in the table below:

Table 19

Use of Realia

Use of realia	Always	Sometimes	Rarely	Never
Students' Response	54%	31%	10%	5%

Out of total students, fifty four percent (27) always used this strategy. Thirty one percent (15) of them used this strategy for sometimes. Only ten percent (5) of them rarely used this strategy and a very few five percent (3) of them never used this strategy.

The aforementioned data revealed that the majority of students preferred to use realia in the classroom for reading comprehension. My finding and the Adhikari, K. (2019) findings were resembled in the point of using realia in the class for clear concept for reading comprehension.

Setting up Own Strategy for Reading Comprehension

In the era of modern classroom, we find a heterogeneous group of students whose capacities, cognitive development and way of perception differ from students to students. Therefore, they set up their own strategy to read the chapter. It is said that no single strategy works while reading the text because within the same text many strategies, methods and tricks can be used. The response made by the students of

sample school is tabulated below:

Table 20

Setting up Own Strategy

Setting up Own Strategy	Always	Sometimes	Rarely	Never
Students' Response	72%	22%	6%	0%

This is one of the modern concept that setting own strategy is learning the chapter on their own rhymes and the rhythm. Table 20 showed that seventy two percent (36) students always used this strategy. Similarly, twenty two percent (11) students sometimes used this strategy. Only six percent (3) students responded for the third options provided for them i.e. 'rarely' and none of the students responded for the last option 'never'.

The aforementioned data showed that majority of students have their own strategies regarding the text for reading comprehension which show the concept of post –methodology. My research data and the students' responses showed the preference towards own strategies on which Kumar, R. (2006) revealed the same strategy preferred by the readers.

Discussion on Teachers' Responses

This section of the study is focused on the analysis and interpretation of the collected data based on teachers' responses. While analyzing the data, both quantitative and descriptive methods were used. In this chapter, the researcher analyzed and interpreted the collected data in order to identify the strategies used by teachers of grade eight.

There were twenty close ended items in the questionnaire to find out the strategies that the teachers applied for teaching reading comprehension for grade eight students. According to the responses of sample teachers of the selected school through the questionnaire (See Appendices-III and IV), their responses are described separately on the basis of the data presented on the table below.

Suggesting Summarizing the Text for Reading Comprehension

Summarizing the text for reading comprehension is widely used strategy both

for teachers and the students. It helps to get gist of the text easily. It has been one of the best ways of getting ideas, theme and conclusion. The response made by the teachers of sample school is tabulated below:

Table 21

Suggesting Summarizing the Text for Reading Comprehension

Summarizing the text	Always	Sometimes	Rarely	Never
Teachers' Response	80%	20%	0%	0%

Table 21 shows, out of five sample teachers, eighty percent (4) of them responded that they always used this strategy. Twenty percent of teachers (one out of five) responded that they sometimes used this strategy for teaching reading comprehension. None of the teachers opined that they seldom and never used this technique to teach reading comprehension. This indicates that majority of teachers prefer to apply this strategy for teaching lessons.

Suggesting for Reading the Text Silently for Reading Comprehension

Reading a text is a cognitive and analytical process through which students try to get ideas, new lesson from the same text. The message of the chapter is gained only reading the text, but the strategy for reading plays a significant role. Therefore, silent reading is preferred by most of the students which enable them to get messages from text. So, the teachers suggest students for this strategy. The response made by the teachers of sample school is tabulated below:

Table 22

Suggesting for reading the text silently for reading comprehension

Reading the text silently	Always	Sometimes	Rarely	Never
Teachers' Response	60%	40%	0%	0%

Table 22 shows, sixty percent (three out of five) teachers always used this strategy. Similarly, forty percent of teachers (two out of five) sometimes used this strategy for teaching reading comprehension. None of teachers responded to 'rarely

and never' respectively. Their responses showed that majority of teachers have been suggesting this strategy for reading comprehension.

Suggesting for Predicting the Theme of the Text from Topic

Predicting is to assuming the meaning of difficult sentences in the text using common sense. Teachers sometimes tell their students to use this method to associate the contextual meaning of the sentences. The teachers had made the following responses;

Table 23

Suggesting for Predicting the Theme of the Text from Topic

predicting the theme from topic	Always	Sometimes	Rarely	Never
Teachers' Response	60%	40%	0%	0%

Table 23 shows, sixty percent (three teachers) always used this strategy. Forty teachers (two teachers) sometimes used this strategy. The alternatives 'rarely and never' were not used by any teachers. The data revealed that predicting the theme of the text from the topic was suggested by majority of teachers.

Suggesting for Making Connection between Picture and the Text

It is said that a picture is worth than a thousand of word. Chapters are illustrated with pictures to draw a clear theme of the chapter. Pictures are used to engage and active students before teaching reading comprehension. The responses made by sample teachers are tabulated below;

Table 24

Suggesting for Making Connection between Picture and the Text

Connection between picture and text	Always	Sometimes	Rarely	Never
Teachers' Response	80%	20%	0%	0%

As the data in table 24 showed, eighty percent (four out of five) teachers always used this method. Similarly, twenty percent (one) of the teachers sometimes suggested this strategy to teach reading comprehension. Zero percent of the teachers

opined that they rarely and never did so. This data revealed that majority of teachers preferred to use this strategy to teach reading comprehension.

Suggesting for Breaking the Passage into Paragraph

A long passage contains many paragraphs and each paragraph describes a message which seems long and difficult to understand. Therefore, teachers suggest their students to break the passage for easy understanding which the teachers use for teaching reading comprehension. The responses made by the teachers are as tabulated below;

Table 25

Suggesting for Breaking the Passage into Paragraph

Breaking the passage into paragraph	Always	Sometimes	Rarely	Never
Teachers' Response	60%	40%	0%	0%

As the data in table 25 showed, sixty percent (three out of five) teachers always used this strategy. Similarly, forty percent (two) of the teachers sometimes followed this strategy to teach reading comprehension. None of the teachers opined that they rarely and never did so. It showed that teachers suggested to their students break the passage into paragraph for reading comprehension.

Suggesting for Reading Newspaper

Reading English newspaper is one of the reliable sources for improving reading comprehension. Students use it for new sentences and phrases. Teachers encourage the students to read the newspaper and note down meaning of difficult sentences they find in it. The response of teachers for this strategy is listed below:

Table 26

Suggesting for Reading Newspaper

Reading newspaper	Always	Sometimes	Rarely	Never
Teachers' Response	60%	40%	0%	0%

Table 26 shows, out of five teachers from sample school, sixty percent (three teachers) chose that they always followed this strategy. Forty percent i.e. two teachers sometimes used this strategy whereas none of the teachers rarely and never used this strategy. It also showed that all the teachers used this strategy because it is an influencing strategy to teaching reading comprehension.

