# STRATEGIES APPLIED BY IELTS CANDIDATES IN READING

**A Thesis submitted to the Department of English Education**

**In Partial Fulfilment for the Master of Education in English**

**Submitted by**

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List of Tables                                                    Page No

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.




Date:19/08/2013                                          Rama Dhodari

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Ms Rama Dhodari has prepared this thesis entitled "Strategies Applied by IELTS Candidates in Reading" under my guidance and supervision.

I recommend this thesis for acceptance.

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DEDICATION


Dedicated


to


My Late Parents

# ACKNOWLEDGEMENTS

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ABSTRACT

This research work entitled "Strategies Applied by IELTS Candidates in Reading" has been carried out to identify the strategies used by IELTS candidates. To carry out the study, four different institutes providing IELTS training were selected.Forty people who had registered for IELTS were taken as the sample of the study.Accidental sampling procedure was used.Both primary and secondary sources of data were used. The data obtained from the respondents through the questionnaire were analyzed and interpreted using simple statistical tools like table and percentage.The study shows that IELTS candidates applied different strategies like- scanning, analyzing questions, consulting IELTS materials and so on.s

This thesis includes four chapters. Chapter one deals with general background on learning strategies, literature review, objectives of the study and Significance of the study. Chapter two deals with the procedure adopted to carry out the research.It contains information on primary and secondary sources of data, sampling procedure, and tools of data collection, procedure of data collection and limitation of the study. Similarly, chapter three, which is the core part of the study, consists of the analysis and interpretation of the data. Chapter four deals with the major findings of the study on the basis of analysis and interpretation of the collected data. It also deals with some recommendations made based on the major findings of the study. Finally, chapter four is followed by the references and appendices.

**Table of Content**

**ABBREVIATIONS AND SYMBOLS**

IELTS        = International English Language Testing System

No        = Number of information

| | |
|---|---|
| Per | = Percent |
| Np | = Newspaper |
| TU | = Tribhuwan University |
| KU | = KathmanduUniversity |
| % | =Percent |
| i.e. | = That is |
| P | = Page |
| CUP | = Cambridge University Press |
| OUP | = Oxford University Press |
| Vol | = Volume |

# INTRODUCTION

This study is on the "Strategies Applied by IELTS Candidates in Reading." This chapter consists of general background on learning strategy, readingstrategies, reading test in IELTS,literature review, objectives of the study and significance of the study.

## 1.1    Learning Strategies

The word 'strategy' comes from the ancient Greek word strategia, which means steps, or actions taken for the purpose of winning a war. Oxford (2003) says that the warlike meaning of strategia has fortunately fallen away but the control and goal directedness remains in the modern version of the word. Generally, a strategy is a plan of action designed to achieve a particular goal. It is the process of planning something or putting a plan into operation in a skillful way. It is a scheme; an elaborate and systemic plan of action. Ellis (1994, p. 529) says that a strategy consisted of mental or behavioral activities related to some specific stage in the overall process of languageacquisition. Rubin (1975) defines strategy as "the techniques or devices which a learner may use to acquire knowledge" (as cited in Griffiths, 2004, p. 2).

Learning strategies are those techniques, plans and actions learners use to achieve his or her goal.It has been defined variously by various scholars. Weinstein and Mayer (1986) define learning strategy as "the behaviors and thoughts that a learner engages in learning that are intended to influence the learners encoding process" (as cited in Ellis, 1994, p. 531).

According to Scaracella and Oxford (1992) learning strategies are "specific actions, steps or techniques- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning" (as cited in Oxford, 2003, p. 2).A given strategy is neither good nor bad; it is essentially neutral until the context of its use is thoroughly considered. What makes a strategy positive and useful for a given learner? A strategy is useful if the following conditions are present: a)

the strategy relates well to the L2 task at hand, b) the strategy fits the particular student's learning style, preferences to one degree or another, and c) the student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill these conditions make learning easier,faster,more enjoyable, more self-directed, more effective and transferable to new situation.

However, Cohen (1998)defines language learning strategies as "those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of second or foreign language, through the storage, retention, recall and application of information about the language"(as cited in Gass and Selinker, 2009, p.439).

From the above definitions, we can say that learning strategies are the specific actions,plans and techniques taken by the learners to make learning easier and faster. In other words, they are used by the learners to enhance their own learning. Strategies vary from person to person. Learners use different strategies consciously or unconsciously when processing new information.

### 1.1.1 Types of Learning Strategies

There are different taxonomies of learning strategies. In a broad sense, learning strategies are divided into three types: production strategy, communication strategy and language learning strategy. Production strategy refers to an attempt to use one's linguistic system efficiently and clearly with a minimum effort. Communication strategies are those which are used to deal with the problems of communication, and language learning strategies refers to an attempt to develop linguistic and sociolinguistic competence in the target language. Oxford (1990, p.9) has classified language learning strategies into two types. They are as follows:

**a)      Direct Learning Strategies**

Direct learning strategies are those strategies which directly involve the subject matters. The direct strategies are beneficial to the students because they help to stare and recover information. These strategies help learners to produce

language even when there is a gap in knowledge. They also help to understand and use new language.

Oxford (1990, p.9) outlines three types of direct learning strategies:

**i.      Memory Strategies**

Memory strategies aid in entering information into long term memory and retrieving information when needed for communication. It includes the activities such as grouping, imagery, rhyming and structure interviewing.

**ii.     Cognitive Strategies**

Cognitive strategies are mental strategies a learner uses to make sense of learning. They enable learner to manipulate language material in direct ways. When manipulating cognitive strategies, the learner is involved in practicing, receiving and sending messages, reasoning, analyzing,note-takingsummarizing, and synthesizing,outlining, recognizing information to develop stronger schemas (knowledge structure), practicing in naturalistic setting and practicing structures and sound formally.

