READING AND WRITING STRATEGIES USED BY GRADE XI STUDENTS

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Bindu Shrestha

Faculty of Education

Tribhuwan University, Kirtipur

Kathmandu, Nepal

2014

READING AND WRITING STRATEGIES USED BY GRADE XI STUDENTS

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Bindu Shrestha

Faculty of Education

Tribhuwan University, Kirtipur

Kathmandu, Nepal

2014

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: 26 March, 2014

Bindu Shrestha

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Bindu Shrestha** has prepared this thesis entitled;
"**Reading and Writing Strategies Used by Grade XI Students**" under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 26 March, 2014   ....

Mr. Guru Prasad Poudel (Supervisor)

Teaching Assistant

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu.

EVALUATION AND APPROVAL

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

Signature

Dr. Anjana Bhattarai   …………..

Reader and Head   Chairperson

Department of English Education

University Campus

TU, Kirtipur

Dr. Chandreshwar Mishra   **…………….**

Professor   Member

Department of English Education

Chairperson

English and other foreign language subject committee

University Campus

TU, Kirtipur

Guru Prasad Poudel (supervisor)   …………….

Teaching Assistant   Member

Department of English Education

University Campus

T.U., Kirtipur

Date: 28 March, 2014

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Anjana Bhattarai   ……………

Reader and Head   Chairperson

Department of English Education

University Campus

TU, Kirtipur.

Mrs. Sarswoti Dawadi   **…………….**

Lecturer   Member

Department of English Education

University Campus

TU, Kirtipur

Mr. Guru Prasad Poudel (supervisor)   ………………

Teaching Assistant   Member

Department of English Education

University Campus

TU, Kirtipur

Date: 24 August, 2013

DEDICATION

Dedicated to:

My parents

Who taught me my

First words.

ACKNOWLEDGEMENTS

ABSTRACT

This study entitled "Reading and Writing Strategies Used by Grade XI Students" is basically a descriptive study. It is an attempt to find out the reading and writing strategies used by grade XI students in learning English. In order to carry out this study, the researcher selected four different schools from Syngja district through purposive non-random sampling procedure. Sixteen students from each school were purposively selected as the sample of this study. The researcher used both primary and secondary sources of data. A set of survey questionnaire related to reading and writing strategies was used as the tool for data collection. After analyzing the collected data, it is found that to develop reading skill in English, the students of grade XI, majoring in English read English stories, poem, newspaper and magazines and any materials as they found suitable for themselves. Similarly to develop good writing skill, students of grade XI were found to prepare their own note, do homework regularly, note down the main points during teacher explanation and took part in essay competition organized by the college.

This work comprises five chapters. Chapter one deals with the introduction which consists of general back ground, statement of the problems, rationale of the study, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms. Chapter two deals with the review of related literatures and conceptual framework. It consists of review of related empirical literature, implication of the review for study, theatrical literature and conceptual framework. The third chapter is about the methodology used in the process of this study. Namely, they are : population and sample, sampling procedure, the tools adopted, the process of data collection and interpretation. The fourth chapter is the

presentation of results and discussions of the collect data. The discussion is incorporated in to two categories as reading strategies and writing strategies used by the students. The final chapter is about the summary, conclusion and implications of the study. The implication further incorporated into policy level, practice level and further research area.

TABLE OF CONTENTS

Page No.

CHAPTER ONE: INTRODUCTION

CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY

CHAPTER FOUR : RESULT AND DISCUSSION

CHAPTER FIVE : SUMMARY, CONCLUSION AND IMPLICATION

References

Appendices

LIST OF TABLES

Page No.

LIST SYMBOLS AND ABBREVIATIONS

Asia TEFL   :   Teaching English as Foreign Language in Asia

EFL   :   English as Foreign Language

ELT   :   English Language Teaching

ERG   :   Existence, Relatedness, Growth Needs

et.al   :   …And other people

etc.   :   Etcetra/and other similar things

H.S.   :   Higher Secondary

IATEFL   :   International Association of Teachers of English as

                                  Foreign Language

LLS   :   Language Learns Strategies

L_2 :   Second Language

NELTA   :   Nepal English Language Teachers Association

NS   :   Native Speakers

PD   :   Professional Development

S.I.P.   :   School Improvement Programme

TESOL   :   Teachers of English to Speakers of Other Languages

TPD   :   Teachers` Professional Development

T.U.   :   Tribhuwan University

UAE   :   United Arab Emirates

USA   :   United States of America

CHAPTER – ONE

INTRODUCTION

This study is about the "Reading and Writing Strategies Used by Grade XI Students Majoring in English". This chapter includes general background, statement of problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms.

1.1 Background

The English language has been accepted as the language of international communication. By the end of twentieth century English was already well on its way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first (or even second) language. Language is species specific. It is only possessed by human beings. There are different means of communication. Among them language is the most widely used and effective means of communication. Language is a conventional, traditional or social institution. It is something that is established in the society. Language is handed from generation to generation. So, it is a social institution.

Finocchario (1964, as cited in Brown, 1994, p. 8) defines language as "A system of arbitrary vocal symbols, which permits all people in a given culture, to communicate or to interact". Similarly Wardhaugh (1972, as cited in Brown, 1994, p. 3). defines language as "a system of arbitrary vocal symbols used for human communication". Besides being a means of communication, it is a storehouse of knowledge, an instrument of thought as well as a sense of delight. Language learners are those who are interested to learn language. They use different strategies to learn a language.

Here, the term, 'Learning Strategies' refers to those deliberate actions and attempts of the learners which are intended to promote the learning of the new features of the target language. Learning strategies are intended to promote the

acquisition of the l_2 . Similarly, these are useful for developing communicative competence in the learners. Examples of learning strategies are: direct strategies, indirect strategies, cognitive strategies, metacognitive strategies and socio/affective strategies.