Telling Synonyms and Antonyms of Difficult Words for Reading Comprehension

It is one of preferred strategies for teachers for teaching reading comprehension. While teaching in the class, a teacher provides antonyms and synonyms of unknown and difficult words for reading comprehension. The responses made by the teachers are as mentioned in the table below;

Table 27

Telling Synonyms and Antonyms of Difficult Words for Reading Comprehension

Telling Synonyms and antonyms	Always	Sometimes	Rarely	Never
Teachers' Response	80%	20%	0%	0%

Table 35 depicts that this strategy was sometimes used by eighty percent of the total teachers (four out of five teachers). Twenty percent of the teachers (one out of five) sometimes used this strategy. None of the teachers used 'rarely and never' for their responses. The aforementioned data revealed that majority of teachers preferred to use this strategy for teaching reading comprehension.

Suggesting for Skimming the Text for Reading Comprehension

Teachers suggest their students to skim the text so that the important information can be filtered and the solution of the written questions can be given within short period of time which is time consuming strategy. Therefore, teachers prefer to prescribe this strategy for reading comprehension. The responses made by the teachers are mentioned below;

Table 28*Suggesting for Skimming the Text for Reading Comprehension*

Skimming the text	Always	Sometimes	Rarely	Never
Teachers' Response	80%	20%	0%	0%

Table 28 indicates, eighty percent (four) of teachers used the option always. Twenty percent (one) teachers sometimes used this strategy to teach reading comprehension whereas none of the teacher opined that this strategy rarely and never used. It means teachers make students skim the text for reading comprehension.

Suggesting for Using Glossary Section of the Text Book for Reading Comprehension

The glossary section of the text book is included so that the teachers and the students use it while engaging students for reading comprehension. It contains almost all the unfamiliar words being used in the text. Encouragement of teachers for utilizing this part will be beneficial for the learners. The responses made by the teachers for this strategy can be seen below:

Table 29*Suggesting for Using Glossary Section of the Text Book for Reading Comprehension*

using glossary section of text book	Always	Sometimes	Rarely	Never
Teachers' Response	80%	20%	0%	0%

Table 36 revealed that eighty percent (four) of teachers always used this strategy. Twenty percent (one) teachers sometimes used this strategy to teach reading comprehension whereas none of the teacher opined that this strategy rarely and never used. It means majority of teachers made their students use the glossary section of the book.

Suggesting for Scanning the Text for Reading Comprehension

Scanning is reading a text quickly in order to find specific information, e.g. figures or names. It can be contrasted with skimming, which is reading quickly to get a general idea of meaning. The data showed that teachers suggested their students to

scan the text for reading comprehension. The responses of the teachers are as tabulated below;

Table 30

Suggesting for Scanning the Text for Reading Comprehension

scanning the text	Always	Sometimes	Rarely	Never
Teachers' Response	60%	40%	0%	0%

Aforementioned data showed that sixty percent of teachers (three out of five) always used this strategy while forty percent of teachers (two out of five) sometimes preferred this strategy for teaching reading comprehension. None of teachers opined the alternatives 'rarely and never' as their response. This data revealed that most of teachers use this strategy for teaching reading comprehension.

Suggesting for Using Realia (real object) for Reading Comprehension

Realia reinforces language skills and appeals to both visual and kinesthetic learners of all ages. Most teachers use realia to demonstrate the meaning of vocabulary words. Think of the difference between teaching students the words for fruit versus showing them the real thing and having them guess the name. Regarding the use of realia for teaching reading comprehension, the responses made by the sample teachers are as tabulated below;

Table 31

Suggesting for Using Realia (real object) for Reading Comprehension

Using realia	Always	Sometimes	Rarely	Never
Teachers' Response	60%	40%	0%	0%

The table 31 showed that sixty percent teachers (three out of five) always used realia for teaching reading comprehension. Similarly, forty percent of teachers (two out of five) sometimes used this strategy while none of teachers responded for 'rarely and never' for their teaching reading comprehension. This data showed that majority of teachers used this strategy.

Telling to Consult Peers to Summarize the Text for Reading Comprehension

Through peer tutoring, students are able to develop their reading skills, namely finding main idea, finding details, drawing inferences, and predicting word meanings since during this process, the students generate and answer questions about main idea, details, inferences, and word meaning. Therefore, teachers use this strategy for teaching reading comprehension. The responses made by the sample teachers are as tabulated below;

Table 32

Telling to Consult Peers to Summarize the Text for Reading Comprehension

Telling to consult peers to summarize	Always	Sometimes	Rarely	Never
Teachers' Response	80%	20%	0%	0%

Table 32 showed that eighty percent teachers (four out of five) always used this strategy while twenty percent teachers (one out of five) sometimes used this strategy for teaching reading comprehension. None of teachers used 'rarely and never' their response. This data disclosed the fact that majority of teachers preferred to use this strategy for teaching reading comprehension.

Setting Their Own Strategies for Teaching Reading Comprehension

Setting own strategy includes inferring meaning from context; summarizing or identifying key points; using graphic or semantic organizers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. That's why, teachers set their own strategies. The responses responded by the respondents are as tabulated below;

Table 33

Setting Their Own Strategies for Teaching Reading Comprehension

Setting their own strategies	Always	Sometimes	Rarely	Never
Teachers' Response	100%	0%	0%	0%

The responses of the teachers showed that all of the teachers (five out of five) always used this strategy for teaching reading comprehension. None of the teachers used ‘sometimes, rarely and never’ for their responses. This data revealed that all teachers preferred to set their own strategies for teaching reading comprehension.

Telling for Noting down Meaning during Explanation for Reading Comprehension

Notes are a useful record of key information, and the sources of that information. Writing notes helps students remember what they heard. Taking notes helps them to concentrate and listen effectively. Noting down important information helps for better understanding for reading comprehension. So, the teachers suggest students to note down the meaning during explanation for text. The responses made by the teachers are as tabulated below;

Table 34

Telling for Noting down Meaning during Explanation for Reading Comprehension

Telling for noting down meaning	Always	Sometimes	Rarely	Never
Teachers’ Response	40%	60%	0%	0%

Table 34 showed that only forty percent of teachers (two out of five) always used this strategy whereas sixty percent of teachers (three out of five) sometimes used this strategy for teaching reading comprehension. None of the teachers used the alternatives ‘rarely and never’ for their responses. This showed that majority of teachers only sometimes used this strategy.

Suggesting for Using New Sentence in Speech to Grab its Meaning Instantly

The ability to understand at the sentence level is in many ways the foundation for being able to comprehend text. The ways in which authors express their ideas through sentences (i.e., the syntax they use) greatly affects a reader's ability to access and identify those ideas. That’s why teachers suggested their students to use new sentences in their speech so that they could understand meaning.