**iii.    Compensation strategies**

Compensation strategies are those strategies which enable students to make up for limited knowledge. It is needed to overcome any gaps in knowledge of the language. Examples of such strategies include guessing from the context in listening and reading, using synonym and talking around the missing word to aid speaking and writing and strictly for speaking, and using gestures or pause words.

**b)      Indirect Learning Strategies**

Indirect learning strategies are those strategies which donot directly involve the subject matter itself, but are essential to language learning nonetheless.Indirect language learning strategies work together with the direct strategies. They help learners to regulate the learning process. These strategies support and manage language learning without direct engagement and therefore called indirect strategies.

### i.    Metacognitive Strategies

Metacognitive strategies are those strategies, which are related to how students manage the learning process. Metacognitive strategies "help learners' exercises executive control through planning, arranging, focusing and evaluating their own learning."

### ii.    Affective Strategies

Affective strategies are those strategies which are related to students' feeling, emotions etc. They enable learners to control feeling, motivations and attitudes related to language learning. Anxiety reduction, self- encouragement and self-reward come under affective strategies.

### iii.    Social Strategies

Social strategies are those strategies which involve learning by interaction with others. Social strategies help learners work with others and understand the target culture. They lead to more interaction with the target languagethrough cooperating with others, empathizing with others, asking question to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native speaking conversation partner, and exploring cultural and social norms.

O'Malley and Chamot(1987, as cited in Ellis 1994, p.536) categorizedstrategies into three types.They are:

### a)    Cognitive Strategies

Cognitive strategies refer to the steps or operations used in problem solving that require direct analysis, transformation or synthesis of learning materials. They have an operative or cognitive processing function. Among the cognitive strategies listed by Chamot (1987) are 'repetition' (imitation of language model, either covertly or overtly), 'note taking' (writing down information presented orally), and 'elaboration' (relating new concept to other information in memory.) Cognitive strategies such as these appear to be directly linked to

the performance of particular learning task. Cognitive strategies have fifteen types of representative strategies. They are:

i.      Repetition: Imitating a language model, including overt practice and silent rehearsal.

ii.      Resourcing: Using target language reference materials.

iii.      Directed Physical Response:Relating new information to physical actions, as well as with directives.

iv.      Translation: Using the first language as a base for understanding and or producing the second language.

v.      Grouping: Reordering or reclassifying and perhaps labeling the materials to be learned based on common attributes.

vi.      Note-talking: Writing down the main idea, important points, outline, or summary of information presented orally or in writing.

vii.      Deduction: Consciously applying rules to produce or understand the second language.

viii.      Recombination: Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.

ix.      Imagery: Relating new information to visual concepts in memory via familiar, easily retrievable, visualization, phrases or locations.

x.      Auditory Representation: Retention of the sound or similar sound for a word, phrase or longer language sequence.

xi.      Key word: Remembering a new word in the second language by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, (2) generating easily recalled images of some relationship between the new words.

xii.      Contextualization: Placing a word or phrase in a meaningful language sequence.

xiii.      Elaboration: Relating new information to other concepts in memory.

xiv.      Transfer: Using previously acquired linguistic and /or conceptual knowledge to facilitate a new language task.

xv.    Inferencing: Using available information to guess meaning of new items, predict outcomes or fill in missing information.

**b)    Metacognitive Strategies**

Metacognitive strategies make use of knowledge about cognitive process and constitute an attempt to regulate language learning by means of planning, monitoring, and evaluating. They have an executive function. For example, 'direct attention' (deciding in advance to pay attention to specific aspects of the language input) and 'self management (displaying understanding of the conditions which help learning and trying to bring there about). Meta cognitive strategies have eight types of representative strategies. They are:

i.      Advance organizers: Making a general but comprehensive preview of the concept or principle in an anticipated learning activity.

ii.     Directed Attention: Deciding in advance to attend in general to a learning task and ignore irrelevant distracters.

iii.    Selective attention: Deciding in advance to attend specific aspects of language input or situational detail that will cue the relation of language input.

iv.     Self –management: Understanding the conditions that help one learn and arranging for the presence of those conditions.

v.      Advance Preparation: Planning, for and rehearsing linguistic components necessary to carry out an upcoming language task.

vi.     Self-monitoring: Correcting one's speech for accuracy in pronunciation, grammar, vocabulary or for appropriateness related to the setting or the people who are present.

vii.    Delayed Production: Consciously deciding to postpone speaking to learn initially through listening comprehension.

viii.   Self-evaluation: Checking the outcome of one's own language learning against internal measures of completeness and accuracy.

**c)      Social/affective Strategies**

Social strategies concerns the way in which learners elect to interact with other learners or native speakers. For example, 'cooperation' (working with one or more per to obtain feedback, pool information or model a language activities) and 'question for clarification' (asking a teacher or other native speaker for repletion, paraphrase, explanation and (or examples).Social or affective strategies have two types of representative strategies. They are:

i.      Cooperation: Working with one or more peers to obtain feedback, pool information, or mo0del a language activity.

ii.     Question for clarification: Asking a teacher or other native speaker for repetition, paraphrasing, explanation.

Brown (1994, p.114) descries two types of strategies. They are: learning strategies and communication strategies.

**a)      Learning Strategies**

Learning strategies are related to input to processing, storage, and retrieval, that is, to taking in message from others. It deals with the receptive domain of intake, memory storage, and recall. Learningstrategies are further divided into three types. They are:Metacognitive strategies, cognitive strategies, and socioaffective strategies. Metacognitive is a term used in information-processing theory to indicate an "executive" function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activityis completed. Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. Socioaffective strategies have to do with social -mediating activity and transaction with others.

**b)      Communication Strategies**

Communication strategies are the strategies that are related to the employment of verbal or nonverbal mechanism for the productive communication of the information. It is related to output, how we productively express meaning, how

we deliver messages to others. Faerch and kasper (1983)  as cited in Brown (1994, p. 118) define communication strategies as "potential conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal."