1.2 Statement of the Problem

A problem statement is a clear description of the issue which includes a vision or issue of a statement. The problem being addressed in this study is the individuals' learning strategies used in learning English. When the English language learners use different strategies in learning as the building blocks of their language proficiency, they adopt different ways of developing proficiency. Especially, the students who are majoring in English attempt to use different strategies in their practice. Some of them enjoy direct learning strategies and some of them prefer indirect learning strategies. As all individuals are different, it is hard to find uniformity in their way of learning. So, the major issue to be discussed is to bridge the gap of adequate strategies which play determining role in their achievement. The aim of learning is to bring the change in real life situation by getting skills to face the challenges of life and also learning oneself. If the learners have the individual skills of learning independently towards the new trend, they will be able to face the challenges. The lack of appropriate strategies in learning, they will have great problem in dealing with the content of English. So, the issue or problem is related to the appropriate learning strategies to the learners to suit their reading and writing skill using adequate learning strategies. Thus, the concern being addressed behind the study is to explore the appropriate reading and writing strategies used by grade XI students majoring in English. Reading and writing skills play pivotal role in learner's linguistics proficiency. They are the most preferred activities of the learners as well. So, the issues related to these two interrelated skills are required to be discussed.

1.3 Rationale of the Study

As one of the important components of the research, the rationale of this study clarifies the principal reason underlying for an action taken or decision made in the proposed study. This study becomes important to find out the strategies used by the individual students in learning English. Though, we can have a number of studies related to learning strategies and their role in learning different language skills and aspects, there is not the specific study of learning strategies used by eleven graders students who are majoring in English. In such context, it becomes important to study on this topic. This study have brought some new insights on individual differences in learning strategies, preferred strategies of English students and common ways of tackling with English contents. Further, it is important to carry out study on this topic as it intends to explore the problems which are missed in previous studies. The results of this study provide valuable information needed to solve certain problems like low level achievement, learners disinterest in learning English and so on. Similarly the use of inadequate strategies in reading and writing led the learners to low level achievement. So it is also important to provide adequate strategies to address those problems. I hope that the results of this study open new possibilities for further researches. As we know learning is a complex phenomenon, it needs practical strategies to be employed. The students of grade XI are in transitional phase of school and college level learning. If they lack appropriate strategies to cope with the content, their learning might be full of confusion, obscurity and difficulty. So, this study becomes beneficial for the students to find out the adequate learning strategies that can be used directly in reading and writing, and indirectly in listening, speaking, vocabulary, function, grammar and so on.

1.4 Objectives of the Study

This study had the following objectives :

  i.   To find out reading and writing strategies used by grade XI students in learning English.

ii.   To suggest some pedagogical implications.

1.5 Research Questions

The researcher had used following research questions to move this study ahead:

  i) What are the strategies used by grade XI students in learning reading and writing?

  ii) What are the most frequent strategies used for learning reading and writing?

  iii) What are the least frequent strategies for reading and writing?

1.6 Significance of the Study

Learning strategies are the tendencies or overall characteristics of the approach used by the learners. This study is significant to the students who are studying English in grade XI. It lets them to know whether they are adopting appropriate strategies or not. It provides the information for teachers about the common strategies that could be used to develop in reading and writing in order to develop sound proficiency to the students majoring in English. It helps the teachers to suggest their students to use the effective learning strategies. Likewise, it becomes equally helpful to the teacher trainers, parents, counselors, textbook writers, subject experts, curriculum designers and other who are directly or indirectly involved in language teaching and learning activities.

1.7 Delimitations of the study

This study had the following limitations:

  i) The study was limited only for learning strategies that are applicable in reading and writing.

  ii) The study was limited to the learning strategies used by 80 students of grade XI taking English as their major subject.

  iii) This study was limited to the data obtained from the questionnaire.

iv) The collection of the data was limited to the purposively selected five higher secondary schools of Syangja district.

v) The study was limited to the students enrolled in education stream, of HSEB.

1.8   Operational Definitions of Key Terms

The specific terms used in this study have been defined as follows:

Learning strategy: It refers to the particular action or activity employed by learners to make their learning easier, faster, more enjoyable, more effective and more transferable to new situations.

Direct LLS: Direct language learning strategy can be defined as a strategy which directly involves the target language.

Indirect LLS: It refers to the strategy which does not directly involve the subject matter or the target language.

Memory Strategy: It aids in entering information into long term memory and retrieving information when needed for communication.

Cognitive Strategy: It is used for forming and revising internal mental models and receiving, and producing message in target language such as analyzing, summarizing and practicing.

Compensation Strategy: Compensation strategy is one which is needed to overcome any gaps in knowledge of language. It is used to compensate for limited knowledge.

Metacognitive Strategy: It can be defined as a strategy which helps the learner to control their own recognition by coordination the planning, organizing and evaluating the learning process.

Affective LLS: It can be defined as a strategy which enables learners to control feelings, motivations and attitudes related to language learning.

Social Strategy: It refers to the strategy which facilitates interaction with others often in discourse situation

CHAPTER - TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter is about the discussion of review of related literature and conceptual framework of the study on 'Reading and Writing Strategies Used by Grade XI Students in English.' this section is further divided into four sub-headings. At first, the review of related theoretical literature focuses on describing the theoretical backup of the study which prepares the base for the researcher. Secondly, the review of empirical literature sheds light on empirical researches so far carried out on the related topic. Thirdly, the implication of the review for the study presents the relation between reviewed woks with present work. Finally, the conceptual framework conceptualizes the theory on which the present research is grounded.

2.1 Review of Related Theoretical Literature

The present research is mainly concerned with the language learners, second language acquisition, learning strategies, importance of learning strategies for second language learning and teaching, types of learning strategies and characteristics of language learning strategies.

2.1.1 Language Learners

Language learners are of various types. Some are interested to learn more and some are not interested to learn. Basically the good language learner uses various learning strategies. So, let me discuss about good language learners. There has been a lot of research in recent years into what makes a good language learner. Here is a brief summary of the latest theories.