Table 35*Suggesting for Using New Sentence in Speech to Grab its Meaning Instantly*

Using new sentence in speech	Always	Sometimes	Rarely	Never
Teachers' Response	40%	60%	0%	0%

The data presented in the table 35 showed forty percent of teachers (two out of five) always used this strategy whereas sixty percent of teachers (three out of five) sometimes used this strategy for teaching reading comprehension. None of the teachers used the alternatives 'rarely and never' for their responses. This showed that majority of teachers only sometimes used this strategy. This strategy was focused by only forty percent of the sample teachers (two out of five).

Telling to Mug up the Meaning of Proverb Found in the Passage

Mugging up the new phrases and the proverbs in English help students understand the meaning of the unknown words and the difficult sentences. So, the teachers suggest to read the chapter intensively to get the meaning easily. The responses made by the students are as tabulated below;

Table 36*Telling to Mug up the Meaning of Proverb Found in the Passage*

Mug up the meaning of proverb	Always	Sometimes	Rarely	Never
Teachers' Response	20%	80%	0%	0%

Table 36 showed that majority of teachers (four out of five) sometimes used this strategy whereas only twenty percent of teachers (one out of five) always used this strategy for teaching reading comprehension. The response for 'rarely and never' was used by none of teachers. This data showed that this is the least used strategy for teacher for teaching reading comprehension.

Suggesting for Repeating the Text for Reading Comprehension

Repeating the text for reading comprehension is a research-based practice that focuses on repetition to improve reading fluency. The idea is that students read a passage or short text multiple times so that they can become more

automatic with their decoding. According to research, repeated reading can lead to improvements in reading speed and accuracy. The goal is to shift their focus from decoding to reading with fluency and comprehension. The responses made by the sample teachers are as listed below;

Table 37

Suggesting for Repeating the Text for Reading Comprehension

Suggesting for repeating the text	Always	Sometimes	Rarely	Never
Teachers' Response	40%	60%	0%	0%

Table 37 showed that forty percent of teachers (two out of five) only always used this strategy while sixty percent of teachers (three out of five) sometimes used this strategy teaching reading comprehension. None of teachers used 'rarely and never' as their response for this strategy. Through this data analysis, the data revealed that majority of teachers only sometimes preferred to use this strategy.

Translating English Sentences into Student's Mother Tongue

The mother tongue can be used to provide a quick and accurate translation of an English word that might take several minutes for the teacher to explain and, even then, there would be no guarantee that the explanation had been understood correctly. That's why, teachers are asked to translate English into students' mother tongue. The responses made by the sample teachers are as listed below;

Table 38

Translating English Sentences into Student's Mother Tongue

Translating English Sentences	Always	Sometimes	Rarely	Never
Teachers' Response	20%	80%	0%	0%

Table 38 revealed that only twenty percent of teachers (one out of five) always used this strategy for teaching reading comprehension whereas eight percent of teachers (four out of five) sometimes used this strategy for teaching reading comprehension. None of the respondent used 'rarely and never' as their response.

Through this data analysis it is revealed that majority of teachers preferred to use this strategy only sometimes for teaching reading comprehension.

Telling Nepali Equivalent of English Sentences for Reading Comprehension

Reading is a pivotal skill to develop students' reading comprehension and content knowledge. Students cannot develop their reading skills if they do not involve in reading activities themselves actively. Regular and active involvement of the students in reading texts supports them to develop their reading skills. Telling Nepali equivalent of English sentences is like translating which hinder the learning of students. The responses of the teachers are as tabulated below:

Table 39

Telling Nepali Equivalent of English Sentences for Reading Comprehension

Telling Nepali Equivalent of English	Always	Sometimes	Rarely	Never
Teachers' Response	20%	80%	0%	0%

As aforementioned table 39 showed the data, only twenty percent of teachers (one out of five) always used this strategy whereas eighty percent of teachers (four out of five) sometimes used this strategy. None of sample teachers used this strategy for teaching reading comprehension. The data analysis disclosed the fact that this strategy was only sometimes used by the teachers.

Suggesting for Reading Aloud for Reading Comprehension

Reading aloud is one of the most important things parents and teachers can do with children. Reading aloud builds many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children recognize what reading for pleasure is all about. This strategy is commonly used by beginners and advance levels according to their cognitive development. The responses made by the sample teachers are tabulated below;

Table 40

Suggesting for Reading Aloud for Reading Comprehension

Suggesting for reading aloud	Always	Sometimes	Rarely	Never
Teachers' Response	20%	80%	0%	0%

Table 40 showed that only twenty percent of teachers (one out of five) always used this strategy to teach reading comprehension whereas eighty percent of teachers (four out of five) sometimes used this strategy. None of teachers used ‘rarely and never’ as their response. The analysis of above data revealed that majority of teachers only sometimes used this strategy.

Discussion on Holistic Data

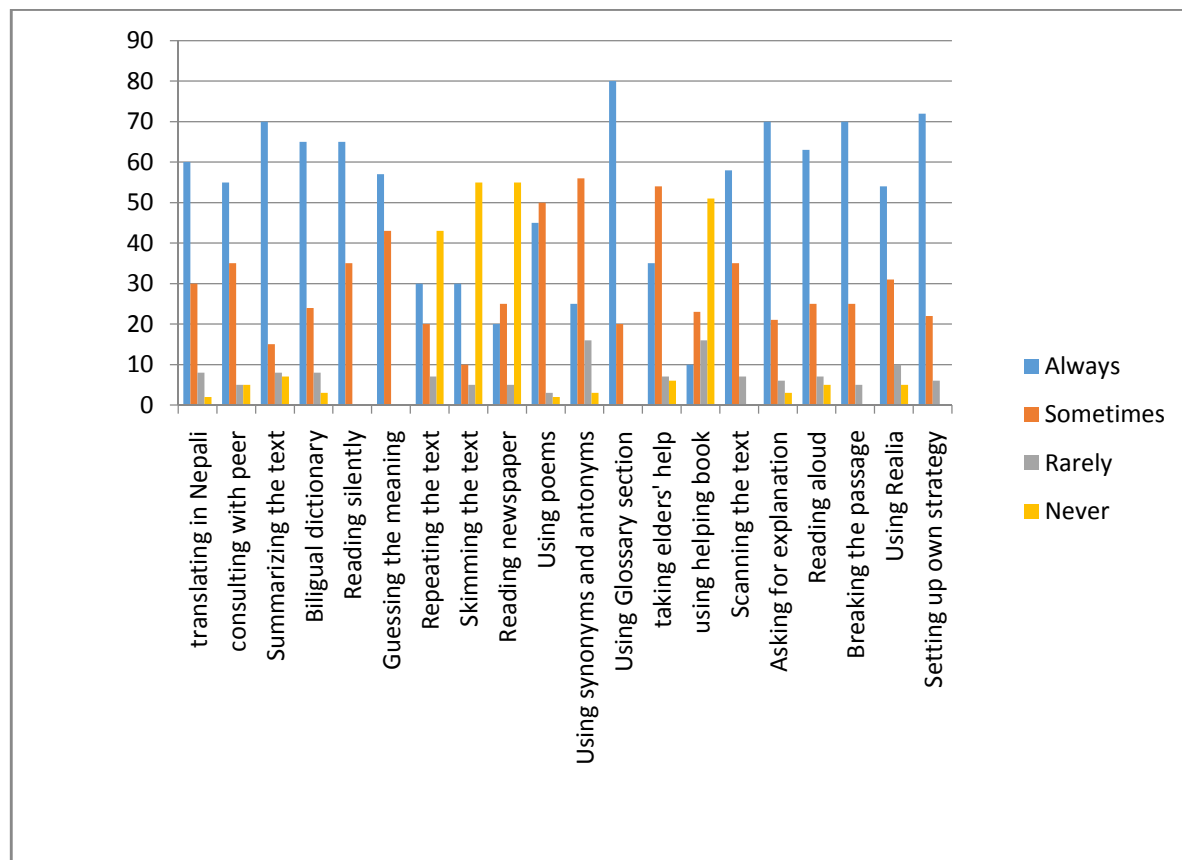
The bar graph is the physical representation of any data. It is a chart that has bars whose lengths are proportional to quantities. The data presented in the discussion section can be seen in the bar graph presented under the following headings:

Presentation of Students’ Responses

The discussion of students’ responses done in the previous chapter is presented in the following bar graph; (please visit appendix-II for numerical holistic presentation)

Figure 2

Presentation of Students’ Responses



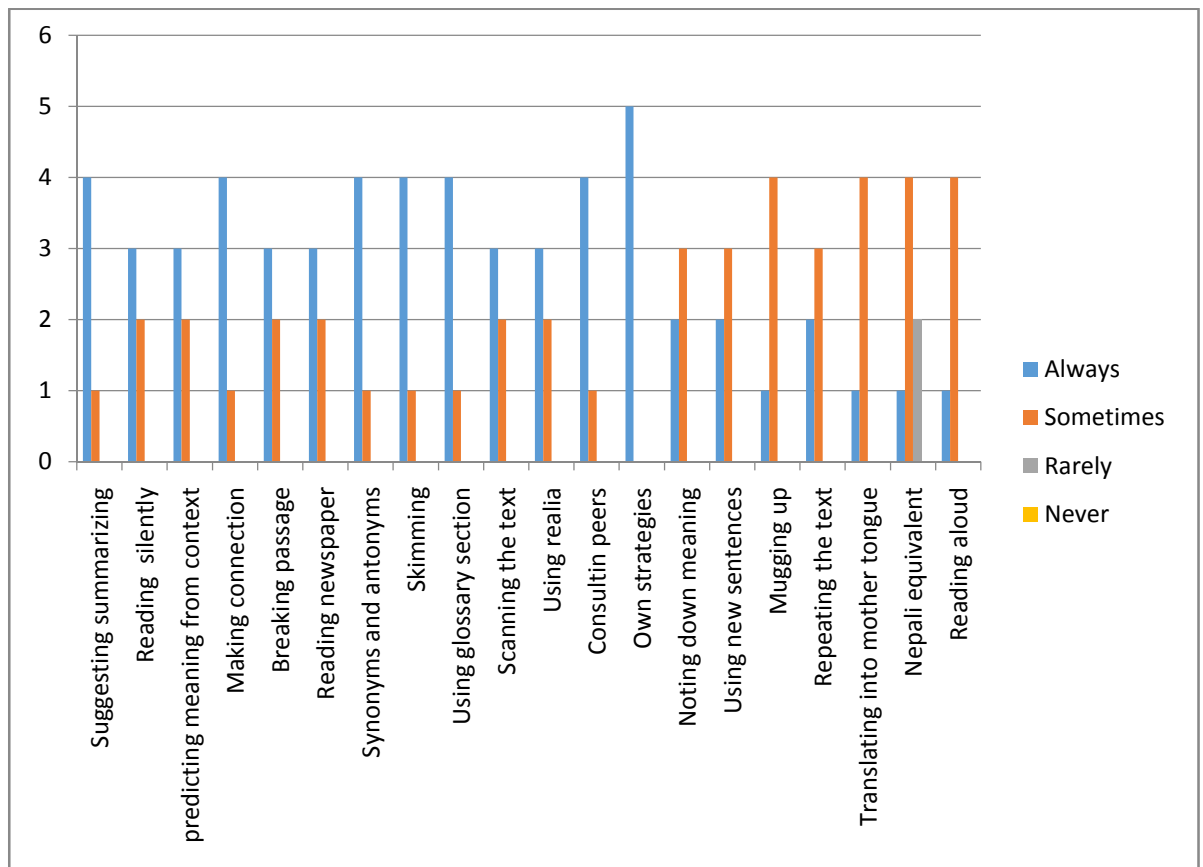
The aforementioned bar graph represents the strategies applied by the grade eight students for reading comprehension. The data for research were sampled and collected from five schools of Koshi rural municipality of Sunsari district. First, second, third, and fourth column refers to the options 'always', 'sometimes', 'rarely', and 'never' respectively. The data presented on the graph indicate that most of the students tried their level best to utilize every strategy for reading comprehension.

Presentation of Teachers' Responses

The responses done by the teachers are presented in the following bar graph: (please visit appendix-IV for numerical holistic presentation)

Figure 3

Presentation of Teachers' Responses



The graph represented above presents the responses made by the teachers teaching in grade eight students, the schools of Koshi rural municipality, Sunsari. The data are presented in four different columns. First column refers to the responses made on the option 'always'. Similarly, second, third, and fourth column refers to the

options 'sometimes', 'rarely', and 'never' respectively. This data shows that most of the teachers utilize all possible strategies for teaching reading comprehension.

Discussion on the Subjective Responses of the Teachers

Along with the close ended questions, the sample teachers were also forwarded three open ended questions which represented the subjective aspects of questions. Those questions were used to extract the activities that the teachers of sample school implemented while teaching reading comprehension to grade eight students except those mentioned in the close questions. The responses given by the teachers are analyzed based on the following findings;

- i. They used students centered teaching strategies e.g. making students read the text in groups and discuss about the meaning, summarize the text, skim for general ideas, scan for specific points, break the longer text into small paragraph, read silently, use glossary section of book, make note on explanations, repeat text for reading comprehension.
- ii. They used commonly applied strategies as mentioned above. In spite of that they engaged and activated the students in pre-reading, while-reading and post-reading activities for students' better reading comprehension.
- iii. They implemented their own strategies according to the requirements of the text and genres of the literature included in the text book.