Torone (1981) as cited in Brown (1994, p. 118) classified communication strategies into following types:

**i.      Avoidance**

Avoidance is a common communication strategy that can be broken down into several subcategories and thus distinguished from other type of strategies.

The most common type of avoidance strategy is syntactic or lexical avoidance within semantic category. Phonological avoidance is also common. A more direct type of avoidance is topic avoidance.

**ii.      Prefabricated Pattern**

Another common communication strategy is to memorize certain stock phrases or sentences without internalized knowledge of the components of the phrase.Tourist survivallanguage is full of prefabricated patterns, most of which can be found in pocket bilingual phrase books which list hundreds of stock sentences for a various occasions.

**iii.      Appeal to authority**

It is a common strategy of communication. In this strategy, a learner directly appeals to authority. Learner may, if stuck for a particular word orphrases directly ask to the native speakers.

**iv.      Language switch**

When all the strategies are incapable of producing meaningful utteranceslearners switch the language or use their native language.

According to Stern (1992, p. 262-266) there are five types of language learning strategies. They are as follows:

a) Management and Planning Strategies

b) Cognitive Strategies

c) Communicative –Experiential Strategies

d) Interpersonal Strategies

e) Affective Strategies

These strategies are briefly discussed below:

**a)      Management and Planning Strategies**

Management and planning strategies are related with the learner's intention to direct his own learning. A learner can take charge of his own program when he is helped by a teacher whose role is that of an adviser and resource person. That is to say that the learner must:

-        decide what commitment to make to learning

-        sethimself or herself reasonable goal

-        decide on an appropriate methodology, select appropriate resource, and monitorprogress

-        evaluate his or her achievement in the light of previously determined goals andexpectations.

b)      **Cognitive Strategies**

They are the steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. In the following, some of the cognitive strategies are exhibited:

-        clarification/verification

-        guessing/inductiveinferencing

-        deductive reasoning

-        practice

-        memorization

-        Monitoring

**c.       Communicative-Experiential Strategies**

Communicative strategies, such as circumlocution, gesturing,paraphrasing or asking for repletion and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interruption in the flow of communication.

**d.       Interpersonal Strategies**

Learners should monitor their own development and evaluate their own performance. They should contact with native speakers and cooperate with them. Learners must become acquainted with the target culture.

**e.       Affective Strategies**

It is evident that good language learners employ distinct affective strategies. Language learning can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some other cases, second language learners may have negative feelings about native speakers of that language. Good language learners try to create associations of positive affects towards the foreign language and its speakers as well as towards the learning activities involved. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustration or pointing them out as they arise (Stern 1992, p. 266).

**1.1.2.  Reading Strategies**

Strategy is a plan that is intended to achieve a particular purpose.In other words, strategy is the process of planning something or putting a plan into operation in a skillful way.It can be defined in different ways.Strategies are those specific tasks that we perform for a given problem.Strategy is a careful derived plan of an action to achieve goals or an art of developing of carrying out such plan. Strategies vary intra-individually: each of us has a whole host of possible ways to solve a particular problem and we choose one or several of those in sequence for a given problem.Reading strategies are those plans that

are intended by the readers to achieve their particular purposes. Reading strategies vary from one reader to another. Strategic reading involves the use of cues to decode the message of the written words.

Pearson and Gallagher (1983) identify better readers as having better ability to summarize and make effective use background knowledge. They also use the structure of the text, make inferences, have an awareness of strategies they employ and in general they are better at monitoring and adjusting the strategies they use. Thus better readers are more strategies.

Hornenfield (1977) identifies a good reader as one who tries to keep the meaning of the passage in mind, reads in chunks, ignores less important words, tries to guess the meaning of the unknown words using contextual clues, and has a good concept of himself or herself as a reader.

Bartram and Parry (1998, p.6) have given seven reading strategies which can be employed by the readers:

**a)      Guessing Difficult Words**

It is often difficult or impossible to use a dictionary when you are reading English –for example, on a bus or in the beach or in an examination. Sometimes the dictionary is too small or too old. So it is important to try and read as much as possible without a dictionary.

 We can guess meaning from two ways:

-        Try to understand a word from its context (The context means the words and sentences before and after words).

-        Try to understand the words from its form.

**b)      Predicting**

We do not read everything that we see. We do not read every newspaper that comes out every day, or every book that comes into our hands. Often we look at title and decide if we want to read it or not. We can even say what the book will be about from the title.

**b)  Using a Monolingual Dictionary**

A monolingual dictionary is one which uses only one language. We use an English -English dictionary and not a bilingual dictionary with translation into a second language because:

- Translations are not always exactly right. Abstract words, especially, are very difficult to translate.

- Many bilingual dictionaries give a list of translation without clearly explaining the differences between them.

- Often bilingual dictionaries do not give enough grammatical information.

**d)  Finding Your Way around a Text**

Sometimes when we read we can understand all the words but not the whole sentence. One reason for this is that it is sometimes difficult to see how the different parts of a piece of English are connected to each other. For example, a word in one sentence may be talking about something in another sentence. Here is an example:

Ram and Sita went to the zoo to see the monkeys.Then they went home for tea.

In sentence second, the word 'they' is talking about something in sentence first. What is it? Themonkeys?Probably not, because monkeys do not drink tea. So it must be Ram and Sita.

**e)  Skimming and Scanning**

We read different things in different ways. Sometimes we read slowly and carefully because we want to understand something fully, and perhaps remember parts of it. Ifyou want to know roughly we read it through quickly- this is skimming. Grellet (1981, p.19) defined skimming as "the through

activities which requires an overall views of the text and implies definite reading competence."

We let our eyes run over it, rather than throwing a flat stone onto a lake, so that it just skims the surface. Then we should have the gist that is the general meaning, without any of details.