 Fillmore (1980, p. 10) has discussed about the good language learners on his report on social strategies in following way:

The good language learner thinks about how he is learning. He tries to find out what works for his and what doesnot. If he does not understand the purpose of a particular exercise, he asks the teacher. The good language learner is willing to experiment and take risks. For example, he will try out different ways that suits his best. He is also not afraid of making mistakes, because He knows that these will help him. The good language learner is realistic. He knows that it will take time and effort to become proficient in English, and that there will periods where he does not seem to be making much progress. The good language learner is independent. He does not expect to learn English just by sitting in the classroom, and does not rely on the teacher to totally direct his learning. The good language learner is organized and active. He uses his time to learn English sensibly, and is always looking for opportunities to develop her language both inside and outside of the classroom. The good language learner has a balanced concern for communicating their thoughts but do not care that they make many mistakes in doing so. The good language learner, on the other hand, is concerned with both communicating and doing so as accurately as possible. Although these are the qualities that have been found in the most efficient language learners, there are still many other factors that influence how quickly a child we learn English.

The good language learner is realistic one who knows that learning takes time and effort to become proficient in English. Thus, he wants to do progress in relatively long period of time.

2.1.1.1 Good Language Learner

Here are some traits that are sometimes claimed to be the characteristic of good language learners inside and outside the classroom as mentioned by Oxford (1996, p. 36):

- seek out opportunities to use the language in meaningful interactions
- are willing to practice
- repeat words and phrases until they form good habits

- are uninhibited
- are patient
- make errors in their language use
- pay attention to the forms of the language
- study grammar to improve their speaking
- search for meaning in listening and reading
- use their native language to help them learn
- ask for clarification when they do not understand
- do not feel anxious

Good language learner have the following personal characteristics as well

- have high self-esteem
- have high intelligence power
- start learning at an early age
- are extroverts
- are tolerant of ambiguity and willing to guess
- are aware of their own learning styles and start gives
- are motivation to become members of the second language community/ want to use the second language for their career (www.google.com/language learning strategies-2013)

2.1.1.2 Language Teaching and Good Language Learner

What makes a language learner an effective acquirer of a foreign language? What methods and approaches do they use that enables them to become fluent more quickly than the average language learner? What can we learn from their techniques that we can pass on to other language learners?, etc. are the basic questions related to the discussion of language teaching and good language learner.

It is believed that good language learners take and create opportunities to use the language in better way. They avoid using the language in the early stages for fear of a breakdown in communication. The good language learner, on the other hand, uses the language at every available opportunity. They are forever

seeking out opportunities both to use and to hear the language. eg. Chatting with store keepers (rather than just purchasing the goods they have gone there to buy), asking people at the bus stop how to get where they want to go (even though they are clear on this already!) instead of just getting on the bus, asking someone in the street to explain some unusual object or event (rather than just passing it by) asking someone on the bus or train to explain something in their Chinese text book etc. All the while, therefore, they are taking and creating opportunities to use the language.

Marioni (2002, pp. 31-32) further states that good language learner practice what they have just acquired many language learners practice in class, but few practice enough outside the classroom. The good language learner practices what they have just learnt as soon as possible. For example, while on bus or bicycle, they are going through in their mind what they have recently learnt in class by holding an imaginary conversation with someone. And straight after class, or in the evening, they visit their sympathetic listeners, (whether they be neighbors, street vendors, store assistants etc.) telling them what they have just learnt that day.

 They are willing to try anything in order to get their message across. Many language students, if they don't know the correct word or phrase for what they with to communicate, simply avoid the subject completely or use English. The good language learner, possessing such a strong desire to communicate, is willing to try out different ways In order to get their message across. For instance, if they don't know the word for 'language school', they might say (in Chinese),"the place where I learn Chinese". They are willing to try almost anything, even to appear foolish if necessary, in order to communicate.

They are willing to live with uncertainty. The average language learner, when hearing something which they don't understand, often feels embarrassed and many try to change to another topic of conversation. The good language learner doesn't give up so easily ! They are able to overcome their initial feedings of uneasiness, and in fact, may even enjoy it, or seeing it as a game to be played! They hazard a guess as to what the meaning might be; trying out their hunches

by asking suitable questions which they hope will shed light on the clues which the context of the conversation offers them.

They monitor their own speech as well as the speech of others. Many language students are so bound up with getting their message across or trying to understand what the other person is trying to say that they learn little from the communication process. The good language learner, however, is firstly monitoring their own speech listening to themselves speak and noting how their speech is being received by their listeners (e.g. facial expressions, etc.). To them, such feedback is very important. Then, secondly, they are monitoring the other person's speech noting how they use words and phrases, as well as grammar structures. Some basic characteristics of language learners as suggested by Griffiths (2004, p. 24) are as follows:

a) They are constantly looking for patterns in the language

Many language learners absorb only what they are taught in class about the language; if the teacher or their textbook has not yet covered that point, they shut their minds to it. The good language learner is always becomes constantly analytical and decent in their new language learning. They know that learning a new language is a very complex matter like putting together the pieces of a huge jigsaw puzzle. They absorb what they are taught in class, but they are also actively involved in discovering where new pieces fit in to the overall picture. And so they are constantly trying to find schemes for classifying the information they have gathered.

b) They are a systematic organizer

The poor language learner often lacks a planned and systematic approach to acquiring the language, and hence fails to reach a reasonable standard of performance. The good language learner, however, recognize the magnitude of their task, set down a plan of campaign, divide their study program into attainable goals, and organize regular times for study. Then they systematically record what they learn about the language whether pronunciation, grammar or vocabulary so that it is readily available for reference.

25

c) They are willing to experiment with different learning methods

The poor language learner, upon discovering that the way they were taught to learn the language has proven ineffective, complains and gives up! The good language learner tries out different approaches to acquiring the language, chooses those that work for them and discards the rest. They also note how other people learnt the language, trying out their methods to see if they are suitable for them.

d) They make errors

The poor language learner is so afraid of making mistakes that they say nothing until they are sure that they can say it absolutely correctly and that day never arrives! The good language learner knows differently. They recognize that errors are a part of the learning process itself and looks upon them as a potential source of information, as well as a way of improving their language skills. They not only note their errors, but also try to understand why they made them and how to avoid making them again in the future.

e) They are a friendly initiator of conversation

For many language students, it must be the other person who initiates a conversation before communication takes place. The good language learner knows that it is best if they start the ball rolling by initiating the conversation with a question or comment. And by doing it in a warm and friendly tone of voice, they find that the other person is usually very happy to chat with them.