The above data analysis showed that the sample teachers mobilized the students using students' centered strategies according to the demand of chapter and situations which helped the students for their reading comprehension.

CHAPTER FIVE

SUMMARY, CONCLUSION AND PEDAGOGICAL IMPLICATIONS

Summary

Language learning is a long term process. It takes a lot of hard effort, techniques and guidance. Use of proper technique with proper guidance makes a learner learn any language with ease. English learning and applying its sensible meaning for various curricular activities become an easy task when learners' reading comprehension is clear enough. Strategy for reading comprehension is very important aspect of English discourse. While reading a chapter, learners have to involve in various pre-reading, while-reading and post-reading activities. The sample students had responded that they followed a lot of different strategies for reading comprehension. The study showed that learners had the knowledge of different strategies for reading comprehension i.e. skimming, scanning, silent reading, consulting peers, asking for explanation. They used varieties strategies so that their understanding after reading any types of text or chapters become crystal clear to develop better knowledge as well as skills that the text is forwarded for to the students. For the better achievement, reading comprehension should be better enough.

Teachers applied different strategies for tricks for poems and prose for teaching different genres of English for reading comprehension. The responses shown by the teachers of different sample schools revealed that they have been using various strategies for teaching reading comprehension. Their responses showed that they have been implementing a lot of their own strategies e.g. suggesting summarizing, noting the explanation, scanning, skimming, consulting peers, using synonyms and antonyms. Further they suggested for setting own strategy for the same text and chapter because of heterogeneous groups in the class of the same grade which indicates the era of post methodology including various strategies for reading comprehension.

Conclusion

Strategy used for reading comprehension is to help student access information that is explicitly stated. They help readers to infer meaning, make conclusions and generalize information. Reading strategies are very effective and beneficial for texts

that have complex words, ideas and sentences having unfamiliar phrases, idioms. To improve students' reading comprehension, they implement several strategies e.g. summarizing, scanning, skimming, consulting with peers, asking for explanation, translating in Nepali, guessing from the contexts, using guide books and references, using bilingual dictionary for Nepali equivalent and setting their own strategies.

Listening, speaking, reading, and writing are the four aspects of learning a language. But without reading comprehension one cannot understand written texts neither can do the further activities that follow. In the context of Nepal, English has been included as a compulsory subject from basic to advance level. It is taught and read as foreign language in Nepal as well. In this context reading comprehension for students become very crucial for them for their certification and future career. Therefore, English for Nepali students is difficult to understand without using strategies for reading comprehension. Since English has become the language of the world so many people want to learn it. Here, language learning means to comprehend the language for communication. In an academic field, a number of reading texts are included to read and comprehend using different methods, strategies and techniques for the same reading comprehension. Similarly, a number of strategies are used and implemented by the students of all the levels on the basis of their individual previous knowledge to understand the written form of the language. As aforementioned, the students of grade eight also used various strategies for reading comprehension which were presented and described earlier. Some major findings are mentioned below on points:

- i. This study showed that 65% of the total students always use bilingual dictionary for Nepali equivalent for reading comprehension.
- ii. This study resembled that 55% of the total students always consult with peers for the meaning of difficult sentences for reading comprehension.
- iii. Out of total students, 70% students always summarize the text for reading comprehension.
- iv. Majority (57%) of the students responded that they always guess meaning from the context for reading comprehension.
- v. The respondents (60%) responded that they ask the subject teacher to translate English sentences into Nepali for reading comprehension.

- vi. Out of total 55% percent students responded that they always skim the text to get the theme instantly.
- vii. The strategy ‘asking teacher for explanation of the prose in class for reading comprehension’ was found being implemented by 70% informants.
- viii. Out of total sample population, 58% responded that they always scan the text for the information for reading comprehension.
- ix. Nearly 80% of respondents responded that they use glossary section of text book for reading comprehension.
- x. The strategy ‘reading the text aloud for reading comprehension’ was used by 63% students.
- xi. Out of 70% respondents break the passage into small paragraphs for reading comprehension.
- xii. Total 54% respondents responded that they use realia (real objects) for reading comprehension.
- xiii. Majority of respondents (70%) ask their teacher for explanation of the prose for reading comprehension.
- xiv. All of the respondents (72%) responded that they use their own strategies for reading comprehension.
- xv. xvi. Out of total respondent, 80% responded that they always request teachers to provide synonyms and antonyms
- xvi. Majority of respondents (70%) responded that they break the poems into three stages namely pre-reading, while-reading and post-reading stages for reading comprehension.
- xvii. Out of (65%) respondents responded that they read the chapter silently for reading comprehension.

Findings from the data analysis of sample teachers are as listed below:

- i. The sampled teachers’ responses showed that 80% teachers always suggested their students to summarize the text for reading comprehension.
- ii. The teachers’ responses showed that 60% teachers always suggested their students for silent reading for reading comprehension.
- iii. Out of total sampled teachers, 60% of them responded that they always suggested students to predict the theme of the text for reading comprehension.

- iv. Majority of teachers (80%) responded that they always suggested the students to make connection between pictures and the text.
- v. Out of total sample teachers, 60% of them responded that they always suggested the students to break the passage into paragraph for reading comprehension.
- vi. The responses of the sampled teachers 60% showed that they always suggested the students to read English newspaper for reading comprehension.
- vii. The data of the sampled teachers' showed that 80% of them always provided synonyms and antonyms of difficult words in the sentence for reading comprehension.
- viii. Most of the teachers (80%) responded that they always suggested their students to use the glossary section of the text book for reading comprehension.
- ix. Out of total sampled teachers, 80% responded that they always suggested their students to consult with peer for reading comprehension.
- x. The strategy of skimming the text for reading comprehension was always suggested to the students by 80% of sampled teachers.
- xi. The data of teachers' responses showed that 60% of sampled teachers always suggested to the students to scan the text for reading comprehension.
- xii. Among the total teachers, 60% responded that they always suggested students to use realia for reading comprehension.
- xiii. All the sampled teachers (100%) responded that they used their own strategies for teaching reading comprehension.

This study showed that students of grade eight used varieties strategies for reading comprehension as well as teachers teaching in the same grade used different strategies which resembled in terms reading comprehension. Those strategies depend on the text whether they are poems and prose styles accordingly they prefer to use their strategies for reading comprehension. The sample questionnaire revealed the preferences for strategies applied by the students because of different usage of the same text within the chapter.