Scanning is a reading technique used only when you need to find answer to specific questions.Grellet (1981, p. 19) says that in scanning , we simply let our eyes wander over the text until we find out what we are looking for whether it is a name, date, etc. Often the answers are short and factual, and may be numbers or names.

### f) Looking For Detailed Information

When we want full understanding of a passage we need to read very carefully. This reading involves a very careful thorough reading of a text. Underline or highlight words you do not know, and look up them or guess meaning. Paraphrase difficult groups or words. When you come to the end read the text again, several times if necessary, until you feel you really understand all of it.

### g) Mixed Skills

So far, we use the above six techniques in different ways –predicting what comes next, guessing difficult words, skimming, scanning and so on but when we read in real life we often use all these strategies at a time.

Joffe (1988, p.2) mentions the following techniques or strategies of reading:

### i. Prepare

It is the stage where readers scan the parts of the text that he or she is going to read. The readers scan the content introduction, chapter introduction, italicized words, topic sentence, conclusion, summary etc to get the overview of the text. The readers find out the relevant and useful reading materials in this stage.

### ii. Question

Questions are very useful when readers read a text. Most of the time readers read first, and then read the questions of the text which is not the best way to

read. So, read the questions first before reading the text. Questions help the readers to learn.

### ii. Read

In this stage, the readers read the text in detail.They just go reading the text and try to understand the text and vocabularies from the context.Nuttal (1996, p. 129) said "Now read carefully, looking for the answers to the questions and noting anything else that is relevant."So, the readers read and take the note of all the points which are relevant and helpful to answer the questions.

### iii. Recite

Recite does not mean reading the text loudly. In this stage, reader tells himself or herself the answers to the questions and any other information. This helps the readers to concentrate.

### iv. Review

Review means to go over something again. In this stage, reader looks at the first title and tries to tell what the subsection was about. The readers do not read the subsection. Nuttal(1996, p. 129) said "This stage may be useful to provide reinforcement and revision."

According to Grellet (1981, p.28) the reading techniques are as follows:

a.      Sensitizing

i).      Inference

ii.      Understanding relations within the sentence

iii.      Linking sentence and ideas

b.      Improving reading speed

c.      From skimming to scanning

i.      Predicting

ii.      Previewing

iii.      Anticipation

iv.    Skimming and scanning

Imitiaz (2004, p.4) says that reading strategies encompasses –skimming, scanning, contextual guessing, critical reading, inference, and recognizing text structure.

Different scholars have given different reading strategies or techniques. Generally there are the following strategies:

**i.     Predicting**

Predicting is a common strategy reader uses to read the text. It is using the text to guess what will happen next. Then the reader confirms or rejects their prediction as they read. This strategy is used before and during reading.

**ii.     Setting a purpose**

This strategy is started before reading. Setting a purpose provides a focus for areader.This strategy helps the reader to comprehend and answer the questions.

**iii.     Skimming**

Skimming is the specific reading strategy that is necessary for quick and efficient reading. In skimming, readers go through the reading materials quickly in order to get the gist, to know how it isorganized. It implies adefinite reading competence.

**iv.     Scanning**

Scanning is the strategy to locate specific information. Readers let their eyes to wander over the text until they find what they are looking for.

**v.     Visualizing**

It is a reading strategy that encourages readers to use mental images that emerges from reading the text. This is done during reading to aid the understanding.

vi.  **Inferencing**

Inferencing is giving a logical guess based on facts or evidence presented using prior knowledge.It helps the readers to understand the deeper meaning of a text.

**vii.    Reread**

Reread is the reading strategy that gives the readers another chance to make sense out of a challenging text. Readers reread the passage to check understanding and to answer the questions

viii.   **Restating**

It is a reading strategy where the reader retells, shorten, or summarize the meaning of the passage or chapter either orally or in written form. This reading strategy is performed during reading.

### 1.1.3   Reading Test in IELTS

The reading test is the second part of IELTS test, held after the listening test on the same day. Reading test lasts for sixty minutes. There are three sections in the readingtest. Each section consists of a reading passage and thirteen or fourteen questions. There is one mark per question. The mark of candidates is converted into a band score between one to nine. There are forty questions in total. Section one may be easier than the other sections.The reading passages are long-each one is about nine hundred words. The topics are of general interest but related to academic subjects. They deal with global issues, such as the environment,language,conservation, tourism and so on.The passages do not contain technical information or specialist vocabularies. Many different types of questions are asked.According to Jakeman and McDowell (2006, p.32-33) the reading passage question types are as below:

- Sentence completion
- Notes/table/flow chart completion
- Short answer questions
- Labeling a diagram
- True/False/Not Given

- Global multiple choice

- Matching

- Finding information in paragraphs

- Sentence completion with a box

- Yes/No/Not Given

- Multiple choices

- Paragraph heading

- Summary completion

- Summary completion with a box

- Classification

- Pick from a list

IELTS tests a wide range of reading skills that candidates need for study or immigration purpose.Jakeman and McDowell (2006, p.31) say that the main skills that IELTS test are:

- Reading quickly to a general idea or find a particular word.

- Identifying views, argument and claims.

- Finding detailed or factual information.

- Understanding themes and main ideas.

- Identifying the overall theme of the passage.

## 1.2    Review of the related Literature

As other researchers, I have observed the fundamental background of the related subject and other past studies. There are different researches in the Department of English Education on learning strategies but not any research has been carried out on reading strategies of IELTS candidates. So, this research will be invaluable for the Department and as well as IELTS takers.Some research studies related to my research are reviewed here.