Baicknili (2008, p. 84) writes "Extroverts get the language much more easily than introverts." This is only partly true. Extroverts do have the advantage of being less shy than introverts, but they often lack the discipline and determination that learning a language requires. The person who succeeds is the restless searcher after clues -- one whose mind is constantly looking for the thousands of pieces in the jigsaw that will eventually fit together to complete the puzzle. They understand how to use the people all around them to help

reach their goal of fluency in Chinese and hence successfully integrate into the local community.

2.1.2 Second Language Acquisition

Language acquisition is and inevitable phenomenon for a human child. It refers to the learning rules of phonology, grammar *and* semantics. Second Language Acquisition (SLA) refers to the process of acquiring the language(s) which is other than the first language. *SLA* is used as a general term that embraces both natural or tutored acquisition Gass and Selinker (2008) say:

> In general, SLA refers to the process of learning another language after
> the native language has been learned. Sometime the term refers to the
> learning of a third, fourth language. The important aspect is that SLA
> refers to the learning of non- native language after the learning of the
> native language. Second language acquisition is the cover term which
> includes any language that a person acquires after his/ her mother
> tongue. It can be second, third, fourth or more than fourth language (p.
> 7).

Ellis (1985) says, "Second language acquisition refers to the sub conscious or conscious processes by which a language other than the mother tongue is learnt in a natural or a tutored setting" (p. 6) . It means SLA is used as a general term that includes the natural situation or in the classroom situation. It includes both learning and acquisition. According to Krashen (as cited in Richards and Rodgers, 2001, p. 181), acquisition and learning are two distinct processes. Acquisition is a subconscious process in which the learner picks up a language but learning is a conscious process which is concerned with knowing about a language. Acquisition is similar to child's first language acquisition but learning is different and some how artificial process. But Ellis (1985) does not agree with Krashen. He says that acquisition and learning can be used

27

interchangeably irrespective of whether conscious or subconscious processes are involved. Similar view is of Gass and Selinker (2008). "By this term, we means both the acquisition of a second language in a classroom situation, as well as more exposure situation"(p. 7).

Generally, second language acquisition and foreign language learning are used synonymously. But they are not same. Making difference between second language acquisition and foreign language learning Gass and Selinker (ibid) state that " learning in a second language environment takes place with considerable access to speakers of the language being learned , whereas learning in a foreign language environment usually does not" (p.5).

Though SLA is a new discipline which was developed only after Second World War, it has been developed as a full-fledged discipline. Many applied linguists such as Krashen, Ellis, Gass, Selinker, Cook etc. have contributed a lot for the development of the field of SLA. "While SLA is one an autonomous area of research, it had its roots and initial justification in other areas for example, language teaching and it has been strongly influenced by other disciplines such as linguistics and psychology" (Gass and Selinker, 2008, p. 20).

While developing as a full-fledged discipline, it is also drawing the knowledge from different disciplines. In this regard, Larsen- Freeman (2000, p. 165) says :

> SLA draws on multiplinary theoretical and empirical perspectives to address the specific issues of how people acquire a second language and the specific problem of why everyone does not do so successfully (as cited in Awasthi, 2007, p. 13).

It suggests that SLA is taking different theoretical and practical subjects from other related disciplines. Under SLA, we can study different theories, principles, aspects and factors related to second language acquisition. Among them a variable, learning strategy is described here.

2.1.3 Learning Strategies

The word ' strategy 'is derived from the ancient Greek word strategia, which means steps or actions taken for the purpose of winning a war. Oxford (1996, p.14) says that the warlike meaning of strategic has fortunately fallen away but the control and goal directedness remain in the modern version of the word. Research into learning strategies in second language acquisition (SLA) emerged in the late 1970s. It reflected a concern to identify what it was that made some people more successful learners than others.

There is no agreement about what constitutes a learning strategy . It has been defined variously by different researchers. Some of the definitions of learning strategies are presented here:

> In our view strategy is best reserved for general tendencies or overall
>
> characteristics of the approach employed by the language learner,
>
> leaving techniques as the term to refers to particular forms of observable
>
> learning behaviour (Stern, 1983, p. 66).

Learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning, recall of both linguistic and content area information. (Chamot, 1987, p. 47).

Cohen (1989) opines learning strategies as " Learning process which is consciously selected by the learners" (p. 4). Learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly (Rubin, 1987, p. 25).

The given definitions don't give us a clear picture of what strategies mean. However, one thing is common among them strategies are used in an effort to learn something about the second language from the definitions, we can also infer that some strategies can be behavioral while others are mental, that some are linguistic while others are non-linguistics and that they refer to both general approaches and specific actions or techniques.

In a very broad sense, learning strategies are divided into three types: Production strategies , which refers to ' an attempt to use one's linguistics system efficiently and clearly, with a minimum of effort'. Communicative 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 TL. Strategies are those specific 'attacks' that we make on a given problems. Styles are general characteristics that differentiate one individual to another.

Oxford (1990, p. 34) defines learning strategies as " Behaviours or actions which learners use to make language learning more successful, self directed and enjoyable". In these two definitions,

According to Chamot (1987, p. 41), learning strategies are " Techniques, approaches, or deliberate actions that students take in order to facilitate the learning . . . " In this definition, Chamot has addressed the issue of consciousness and clarifies that learning strategies are deliberate or intentional actions. In a similar way, Rubin (1987, p. 32) addresses the issue of whether learning strategies have a direct or an indirect effect on language development and defines them as "strategies which contribute to the development of the language system which the learner constructs and affect learning directly".

From all the above definitions of learning strategies, what we can infer is that learning strategies are the specific actions taken by the learners to make learning easier and faster. In other words, they are used by the learners to enhance their own learning. They are problem-oriented and intentional. Some strategies involve internal mental actions while others involve physical actions. Thus, some strategies are directly observable, while other are not.