To conclude it, the strategies for reading comprehension adopted and implemented by the grade eight students found similar in spite of heterogeneous the group of senior or junior students which vary in age, maturity, level.

Pedagogical Implications

Based on the data presented in the previous chapter, following pedagogical implications are made by the researcher for different level:

Policy Level

The followings implications, based on the findings of the thesis, are drawn in the policy level:

- i. The result of the study says that most of the learners of grade eight prefer using various strategies for reading comprehension. That's why they use different reading strategies such as reading newspapers, skimming and scanning the text, using bilingual dictionary, asking for peer help, explanation, translation, breaking passage into paragraph. On basis, educational institutions should encourage their students for using such strategies for more effective reading comprehension.
- ii. Peer discussion is very effective and handy strategy for reading comprehension in the classroom. But teachers are not emphasizing them for peer discussion as some students facilitate their classmates properly. So, teacher training should be conducted to make aware of different strategies.
- iii. Due consideration needs to be given on strategies which can help the trained as well as untrained teachers to diminish the variation and bring uniformity in teaching regarding applying students' centered methods and strategies.
- iv. Searching for references for reading comprehension used for exploring idea which can expose them to a number of strategies for reading comprehension. So, they should be instructed to consult and find such strategies themselves to build up habit of exploring new things regarding reading comprehension.

Practice Level

Based on the findings of the thesis, implications in the policy level are given below:

- i. Most of the students responded that they find reading very sensible when different strategies are used. So, different strategies should be exposed to the students for making their reading comprehension effective.

- ii. Students responded that they prefer peer discussion and asking senior members for reading comprehension. That's why, group division is recommended to be promoted for the peer discussion.
- iii. Active participation in reading activities in classroom should be emphasized.
- iv. Students should guess the meaning of the text from context and the pictures, pre-reading questions given in the chapter.
- v. Students should ask for synonyms and antonyms for the unknown for words given in the sentences of the texts with the concerned teachers as well as their elder brothers and sisters.
- vi. Teacher training for reading strategy should be conducted to make aware of different strategies for enhancements of reading comprehension.
- vii. Glossary section of the book should be utilized appropriately.
- viii. Use of reference books (guide book, e-books) should be promoted.
- ix. Various reading strategies e.g. skimming, scanning, summarizing, breaking the chapter in small paragraphs, should strictly be implemented.
- x. Different modes of reading text for prose and poems should be focused e.g. silent reading, loud reading, rhyming the poem.
- xi. Teacher should play the role of facilitator and mentor for their reading comprehension.

Further Research

This study has drawn certain results in the field of strategies used for reading comprehension by eighth graders. This is not the only research that can be done in this field of research. There are varieties of areas in this field where research work has to be done. Some possible titles for the research work in the field of reading comprehension and strategies used for it are listed below:

- a. 'The strategies applied by basic level students for reading comprehension'.
- b. 'The methodologies implemented by the basic level students for reading comprehension'.
- c. 'The strategies used by students of grade seven for reading comprehension'.

- d. 'Strategy Used for Reading Comprehension: A case with the students of grade eight'.
- e. ' Techniques for Reading Comprehension by Basic level Students'
- f. 'Tools used for Reading Comprehension by Grade Eight Students.'

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APPENDIX I

Questionnaire (For Students)

Choose the right option for you.

1. How often do you ask your teacher to translate English sentences into Nepali for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

2. How often do you repeat the same chapter for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

3. How often do you use bilingual dictionary for Nepali equivalent for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

4. How often do you read the chapter/ text silently for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

5. How often do you guess the meaning of the sentences from the context?

- a. Always b. Sometimes c. Rarely d. Never

6. How often do you summarize the text for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

7. How often do you skim the text to get theme instantly?

- a. Always b. Sometimes c. Rarely d. Never

8. How often do you read the English newspapers to develop the sense of reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

9. How often do you use poems for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

10. How often do you ask your teacher to tell the synonyms and antonyms of new words in the text for reading comprehension ?

- a. Always b. Sometimes c. Rarely d. Never

11. How much do you use the glossary section of text book for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

12. How often do you scan the text for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

13. Do you take help from your elder brothers and sisters at school for reading comprehension?
- a. Always b. Sometimes c. Rarely d. Never
14. Do you prefer using helping book i.e. 'guide book' for Nepali equivalent?
- a. Always b. Sometimes c. Rarely d. Never
15. How often do you ask your teacher for explanation of the prose for reading comprehension?
- a. Always b. Sometimes c. Rarely d. Never
16. How often do you read the chapter aloud for reading comprehension?
- a. Always b. Sometimes c. Rarely d. Never
17. How often do you consult with peers for telling the meaning of sentences for reading comprehension?
- a. Always b. Sometimes c. Rarely d. Never
18. Do you break the passage into small paragraphs for reading comprehension?
- a. Always b. Sometimes c. Rarely d. Never
19. Do you use realia (real object) for reading comprehension?
- a. Always b. Sometimes c. Rarely d. Never
20. Do you set up strategies for reading comprehension?
- a. Always b. Sometimes c. Rarely d. Never

APPENDIX –II

The responses made by the Grade Eight Students from the sample schools

S.N.	Strategies	Always	Sometimes	Rarely	Never
1	Translating English words into Nepali	60(30)	30(15)	8(4)	2(1)
2	Consulting peers	55(28)	35(18)	5(2)	5(2)
3	Summarizing the text	70(35)	15(8)	8(4)	7(7)
4	Using bilingual dictionary	65(32)	24(12)	8(4)	3(2)
5	Reading the text silently	65(32)	35(18)	0	0
6	Guessing meaning from the context	57(28)	43(22)	0	0
7	Repeating the text	30(15)	20(10)	7(4)	43(21)
8	Skimming the text	55(27)	35(17)	5(3)	5(3)
9	Reading English newspapers	20(10)	25(13)	5(2)	50(25)
10	Interpreting poems	45(22)	50(25)	3(1)	2(1)
11	Asking for synonyms and antonyms	80(40)	20(10)	0	0
12	Use of glossary section of the book	80(40)	20(10)	0	0
13	Scanning the text	58(29)	35(18)	7(3)	0
14	Taking help from elders	33(16)	54(27)	7(4)	6(3)
15	Using helping books	10(5)	23(11)	16(8)	51(26)
16	Asking for explanation for prose	70(35)	21(11)	6(3)	3(1)
17	Reading the chapter aloud	63(32)	25(13)	7(3)	5(2)
18	Breaking the passage into paragraph	70(35)	25(13)	5(2)	0
19	Using realia	54(27)	31(15)	10(5)	5(3)
20	Sitting up own strategy	72(36)	22(11)	6(3)	0

APPENDIX-III

Questionnaire (For Teachers)