Bista (2007) carried out research on "Strategies of Pahari Learners of EFL in LearningSpeaking."The objective of his research was to explore the Pahari learners' strategies in learning speaking English. There were twenty-seven informants. There were twenty male and seven female informants. It was a qualitative research. His study showed that Pahari learners use dictionary, discussion or interaction with friends, going to institutions, listening toBBC English, watching English films, listening to seniors, memorizing word meanings and grammar rules, reading English magazines as the strategies for learning speaking.

Shrestha (2010) conducted a research on "Vocabulary Learning Strategies Adopted by Nepalese Secondary Level Students as Foreign Language Learners."The purpose of his study was to find out vocabulary learning strategies adopted by Nepalese students of English as foreign language learners. Grade ten students were taken for the study. It was a qualitative research. Interview was used as a research tool. The study showed that the students used cognitive,meta-cognitive, memory, compensative, social and affective strategies.

Dahal (2008) conducted a research on "Communication Strategies Used by the Secondary Level English Teachers and Students." The objective of his study was to find out the type of strategies used by the secondary level students and teachers. She used observation checklist and structured interview as the research tool to collect data. She found sixteen communication strategies used by the students and teachers i.e. guessing, simplification mother tongue, repetition, code switch, use of formulaic expression, description, antonym, synonym, word coinage, avoidance, generalization, exemplification, explanation and asking.

Bhattarai (2004) carried out a research on "Reading Comprehension and Reading Speed of PCL First Year and Grade Eleven Students." The objective of his study was to find out the reading comprehension and reading speed of the students. He used observation checklist and test items as a research tool. His study concluded that eleven graders had comparatively better reading

comprehension ability and speed that those of PCL first year students and the students of grade eleven and PCL first year could comprehend any seen text better than unseen text.

Jaisi(2008) conducted a research on "Techniques of Teaching Reading at Primary Level." The main purpose of that study was to find out different techniques of teaching reading at primary level. The sampled population for that study was thirty primary English teachers at different primary school. The finding of school revealed that group work , pair work, demonstration and explanation are generally used techniques where as drill is the most commonly used techniques in teaching reading at primary level.

Chaudary (2009) conducted a research on "Learning Strategies Used by Class Toppers". The main purpose of her study was to find out the learning strategies used by class toppers of higher education to learn the English language. She used a questionnaire as a tool of data collection.In the research, it was found that metacognitive (rehearsal) strategies were usedby the class toppers of higher education to a great extent.

Karki (2010) carried out a research entitled"Strategies and Achievements of objective of his study was to find out the reading   strategies employed by adult women students .He used test items and questionnaire as the tool of the tool of the research.The finding of his research was all the students (100%) employed reading strategies like taking notes, guessing meaning of difficult words and phrases according to the context. Very few students studied other relatedbooks and materials to know more about a lesson.

Bista (2008) carried out research on "Reading Strategies Employed by Nine Graders."The objective of her study was to find out reading strategies employed by the government aided school students. She used observation checklist, interview as the tools for data collection. She found that the students used five major strategies-guessing, using dictionary, skimming and scanning, and making connections.

The present research is different from those reviewed above. All the above researches have taken schools and colleges as the field of the study but the present research has taken institutes where IELTS are taught. Thus, I have carried out the study on reading strategies in IELTS which will be effective for IELTS candidates and IELTS tutors.

## 1.3    Objectives

The study had the following objectives:

i.   To find out the reading strategies applied by IELTS candidates.
ii.  To suggest some pedagogical implications.

## 1.4    Significance of the study

The study on reading strategies will be useful to the people involved in the field of linguistic study of English language. This study will be helpful for the prospective researcher, IELTS instructors and so on. The study will give an insight into the strategies used by IELTS candidates in reading. It will provide steps, plans, and techniques which help candidates to take a test. My study will be guideline for the test takers. It will be helpful to the people who want to take IELTS exam for abroad study and for those who want to go for abroad work.

## CHAPTER –TWO

## METHODOLOGY

I adopted the following methodologies to carry out my research:

## 2.1    Sources of data

In order to meet the objective of the study,I used both primary and secondary sources of data.

## 2.1.1   Primary Sources of data

The primary sources of data werethepeople who were preparing for IELTS test.

### 2.1.2 Secondary Sources of data

I consultedvarious books, article,journals, and different web sites related to this topic.Cambridge publication, magazines, booklets, leaflet and official sites of IELTS was alsoused. Some of them were:Bartram and Parry (1998), Brown (1994), Ellis (1994),Gass and Selinker (2009), Grellet (1981),Imitiaz (2004),Jakeman and McDowell (2006),Joffe (1988) and Oxford (2003).

### 2.2 Sampling Procedure

Students who were preparing for IELTS test in different institutes in Kathmandu valley were my study population. I used non –random accidental sampling procedure while selecting the institutes. Four institutes were selected from Kathmandu. Ten students were selected from each institute. Altogether forty informants were selected.

### 2.3 Tools of data Collection

The tool of data collection was questionnaire only.

### 2.4 Process of data Collection

Having prepared the required copies of questionnaire, the purposively selected institutes werevisited personally and sought permission from the authority to carry out my research study. Then, I met students who were preparing for the IELTS test and established rapport with them. After that, I briefly explained about my research study and what they were supposed to do. I distributed the questionnaire and requested them to fill it. Then the data was collected, analyzed and interpreted.

### 2.5 Limitations of the Study

The study had the following limitations:

i.     The study was conducted only in 4 institutes of Kathmandu valley.

ii.     The population of the study was limited to the 40 respondents only.

iii.     The primary sources of data for this study werecollected only from questionnaire.

iv.     The study focused on reading strategies used only by IELTS candidates.

# CHAPTER-THREE

## ANALYSIS AND INTERPRETATION

This chapter is devoted to the analysis and interpretation of the data collected from the primary sources.The data was collected from the four institutes of Kathmandu valley with the help of questionnaire. The analysis and interpretation is divided into three categories- viz Metacognitive Strategies,

Cognitive Strategies and Socio- affective Strategies. Simple statistic tools like percentage and tables were used to analyze and interpret the collected data.