Thus, learning strategies are particular actions or activities employed by learners to make their learning easier, faster, more enjoyable, more directed, more effective and more transferable to new situation. It is an extremely powerful learning tool.

2.1.4 Importance of Learning Strategies for Second Language Learning and Teaching

Language teaching is concerned with the assistance given to the learners to learn that language more effectively and skillfully. Ellis and Sinclair (1987) suggest "Learners should be helped to become aware of their learning styles and the teacher plays an instrumental role in helping the learners on how to learn the second or foreign language" (as cited in Gardner and Miller, 1999, p. 157). Within "communicative' approaches to language teaching, a key goal for the learners is to develop communicative competence in the target L2/FL, and language learning strategies can help students in doing so. As Oxford (1990a) puts it, language learning strategies " . . . are especially important for language learning because they are tools for active, self- oriented involvement which is essential for developing communicative competence" (p. 1).

Gass and Selinker (2008, p. 441) state that "in order to" support learners' on first has to understand them and their strategies from a research point of view and than assess whether what they have been taught in terms of learning strategies actually works." In addition to developing students' communicative competence , training students to use language learning strategies can help them become better language learners.

Skehan (1989, as cited in Clouston, 1997, p. 76) states " There is always the possibility that the 'good' language learning strategies . . . are also used by bad language learners but other reasons cause them to be unsuccessful".

These definitions imply that language learning strategies adopted by the learners are important for a language teacher. These strategies help the teacher to make lesson according to the strategies of the learners. Learners also take benefit from learning strategies as they can leave some strategies and adopt new strategies to become successful leaner and learn language easily. Thus, language learning strategies are important for teachers, learners, course designers and all other related people.

2.1.5 Types of Learning Strategies

There are different taxonomies of learning strategies. Two of the very useful and widely accepted classifications of them are presented below:

O'malley and Chamot classifies learning strategies into three different kinds. They are metacognitive, cognitive and social affective strategies. The first refers to the attempt of regulating language learning by means of planning, monitoring, an evaluating, the second to 'the steps or operations used in problem-solving that require direct analysis, transformation or synthesis of learning materials' (Rubin, 1987), and the third to the ways in which learners choose to interact with other learners and native speakers.

O'malley and Chamot (1990) classify learning strategies into three types:

a. Cognitive Strategies

They 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. e.g. inferencing, rehersal, deducing.

b. Metacognitive Strategies

They constitute an attempt to regulate language learning by means of planning, monitoring and evaluating. They have an executive function e.g. Selective attention, planning, evaluation.

c. Social/ Affective Strategies

They concern the way in which learners interact with other learners and NSs. e.g. Co-operation question for clarification.

Oxford (1990b) categories language learning strategies into two types and three sub- types of each. They are as follows:

1. Direct language learning strategies

This is the strategy which directly involves the target language such as reviewing and practicing.

i. Memory strategies

Memory strategies help learners link one L2 item or concept with another. They enable learners to learn and retrieve information. For example: to make associations with what has already been learned, to repeatedly pronounce new words in order to remember them.

Cohen (1998) names the strategies as retrieval strategies. Retrieval strategies would be those strategies used to call up language materials from storage through whatever memory searching strategies the learner can muster.

ii. Cognitive strategies

Those strategies which relate to how students think about their learning are cognitive strategies. Some cognitive strategies are: reasoning, analyzing, summarizing and

practicing. Those strategies are used for memorizing and manipulating target language structure.

iii. Compensation strategies

According to oxford, are intended to make up for missing knowledge while listening, speaking, reading or writing. For example; using gestures or body language (for speaking), rephrasing (for speaking or writing), asking for help (for listening, speaking, reading or writing), making guesses based on the context (for listening and reading)

Cohen (1998, p.7) calls it cover strategies which are used to produce simplified utterances.

2. Indirect Language Learning Strategies

Those strategies which provide indirect support for language learning such as planning, co-operating and seeking opportunities are indirect learning strategies.

i. Metacogntive Strategies

Metacognitive strategies mean strategies beyond the cognitive strategies. They encompass planning, organizing, monitoring one's own language structures.

ii. Affective strategies

Those strategies which are related to students' feeling, emotion, etc. are affective strategies. Anxiety reduction, self-encouragement and self reward come under affective strategies.

iii. Social strategies

Those strategies which involve learning by interaction with others are social strategies. Asking questions, co-operating with native speakers of that language and becoming culturally aware come under social strategies.

Cohen (1998) calls these strategies communicative strategies. Oxford (1990a) acknowledges the possibility that the categories will overlap, and gives as an example, the metacognitive strategy planning, which in, as far as planning requires reasoning might also be considered a cognitive strategy.

Ellis (1985) uses more comprehensive term learner strategies. Learner strategy is categorized into three types of strategies.

i. Learning strategies

Strategies that are used to receive L2 knowledge, process and rehearse it come under learning strategies.

ii. Production Strategies

Activities that are used to receive knowledge and produce them come under production strategies. They are devices for using existing resources automatically.

iii. Communication Strategies

Communication strategies which the learners operate when the learners need to compensate for inadequate means which as a result are likely to involve greater effort and to see closer to consciousness (Ellis, 1985).

Although language learning strategies are defined and classified controversially, it is the interesting area for research. O'Mally and Chamot's framework with the above three major types strategy is presented below:-

Table 10: O'Mally and Chamot's (1990) Typology of Learning Strategies

Generic Strategy Classification	Representative Strategies	Definitions
Metacognitive Strategies	Selective attention Planning	Focusing on special aspects of learning tasks, as in planning to listen for key words or phrases. Planning for the organization of either written or spoken discourse.
	Monitoring	Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring.
	Evaluation	Checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place.