A. Choose the right option for you.

1. How often do you tell Nepali equivalent of English sentences to your students?
a. Always b. Sometimes c. Rarely d. Never
2. How often do you suggest your students to summarize the passage and the text?
a. Always b. Sometimes c. Rarely d. Never
3. How often do you suggest your students to read the text silently?
a. Always b. Sometimes c. Rarely d. Never
4. How often do you make your students note down the meanings during your explanation?
a. Always b. Sometimes c. Rarely d. Never
5. How often do you tell your students to predict the theme of the text from the topic?
a. Always b. Sometimes c. Rarely d. Never
6. How often do you make connection between picture and the text?
a. Always b. Sometimes c. Rarely d. Never
7. How often do you suggest to use new sentence in speech to grab its meaning instantly?
a. Always b. Sometimes c. Rarely d. Never
8. How often do you tell them to break the passage into paragraph for reading comprehension?
a. Always b. Sometimes c. Rarely d. Never
9. How often do you make them read English newspapers to develop sense of reading comprehension?
a. Always b. Sometimes c. Rarely d. Never
10. How often do you tell the synonyms and antonyms of new words in text?
a. Always b. Sometimes c. Rarely d. Never
11. How much do you allow them to use the glossary section of text book?
a. Always b. Sometimes c. Rarely d. Never
12. Do you tell your students to mug up the meanings of proverbs found in the passage?
a. Always b. Sometimes c. Rarely d. Never

13. How often do you tell them to consult with peers for summarizing the text?
 - a. Always
 - b. Sometimes
 - c. Rarely
 - d. Never
14. Do you tell them to skim the text for reading comprehension?
 - a. Always
 - b. Sometimes
 - c. Rarely
 - d. Never
15. How often do you tell them to scan the text for certain piece of information from the text?
 - a. Always
 - b. Sometimes
 - c. Rarely
 - d. Never
16. How often do you suggest students to repeat the text for reading comprehension?
 - a. Always
 - b. Sometimes
 - c. Rarely
 - d. Never
17. Do you set up your own strategies to teach students for reading comprehension?
 - a. Always
 - b. Sometimes
 - c. Rarely
 - d. Never
18. Do you use realia (real object) for teaching reading comprehension?
 - a. Always
 - b. Sometimes
 - c. Rarely
 - d. Never
19. How often do you translate English sentences into student's mother tongue?
 - a. Always
 - b. Sometimes
 - c. Rarely
 - d. Never
20. Do you suggest students to read aloud for reading comprehension?
 - a. Always
 - b. Sometimes
 - c. Rarely
 - d. Never

B. What sorts of strategies do students adopt for reading comprehension?

C. How effective are the strategies for reading comprehension?

D. What sorts of strategies are more effective for poems for reading comprehension?

APPENDIX IV

Responses Made by the Sample Teachers

S.N.	Strategies	Always	Sometimes	Rarely	Never
1	Suggesting for summarizing	80(4)	20(1)	0(0)	0(0)
2	Suggesting for reading silently	60(3)	40(2)	0(0)	0(0)
3	Suggesting for predicting	60(3)	40(2)	0(0)	0(0)
4	Suggesting for making connection	80(4)	20(1)	0(0)	0(0)
5	Suggesting for breaking passage	60(3)	40(2)	0(0)	0(0)
6	Suggesting for reading newspaper	60(3)	40(2)	0(0)	0(0)
7	Suggesting for synonyms/antonyms	80(4)	20(1)	0(0)	0(0)
8	Suggesting for skimming	80(4)	20(1)	0(0)	0(0)
9	Suggesting for using glossary	80(4)	20(1)	0(0)	0(0)
10	Suggesting for scanning	60(3)	40(2)	0(0)	0(0)
11	Suggesting for using realia	60(3)	40(2)	0(0)	0(0)
12	Suggesting for consulting peers	80(4)	20(1)	0	0
13	Suggesting for own strategy	100(5)	0(0)	0(0)	0(0)
14	Suggesting for noting down meaning	40(2)	60(3)	0(0)	0(0)
15	Suggesting for using sentences	40(2)	60(3)	0(0)	0(0)
16	Suggesting for mugging up	20(1)	80(4)	0(0)	0(0)
17	Suggesting for repeating text	40(2)	60(3)	0(0)	0(0)
18	Translating into mother tongue	20(1)	80(4)	0(0)	0(0)
19	Telling Nepali equivalent	20(1)	80(4)	0(0)	0(0)
20	Suggesting for reading aloud	20(1)	80(4)	0(0)	0(0)

The following questionnaire is presented for the purpose of data collection to be studied for analysis for the research on entitled 'Strategies used for Reading Comprehension by Eighth Graders'. Therefore, concerned subject teacher is requested to assist for the given questionnaire to the best of his knowledge. It is humbly informed that it will be kept confidential and used only for research purpose.

School's name: Shree Koshi Janta Secondary Koshi-7, Haripur

Principal/Head teacher's name: Haresam Yadav

Sub-Teacher's name: Tulasa Ojha



APPENDIX-I

Questionnaire (For Teachers)

- A. Choose the right option for you.
- How often do you tell Nepali equivalent of English sentences to your students?
a. Always b. Sometimes c. Rarely d. Never
 - How often do you suggest your students to summarize the passage and the text?
a. Always b. Sometimes c. Rarely d. Never
 - How often do you suggest your students to read the text silently?
a. Always b. Sometimes c. Rarely d. Never
 - How often do you make your students note down the meanings during your explanation?
a. Always b. Sometimes c. Rarely d. Never
 - How often do you tell your students to predict the theme of the text from the topic?
 Always b. Sometimes c. Rarely d. Never
 - How often do you make connection between picture and the text?
 Always b. Sometimes c. Rarely d. Never
 - How often do you suggest to use new sentence in speech to grab its meaning instantly?
a. Always b. Sometimes c. Rarely d. Never
 - How often do you tell them to break the passage into paragraph for reading comprehension?
 Always b. Sometimes c. Rarely d. Never
 - How often do you make them read English newspapers to develop sense of reading comprehension?
a. Always b. Sometimes c. Rarely d. Never

10. How often do you tell the synonyms and antonyms of new words in text?

- a. Always b. Sometimes c. Rarely d. Never

11. How much do you allow them to use the glossary section of text book?

- a. Always b. Sometimes c. Rarely d. Never

12. Do you tell your students to mug up the meanings of proverbs found in the passage?

- a. Always b. Sometimes c. Rarely d. Never

13. How often do you tell them to consult with peers for summarizing the text?

- a. Always b. Sometimes c. Rarely d. Never

14. Do you tell them to skim the text for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

15. How often do you tell them to scan the text for certain piece of information from the text?

- a. Always b. Sometimes c. Rarely d. Never

16. How often do you suggest students to repeat the text for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

17. Do you set up your own strategies to teach students for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

18. Do you use realia (real object) for teaching reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

19. How often do you translate English sentences into student's mother tongue?

- a. Always b. Sometimes c. Rarely d. Never

20. Do you suggest students to read aloud for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

B. What sorts of strategies do students adopt for reading comprehension?

- students can use dictionary, different materials, audio-video aids printed materials, etc for reading comprehension.