## 3.1 Metacognitive Strategies Applied by IELTS candidates

There were ten items in the questionnaire to find out the metacognitive strategies that the IELTS candidates used. From the careful observation of the responses given by the candidates, the following frequencies and their percentages are presented.

### 3.1.1 Reading English Newspaper and Magazines

Reading Newspaper and magazines help to develop reading habit. It is one of the strategies of reading. So, I was interested to find out how often the informants read English Newspaper and magazines.The table clearly shows the habit of reading it.

**Table No: 1**

**Reading English Newspaper and Magazines**

| Rating Scale | Always | | Often | | Sometime | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Reading NP and magazine | 8 | 20 | 10 | 25 | 20 | 50 | 2 | 5 | - | - |

The table shows that informants do not use this strategy. Less than 45% only use this technique and few of them rarely read English newspaper and magazines.

### 3.1.2 Skimming the passage

Skimming is very useful technique in reading situation which requires fast reading. This technique is commonly used in speed reading as it helps the readers to make fast. Therefore, I was interested to find out whether the informants were using this technique or not. To find out their habit, one question was included in the questionnaire. Their responses are shown below:

**Table No: 2**

**Skimming the passage**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Skimming the passage | 22 | 55 | 9 | 22.2 | 5 | 12.2 | 3 | 7.5 | 1 | 2.5 |

The study shows that this technique is used by many candidates as 77.5% mentioned that they use this technique and few of them rarely use this technique. I also found one informant who has never used this technique.

### 3.1.3 Scanning the text

Scanning the text helps the candidates to find the answers to the questions. The informants were askedhow often they scan the text while reading the passage. The table clearlyshows the responses given by the respondents.

**Table No: 3**

**Scanning the text**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Scanning the text | 27 | 67.5 | 9 | 22.5 | 4 | 10 | - | - | - | - |

Majority of the informants scan the text as 90% candidates mentioned that they use this strategy. Only ten percent of total informants were found scanning the text sometimes.

### 3.1.4 Going through the IELTS examination questions of previous exams.

Going through examination questions of previous exams helps the testees to know about the type of questions asked in the examination. The informants were asked a question to find out how often they read and answer the questions of previous examinations. The responses given by them are as follows:

**Table No 4**

**Going through the IELTS examination questions of previous exam**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Going through previous tests | 23 | 57.5 | 9 | 22.5 | 4 | 10 | 3 | 7.5 | 2 | 5 |

| question | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |

The study shows that majority of the informants practice old questions. About 80% informants use this technique. About 12.5% of the informants were not found using this technique.

### 3.1.5 Underlining the keywords of the passage

The informants were asked a question to find out how often they underline the key words.  The responses given by them are presented in the table below:

**Table No: 5**

**Underlining the keywords of the passage**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Underlining the keywords of the passage | 19 | 47.5 | 12 | 30 | 5 | 12.5 | 3 | 7.5 | 2 | 5 |

According to the responses, it was found that the informants underlined the keywords. About 67% of the total informants use this technique. I also found two informants who never underline the key words and three informants who rarely apply this strategy.

### 3.1.6 Reading regularly

Reading regularly helps to achieve the goal. The informants were asked a question to find out their reading habit. Their responses are presented in the following table:

**Table No: 6**

**Reading Regularly**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Reading Regularly | 21 | 52.5 | 11 | 27.5 | 5 | 12.5 | 2 | 5 | 1 | 2.5 |

Many informants had the habit of reading a text regularly as 52.5% mentioned that they always read text and 25.5% often use this strategy. I found one informant who said that he never reads regularly. Thus, it can be said that this technique is in practice.

**3.1.7 Finishing reading one passage in twenty minutes.**

Time is one of the great challenges since no one can control and hold it. It is very important factor in IELTS test. Therefore, I was interested to find out how often they finish reading one passage in twenty minutes. This question wanted

to check the habit of keeping time. The reply from them is given in the following table:

Table **No: 7**

**Finishing reading one passage in twenty minutes.**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Finishing one passage in twenty minutes. | 3 | 7.5 | 11 | 27.5 | 19 | 47.5 | 7 | 17.5 | 3 | 7.5 |

The study reveals that the informants do not have the habit of keeping time as only 35% mentioned this habit. I found 7.5% of informants who were always unable to keep time and 17.5% who rarely finish in time.

**3.1.8 Using mixed skills to find the answers.**

Students predict, guess, skim, scan and so on to answer. They use all the skills at a time while answering questions. To find out how often they use this strategy the question "How often do you use mixed skills?" was included in the questionnaire. Their responses are given in the following table:

**Table No: 8**
**Using mixed skills to find the answers.**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Using mixed skills to find the answers. | 4 | 10 | 7 | 17.5 | 18 | 45 | 5 | 12.5 | 6 | 15 |

According to the study, it can be said that the technique of using mixed to find out the answers is neglected as only 27.5% of the total informants use this technique.45% of the informants said that they sometimes use it.

3.**1.9 Transferring the answer immediately in the answer sheet.**

Transferring the answer in the answer sheet is the most important step in IELTS. Students were asked how often they transfer the answers immediately in the answer sheet. The reply from them is presented in the table 9 below:

**Table No: 9**

**Transfering the answers immediately in the answer sheets**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Transferring the answer | 20 | 50 | 10 | 25 | 9 | 22.5 | 1 | 2.5 | 1 | 2.5 |

From this table, it can be seen that informants transfer the answers immediately. Many informants i.e. % use this strategy. 22.5% of the respondents sometimes transfer the answers immediately and 2.5% of them rarely / never transfer the answers immediately.