Generic Strategy Classification	Representative Strategies	Definitions
Cognitive Strategies	Rehearsal	Repeating the names of items or objects to be remembered.
	Organization	Grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes.
	Inferencing	Using information in text to guess meanings or

		new linguistic items, predict outcomes or complete missing parts.
	Summarizing	Intermittently synthesizing what one has heard to ensure the information has been retained.
	Deducing	Applying rules to the understanding of language.
	Imagery	Using visual images (either generated or actual) to understand and remember new verbal information.
	Transfer	Using know linguistic information to facilitate a new learning task.
	Elaboration	Linking ideas contained in new information or integrating new ideas with known information.

Generic Strategy Classification	Representative Strategies	Definitions
Social or affective Strategies	Co-operation	Working with peers to solve a problem, pool information, check notes or get feedback on a learning activity.
	Questioning for classification	Eliciting from a teacher or peer additional explanation, rephrasing or examples.
	Self-talk	Using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

(Source: O'Malley and Chamot, 1990)

Figure 13: Oxford's Classification of Learning Strategies

Learning Strategies	Direct Strategies	(i) Memory Strategies. (ii) Cognitive Strategies. (iii) Compensation Strategies.
	Indirect Strategies	(i) Metacognitive Strategies. (ii) Affective Strategies. (iii) Social Strategies.

Source: Oxford, 1990

2.1.6 Characteristics of Language Learning Strategies

While reading the literature of language learning strategies, it is clear that a number of further aspects of language learning strategies are less uniformly accepted. When discussing language learning strategies, some writers used the term "Learner strategies" (Rubin, 1987), other "learning strategies" (O'Mally and Chamot), and still others "Language Learning strategies" (Oxford, 1990, 1996). However, there are a number of basic characteristics in the generally accepted view of language learning strategies (LLS). They are as follows:

1. LLS are learner generated; they are steps taken by language learners.
2. LLS enhance language learning and help to develop language competence, as reflected in the learners' skills in listening, speaking, reading or writing the L2 or FL.
3. LLS may be visible (behaviours, steps, techniques etc.) or unseen (thoughts, mental process)
4. LLS involve information and memory (vocabulary, know ledge, grammar rules etc.)

Oxford summarizes his view of language learning strategies by listing twelve key features. In addition to the characteristics noted above, she states that language learning strategies:

) Allow learners to become more self-directed.

⟩ Expand the role of language teachers.

⟩ Are problem-oriented.

⟩ Involve many aspects, not just the cognitive.

⟩ Can be taught.

⟩ Are flexible.

⟩ Are influenced by a variety of factors (Clouston, 1997)

2.2 Review of Related Empirical Literature

Learning strategy has been widely accepted by both teachers and researchers as one of the key factors that influences the rate and success of second or foreign language learning. Researchers at several universities in the world have carried out research works on learning strategies as well. So in this section, the researcher had duly reviewed the studies that had been carried out both inside and outside the department of English education.

In the study of 'Successful and Unsuccessful Language Learners Strategies', Rubin (1975) concluded that successful language learners had strong desire to communicate, were willing to guess when unsure, and were not afraid of being or appearing foolish. This did not mean they did not care about correctness. However, good language learners also paid attention to form and meaning in their language. In addition, good language learners practise and monitor their own language and the language of those around them. Some of Rubin's findings have been supported by other new researchers. One of them Fillmore (1982) who, carried out research in individual differences of learner's strategies at the university of California. Fillmore had paid special attention to the social strategies employed by good language learners. She sampled on forty student purposively and reported that the good language learners spent more time in socializing with their classmate. At around the same time as Rubin, Stern (1983) produced a list of ten language learning strategies. He believed that the good language learner uses a personal learning style or positive learning

strategies, an active approach to learn, willingness to use the language in real communication.

Naiman, Frohlich, Stern and Todesco (1978 as cited in Griffiths, 2004) discovered that good language learners are able to adopt learning styles to suit themselves, are actively involved in the language learning process, are able to develop an awareness of language both as a system of rules and as a means of communication, develop the target language as a separate system which does not always have to be related to the first language. O'Malley et al. (1985 as cited in Griffith, 2004) discovered that students at all levels reported the use of an extensive variety of learning strategies. Moreover, he reported that more successful students mostly use metacognitive strategies.

Many researches in this area have been carried out by various scholars in different universities all over the world. In the department of English Education, Faculty of Education, T.U., there are few studies conducted on learning strategies that the learners adopted while learning English as a second language. Some of them are reviewed in following ways:

Devkota (2003) carried out a research on 'Learning Strategies : An Attitudinal Study'. His purpose was to find out the techniques or strategies employed by bachelor level students to learn literature. He selected forty students purposively. He used questionnaire to collect data from students and structured interview to collect information from the teachers. He found that the bachelor level students use their individual learning strategies in learning literature. Similarly, teachers are found to have positive attitude to the individual strategies of learners in learning literary text.

Similarly, Rain (2006) conducted a research on 'Learning Strategies Used by Maithili Learners of English at Secondary Level'. His study was centered on how Maithili learners of English learn English as their third language. He collected the data from fifty Maithili learners of English through both open ended and close ended questionnaire. He found that the learners used very few techniques to learn English language. He concluded that teachers and learners

do not use communicative approach in the classroom. They practice the English language using a traditional method, i.e. GT method.

Bista (2008) carried out a research study on 'Reading Strategies Employed by the Ninth Graders'. The purpose of her study was to find out the reading strategies used by the government aided school students. She used test items and interview schedule as research tools. She found out that all students used guessing strategy; asked question to themselves while reading, read determining the important points and made notes for exam.

Chaudhary (2009) carried out a research on 'Learning Strategies Used by the Class Toppers'. She aimed to find out the learning strategies used by class toppers of higher education to learn the English language. She used a set of questionnaire as a tool for data collection. She took the data from 30 students. She found out that metacognitive (rehearsal) strategies were used by the class toppers of higher education to a great extent. She concluded that the class toppers have a strong desire to communicate and they are willing to guess meaning from the context.