C. How effective are the strategies for reading comprehension?

To develop reading comprehension. The students can comprehend any kinds of reading tests. To incorage them their capality.

D. What sorts of strategies are more effective for poems for reading comprehension?

- poems should break into different stanzas and summarize these stanzas and then give the whole them and meanings of the poem.

The following questionnaire is presented for the purpose of data collection to be studied for analysis for the research on entitled 'Strategies used for Reading Comprehension by Eighth Graders'. Therefore, concerned subject teacher is requested to assist for the given questionnaire to the best of his knowledge. It is humbly informed that it will be kept confidential and used only for research purpose.

School's name: Shree Sunsari Model Public Secondary, Koshi R.M.E.

Principal/Head teacher's name: Shree Prasad Yadar

Sub-Teacher's name: Shree Sanjay Yadar



APPENDIX-I

Questionnaire (For Teachers)

- A. Choose the right option for you.
1. How often do you tell Nepali equivalent of English sentences to your students?
a. Always b. Sometimes c. Rarely d. Never
 2. How often do you suggest your students to summarize the passage and the text?
 a. Always b. Sometimes c. Rarely d. Never
 3. How often do you suggest your students to read the text silently?
 a. Always b. Sometimes c. Rarely d. Never
 4. How often do you make your students note down the meanings during your explanation?
 a. Always b. Sometimes c. Rarely d. Never
 5. How often do you tell your students to predict the theme of the text from the topic?
 a. Always b. Sometimes c. Rarely d. Never
 6. How often do you make connection between picture and the text?
 a. Always b. Sometimes c. Rarely d. Never
 7. How often do you suggest to use new sentence in speech to grab its meaning instantly?
 a. Always b. Sometimes c. Rarely d. Never
 8. How often do you tell them to break the passage into paragraph for reading comprehension?
 a. Always b. Sometimes c. Rarely d. Never
 9. How often do you make them read English newspapers to develop sense of reading comprehension?
a. Always b. Sometimes c. Rarely d. Never

10. How often do you tell the synonyms and antonyms of new words in text?
 a. Always b. Sometimes c. Rarely d. Never
11. How much do you allow them to use the glossary section of text book?
 a. Always b. Sometimes c. Rarely d. Never
12. Do you tell your students to mug up the meanings of proverbs found in the passage?
 a. Always b. Sometimes c. Rarely d. Never
13. How often do you tell them to consult with peers for summarizing the text?
 a. Always b. Sometimes c. Rarely d. Never
14. Do you tell them to skim the text for reading comprehension?
 a. Always b. Sometimes c. Rarely d. Never
15. How often do you tell them to scan the text for certain piece of information from the text?
 a. Always b. Sometimes c. Rarely d. Never
16. How often do you suggest students to repeat the text for reading comprehension?
 a. Always b. Sometimes c. Rarely d. Never
17. Do you set up your own strategies to teach students for reading comprehension?
 a. Always b. Sometimes c. Rarely d. Never
18. Do you use realia (real object) for teaching reading comprehension?
 a. Always b. Sometimes c. Rarely d. Never
19. How often do you translate English sentences into student's mother tongue?
 a. Always b. Sometimes c. Rarely d. Never
20. Do you suggest students to read aloud for reading comprehension?
 a. Always b. Sometimes c. Rarely d. Never

B. What sorts of strategies do students adopt for reading comprehension?

- They adopt the following strategies:
 (i) Silent reading (iv) Using glossary for reading
 (ii) Skimming (v) Peer discussion
 (iii) Scanning

C. How effective are the strategies for reading comprehension?

- They are very effective for reading comprehension because using strategies make students comprehend the the theme and behavioural aspects.

D. What sorts of strategies are more effective for poems for reading comprehension?

- For poems, the following strategies are more effective:
 (i) Reading the poem using rhyme and rhythm
 (ii) Thematic and summarizing the poem.
 (iii) Using three stages like pre-while and post reading stages. etc

The following questionnaire is presented for the purpose of data collection to be studied for analysis for the research on entitled 'Strategies used for Reading Comprehension by Eighth Graders'. Therefore, concerned students are requested to assist for the given questionnaire to the best of their knowledge. It is humbly informed that it will be kept confidential and used only for research purpose.

School's name: Shree Rastriya Secondary School, Koshi R.M (6).

Principal/Head teacher's name: Jay Prakash Yadav.

Student's name: Bikash Koudgiya.

APPENDIX- II

Questionnaire (For Students)

A. Choose the right option for you.

1. How often do you ask your teacher to translate English sentences into Nepali for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

2. How often do you repeat the same chapter for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

3. How often do you use bilingual dictionary for Nepali equivalent for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

4. How often do you read the chapter/ text silently for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

5. How often do you guess the meaning of the sentences from the context?

- a. Always b. Sometimes c. Rarely d. Never

6. How often do you summarize the text for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

7. How often do you skim the text to get theme instantly?

- a. Always b. Sometimes c. Rarely d. Never

8. How often do you read the English newspapers to develop the sense of reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

9. How often do you use poems for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

10. How often do you ask your teacher to tell the synonyms and antonyms of new words in the text for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

11. How much do you use the glossary section of text book for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

12. How often do you scan the text for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

13. Do you take help from your elder brothers and sisters at school for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

14. Do you prefer using helping book i.e. 'guide book' for Nepali equivalent?

- a. Always b. Sometimes c. Rarely d. Never

15. How often do you ask your teacher for explanation of the prose for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

16. How often do you read the chapter aloud for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

17. How often do you consult with peers for telling the meaning of sentences for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

18. Do you break the passage into small paragraphs for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

19. Do you use realia (real object) for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

20. Do you set up strategies for reading comprehension?

- a. Always b. Sometimes c. Rarely d. Never

The following questionnaire is presented for the purpose of data collection to be studied for analysis for the research on entitled 'Strategies used for Reading Comprehension by Eighth Graders'. Therefore, concerned students are requested to assist for the given questionnaire to the best of their knowledge. It is humbly informed that it will be kept confidential and used only for research purpose.

School's name: *shree Koshi Janta secondary school Koshi-7, Haripur.*

Principal/Head teacher's name: *Haxeram Yadav*

Student's name: *Puskas Pathak*

APPENDIX- II

Questionnaire (For Students)

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