### 3.1.10 Setting a purpose

Setting a purpose is one of the strategies in doing any work. In reading, it is important to set a purpose. It guides a reader. In case of IELTS, the purpose of reading is to find the answers. It does not aim to understand the text. The candidates were asked how often they set a purpose. Their answers are presented below:

**Table No: 10**

**Setting a purpose**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Setting a purpose | 7 | 17.5 | 6 | 15 | 16 | 40 | 8 | 20 | 3 | 7.5 |

From the analysis of the given data, we can see that most of the candidates i.e. out of total respondents 40% sometimes set a purpose; 20% rarely set a purpose; 17.5% always set a purpose; 15% often set a purpose and 7.5% never set a purpose. Thus, it can be said that few informants only set purpose before reading.

### 3.2 Cognitive strategies used by IELTS candidates

In order to find the strategies applied by IELTS candidates, nine items consisting of cognitive strategies of IELTS candidates were included in the questionnaire.The overall analysis and interpretation of the responses regarding the cognitive strategies have been described below:

### 3.2.1 Memorizing the Rules

Memorization helps a learner to learn. The IELTS candidates were asked a question "How often do you memorize the rules?" The responses given by them are as follows:

**Table No: 11**

**Memorizing the rules**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Memorizing the Rules | 8 | 20 | 4 | 10 | 9 | 22.5 | 5 | 12.5 | 24 | 60 |

The table shows that this technique is not used by the majority of the informants.It was found that72.5% of the informants do not memorize the rules. Twelve informants were found using this strategy. 22.5% sometimes memorized the rule.

### 3.2.2 Analyzing the question

Analyzing the question is one of the steps before answering the question. The informants were asked how often they analyze the question.Their responses are as follows:

**Table 12**

**Analyzing the questions**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Analyzing the question | 21 | 52.5 | 7 | 17.5 | 7 | 17.5 | 4 | 10 | 1 | 2.5 |

From the analysis of the responses, this technique is used by candidates. 90% of the total informants analyze the questions. Few of them ( si. e. 10%) rarely use this strategy. I found one informant who never analyzes the questions. Seven informants were found sometimes analyzing the questions.

### 3.2.3 Seeking specific details

The readers seek specific details in what they read.  Seeking specific details helps readersto understand the text carefully. So,the informants were asked how often they seek specific details. The responses from them are presented below:

**Table No: 13**

**Seeking specific details**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Seeking | | | | | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| specific details | 3 | 7.5 | 6 | 15 | 5 | 12.5 | 12 | 30 | 14 | 35 |

The table shows that35% of the respondents never seek specific detail in what they read; 30% expressed that they rarely seek specific detail; 15% of the candidates often seek detail when they read; 12.5% of them sometimes seek specific details and only 7.5% of them always seek specific detail when they read the text. Thus this strategy is neglected.

**3.2.4 Reading notes**

Notes help learners to read and understand the topic. The informants were asked a question to find out how often they read notes. The responses are presented in the following table:

**Table No: 14**

**Reading notes**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Reading notes | 6 | 15 | 15 | 37.5 | 11 | 27.5 | 5 | 12.5 | 3 | 7.5 |

From the analysis of the given table, we can see that 37.5% often read notes; 27.5% sometimes read the notes; 15% always read notes; 12.5% of them rarely read the notes and 7.5% out of total informants never read the notes.
The strategy of reading notes is not frequently applied by IELTS candidates.

**3.2.5 Consultation of IELTS reading materials to understand about IELTS**

Students consult different books, magazines, leaflets, and websitesto understand about IELTS, especially reading. The candidates were asked a question to find outhow often they consult IELTS reading materials. The responses given by them are as follows:

**Table No: 15**

**Consultation of IELTS reading materials**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Consultation | 21 | 52.5 | 9 | 22.5 | 7 | 17.5 | 3 | 7.5 | - | - |

The table shows that majority of the candidates (i. e. 75%) consult the reading materials related to IELTS. 17.5% of candidates sometimes consult reading materials; 7.5% of them rarely consult the reading materials.

**3.2.6 Predicting the theme of the passage from the title and sub-titles.**

Readers can predict the theme while reading a text from the title and sub-titles.In the question of predicting, the respondents were asked how often they predict the theme of the passage from the title and sub-titles. The responses given by the candidates are presented in the table below:

**Table No: 16**

**Predicting the theme of the passage from the title and sub-titles**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Predicting the theme. | 4 | 10 | 8 | 20 | 17 | 42.5 | 6 | 15 | 5 | 12.5 |

The above table shows that 42.5% of the candidates sometimes predict the theme of the passage from the titles and sub-titles; 20% of them often predict the theme; 15% of them rarely use this strategy; 12.5% of them never predict the theme whereas 4% always predict the theme from the title and sub-title.

### 3.2.7 Writing notes when instructor instructs at the institute.

In general, students write notes when teachers teach in the class. Therefore,informants were asked how often they write notes. The following table presents the responses given by IELTS candidates:

**Table No: 17**

**Writing notes when instructor instructs at the institute**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Writing notes | 4 | 10 | 6 | 15 | 21 | 52.5 | 8 | 20 | 1 | 2.5 |

The above table clearly shows that majority of the candidates i.e. 52.5% sometimes write notes; 20% of them often write notes; 10% always write notes whereas 25% of the candidates never write the notes when the instructor instruct at the institutes.

**3.2.8 Visualizing the text while reading**

Visualization helps to store the information, pictures, and messages in long term memory. Therefore one question was included in the questionnaire.The informants were asked how often they visualize the text while reading. The response given by the candidates presented below:

**Table No: 18**

**Visualizing the text while reading**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Visualizing the text | 3 | 7.5 | 6 | 15 | 7 | 17.5 | 1. | 25 | 14 | 35 |

The above table shows that 35% never visualize the text while reading; 25% rarely visualize the text; 17.5% of them sometimes visualize the text; 15% of the respondents often use this strategy and 7.5% of the candidates always visualize the text while reading.From the study, it is found that most of the IELTS candidates do not visualize the text while reading.