Poudel (2010) carried out a research on 'Learning Strategies Adopted by the Grade Ten Students'. He aimed to find out the learning strategies adopted by the tenth grade students to prepare for their examination. He sampled on sixty students who were purposively selected. He used a set of check list and questionnaire as the tools for data collection. He found out that students come to school with preparation, the teachers mainly recommended textbooks and practice books while teaching English and students read English texts, mainly, for good preparation of their exam.

Dhital (2011), carried out a research on 'Learning Strategies Used by the Good Language Learners in English'. Her objectives was to find out the learning strategies used by SLC distinction holders in learning English. She sampled 60 students and collected data through questionnaire. After the analysis of the data she found that the common learning strategies of good learners include Search for new and new information, listen attentively in the class and practice

enthusiastically at home and study grammar to improve speaking and writing. However, those strategies are found different form person to person.

In the same way, Gautam (2011) studied the 'Learning Strategies Used by Higher Secondary Level Students. His objectives were to find out the common strategies of +2 level students and to find out the most frequent strategies of them. He obtained data form 40 students. He used questionnaire and observation sheet for data collection. He concluded from his study that higher secondary level students preferred learner friendly and communicative strategies like working in a group, solving problems in pair, involving in class discussion and interacting with teachers.

Gaire (2011) has carried out a research entitled 'Learning Strategies Used by S.L.C. Distinction Holders in English Language.' She sampled on forty distinction holders. She selected the informants purposively and used questionnaire as the tools elicit the data. She concluded that the SLC Distinction holders are found to be used meta-cognitive strategies. Similarly, they used all kinds of strategies like listening, speaking, reading, writing, pronunciation, vocabulary, language function and so on to have greater achievement in English language.

Though some researches have been conducted on the area of learning strategies, no research is carried out to find out the reading and writing strategies used by grade XI students majoring in English. So, my study is different from those of the studies reviewed in this section.

2.3 Implication of the Review for the Study

The implication of the above reviewed studies for my present study are:

    i)   Learning strategies of individuals are not alike, so we should pay attention on individual learning strategies.

   ii)   Successful learners have strong desire of communication and less successful learners lack the desire of communication.

iii) Good language learners practice and monitor their own language.

iv) Different learning strategies exist in learners while learning English. So we must be careful on those strategies that they owe much.

v) One of the causes of student's failure is lack of appropriate learning strategies.

vi) Metacognitive strategies should be preferred by the learners in learning English.

vii) I had got significant insights about the theoretical and procedural aspects form the study of Rubin, Devkota, Poudel, Gaire and Gautam.

viii) Dhital's study makes me familiar about the learning strategies used by good language learner in English.

ix) I was facilitated about the frame of the study and way of data analysis from study of Fillmore.

These major findings of the reviewed studies are strongly applicable to frame this study ahead.

2.4 Conceptual Framework

```
                    ┌──────────────────────────┐
                    │    Learning Strategies     │
                    └──────────────────────────┘
                                  │
                                  ▼
          ┌─────────────────────────────────────────┐
          │                                           │
          ▼                                           ▼
┌──────────────────────┐              ┌──────────────────────┐
│   Direct Strategies    │              │   Indirect Strategies  │
└──────────────────────┘              └──────────────────────┘
          │                                           │
          ▼                                           ▼
┌──────────────────────┐              ┌──────────────────────┐
│ Memory Strategies.     │              │ Metacognitive Strategies. │
│ Cognitive Strategies.  │              │ Affective Strategies.   │
│ Compensation Strategies.│             │ Social Strategies        │
└──────────────────────┘              └──────────────────────┘


          ┌──────────────────────────────┐
          │ Communicative strategies      │
          │                               │
          │ Learner friendly strategies   │
          │                               │
          │ Autonomous strategies         │
          └──────────────────────────────┘
```
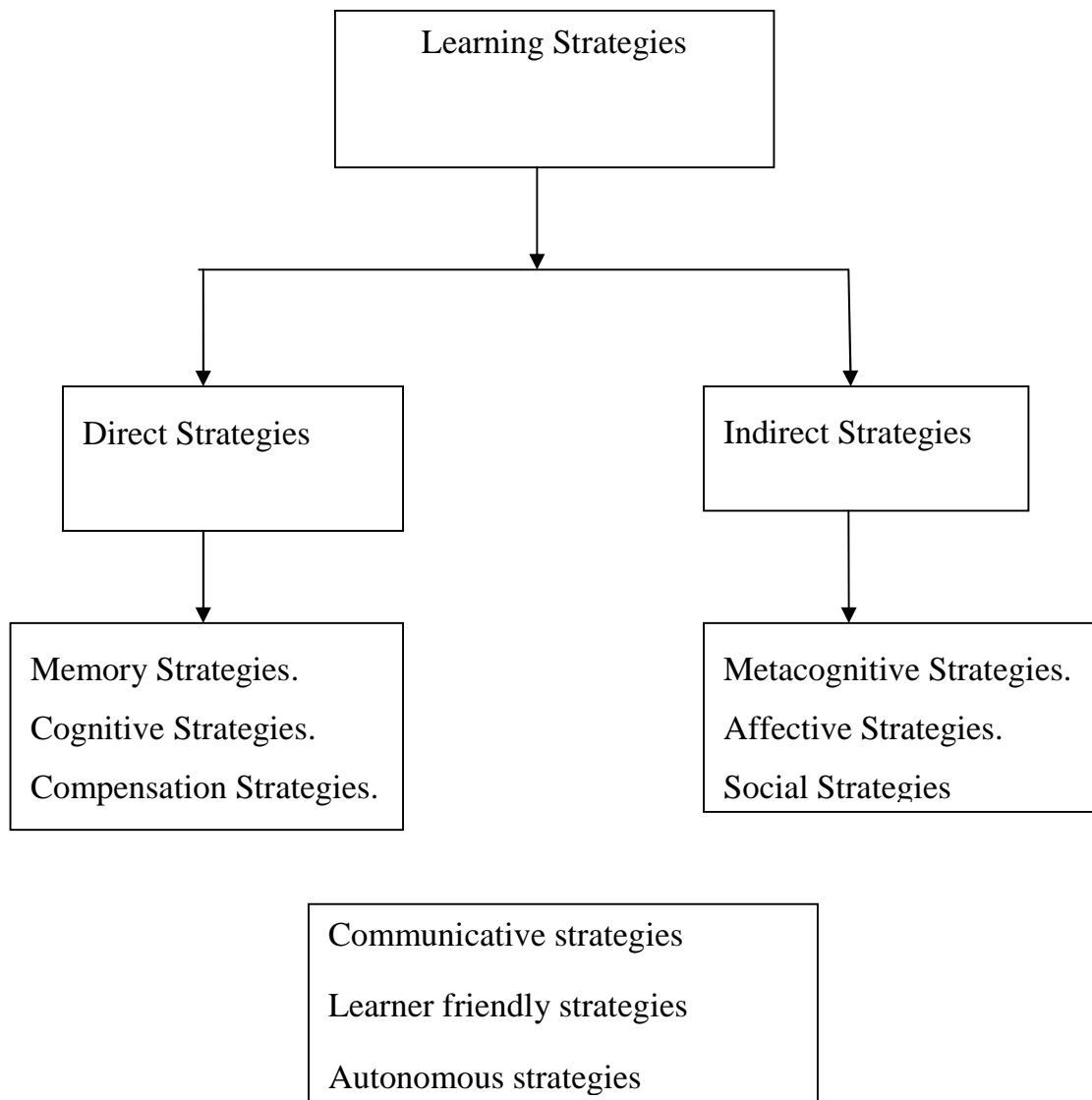
CHAPTER - THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology which is adopted in the present study. This part includes the design of study, population and sample, sampling procedure, data collection tools, data collection procedure, and data analysis and interpretation procedure respectively.