### 3.2.10 Reciting the text

Reciting sometimes helps the learner while learning.The informants were asked how often they recite text. Theresponses given by them are presented   below:

**Table No: 19**

**Reciting the text**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Reciting the text | - | - | 1 | 2.5 | 3 | 7.5 | 7 | 17.5 | 29 | 72.5 |

The table shows that this technique is not in practice as 90% of the total informants mentioned that they do not recite the text. Only one informant said that he had the habit of reciting the text.

### 3.3 Socio-affective strategies

In order to find out strategies used by IELTS candidate in reading five items were included in the questionnaire. The overall analysis and interpretation of the responses regarding the strategies used by the IELTS candidates has been given. The five items in the questionnaire were as follows:

### 3.3.1 Understanding the meaning of the text from the given context

Meaning canbe understood from different ways. For example, using dictionary, guessing. Meaning can also understood from the context. Students were asked how often they understand the meaning from the given context. The responses are presented in the table 20:

**Table No: 20**

**Understanding meaning from the context**

| Ratting Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | **No** | Per | No | Per | No | Per |
| Understanding the meaning from the given context | 12 | 30 | 7 | 7.5 | 15 | 37.5 | 5 | 12.5 | 1 | 2.5 |

The table shows the 37.5% of the candidates sometimes use this strategy; 30% of them always understand the meaning form the context;7.5% of them often use this strategy; 12.5% of the respondent rarely understand the meaning from the context and 2.5% of them never understand the meaning from the given context .

### 3.3.2 Discussing reading techniques with friends

1.1 Discussing help readers or learners to enhance their reading. It helps readers to understand the topic, theme clearly. In case of IELTS, the informants were asked how often they discuss reading techniques with friends. The responses given by them are presented in the table21:

**Table No: 21**

**Discussing reading techniques with friends**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Discussing reading techniques with friends | 4 | 10 | 12 | 30 | 13 | 32.5 | 2 | 5 | 9 | 22.5 |

The table clearly shows that 32.5% of the candidates sometimes discuss techniques with friends; 30% of them often use this strategy; 22.5% of the respondents never discuss with friends; 10% of them always discuss reading techniques with friend and 5% of them rarely use this strategy.

### 3.3.3 Asking questions to the instructor for clarification

Asking question helps to clarify the topic. The informants were asked how often they ask to their instructor. Their responses are as follows:

**Table No: 22**

**Asking questions to the instructor for clarification**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Asking questions to the instructor | 3 | 7.5 | 7 | 17.5 | 21 | 52.5 | 1 | 2.5 | 8 | 20 |

It is found that 52.5% of the total respondents sometimes use this strategy; 20% of them never ask the instructor; 17.5% of the candidates often ask the instructor; 7.5 of the respondents always ask the instructor for clarification and 2.5% of the total respondents rarely ask the instructor for clarification.Therefore, this strategy is not much used.

### 3.3.4 Discussing and solving problem with friends.

Discussing helps to solve the problems. The informants were asked whether they discuss and solve the problems with friends. Their responses are as below:

**Table No: 23**

**Discussing and solving problems with friends**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Discussing with friends | 5 | 12.5 | 8 | 20 | 15 | 37.5 | 4 | 10 | 8 | 20 |

Out of the total number of respondents 37.5% of them responded that they sometimes use this strategy; 20% of them often discuss and solve the problems with the friend; 20% of them never use this strategy; 12.5% of candidates always use this strategy and 10% of them rarely apply strategy.

From my study, I found that problems in IELTS test could not be solved by discussing with friends. An individual should analyze the problems and solve it.

### 3.3.5 Sharing reading text with friends

In the questions of sharing reading text with friends, the responses are presented in the table below:

**Table No: 24**

**Sharing reading text with friends**

| Rating Scale | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| Strategies | No | Per | No | Per | No | Per | No | Per | No | Per |
| Sharing reading text with friends | 4 | 10 | 9 | 22.5 | 16 | 40 | 7 | 17.5 | 3 | 7.5 |

The table clearly shows that 40% of the candidates sometimes share reading text with friends; 22.5% of them often share the reading text with friends so that they can get more reading materials; 17.5% of them rarely use this strategy; 10% always use this strategy and 7.5% of the total respondents never share reading text with friends.

# CHAPTER-FOUR

## FINDINGS AND RECOMMENDATIONS

This chapter comprises with the major findings of the study and recommendation made on the basis of major findings of the study.

### 4.1. Findings

On the basic of rigorous analysis and interpretation of the collected data, the following major findings of the study have been extracted:

1. Most of the IELTS candidates used metacognitive strategies than cognitive and socio-affective strategies.
2. It was found that almost all informants (90%) had the habit ofscanning the passage.
3. The informants were found frequently analyzing the questions before writing the answers.
4. Majority of the informants (80 %) practise old questions whereas 12.5% of the informants do not use this technique.
5. Majority of the informants (78 %) had the habit of reading the texts regularly.
6. Skimming was also found to be applied by the informants in reading. About seventy- seven percent skimmed the passage.They skimmed the passage to find the gist.
7.  Most of the informantsconsulted IELTS reading materials in order to develop their reading habit.
8. The finding showed that the informants used the technique of transfering the answers immediately in the answer sheets.

9. Most of the informants never recited the text. It showed that recitation had no place in IELTS test.

**4.2 Recommendations**

On the basis of the findings of the research, the following recommendations have been made regarding strategies used by IELTS candidates in reading:

1. .The IELTS candidates need to practise scanning the passage before they attend the examination.
2. They need to analyze the questions properly before answering the questions.
3. They should practise the texts that were asked in the previous test regularly.
4. They should skim the passage to get the gist.
5. They need to consult different different reading materials.
6. They should not forget to transfer the answers. It would be better if they transfer the answers immediately.

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