3.1 Design of the Study

A research design is a procedural plan that is adopted by the researcher to answer the questions validly, objectively, accurately and economically. I have adopted survey research design in this study.

Survey research is widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics. It is often used to access thoughts, opinions, and feelings. Today, survey research is used by a variety of different groups. Psychologists and sociologists often use survey research to analyze behavior, while it is also used to meet the more pragmatic needs of the media, such as, in evaluating political candidates, public health officials, professional organizations, and adverting marketing directors. According to Chosen and Manion (1985, p. 65), Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large-scale governmental investigations thought to small scale studies carried out by a signal researcher.

A survey consists of a predetermined set of questions that is given to a sample. With a representative sample, that is, as a representative of the large population of interest, one can describe the attitudes of the population from which the sample was down. Further, one can compare the attitudes of different populations as well as look for change in attitudes over time. A good sample

selection is key as it allows one to generalize the findings from the sample to the population, which is the whole purpose of survey research.

According to Nunan (1992), "The Main Purpose of survey research is to obtain a snapshot of conditions, attitudes and events at a single point of time" (p. 140).

Similarly Hutton (1990, p. 64), opines "Survey research is the method of collecting information by asking a set of pre-formulated questions in a pre-definite sequence in a structured questionnaire to a sample of individual so as to be represented of a defined populations."

Nunan (1992, p. 141), suggests the following step wise procedure of survey:

Step 1 : Define objectives
Step 2 : Identify target population
Step 3 : Literature review
Step 4 : Determine sample
Step 5 : Identify survey instruments
Step 6 : Design survey procedure to be carried out
Step 7 : Identify analytical procedure

Step 8 : Determine reporting procedure for presentation

Research objectives need to be defined at first in order to conduct any type of research so, is the case in survey. After defining the objectives, we need to identify the unit of analysis which answers the questions of home do we want to know. Similarly, reviewing the related literature expands the body of knowledge and acquaints the researcher with available literature in the area of the study. After this, we need to decide how many subjects we should survey and how will we identify those subjects so as to determine sample. Similarly, we have to identify the instruments required for data collection in survey. Having prepared tools for data collection, we have to design survey procedures of data collection. In this phase we have to answer the question of how the data collection in actually be carried out. Later on, we have to analyzed the raw data

using appropriate statistical and descriptive tools. As the final step of survey, we have to determine the reporting procedures which informs the world what we have done and discovered.

To be specific I have followed the following procedure of survey in this study:

- identification of the problem
- framing the title
- specifying the objectives
- formulation the research questions
- expanding theoretical knowledge
- writing research proposal and preparing research tools
- going to the field
- contacting the concerned authority for permission
- asking for the list of informants and sampling the population
- using tools and collecting data
- analyzing and interpreting the data and
- presenting the findings

3.2 Population and sample of the Study

All the students of grade eleven learning English as a major subject in Syangja district were the population of this study. Further, eighty students of grade XI majoring in English were the sample of this study.

3.3 Sampling Procedure

In a single research, we cannot include all the population. So, we have to select a sample to represent the whole population. As Kumar (2007) states, "Sampling is a process of selecting a few from the bigger group to become, the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group" (p. 164).

For this study, I had purposively selected Syangja district as the research area. Likewise, I selected purposively five higher secondary schools and further

selected sixteen students from each of the schools following same sampling procedure, i.e. purposive non random sampling.

3.4 Tools for Data collection

I used questionnaire as the tool for data elicitation in this study. Both open-ended and close-ended questions were included in the questionnaire.

3.5 Data Collection Procedure

At first, I visited the selected higher secondary schools of Syangja district. I requested the authority for permission to carry out my research. Then I visited the school administration section in order to get the name of students majoring in English subject. Then, I built rapport with them. After that, I explained the purpose and process of research. I established rapport with the student concerned. I distributed the questionnaire and explained them what they are supposed to do. Finally, I collected the filled questionnaire after they finish filling up the questionnaire.

3.6 Data Analysis and Interpretation Procedure

The data collected from the informants was analyzed and interpreted to explore learning strategies used in reading and writing by grade XI students majoring in English through both quantitative devices like frequency count, percentage and qualitative devices like item analysis and so on. In fact, the likert scale adopted in the study comprises of the to parts namely, part-I and part-II. Both the section consist five points scale. The following procedure has been implemented to analyzed interpreted the data.

Step -1 : The responses have been coded by assigning the numerical values (weight) 1, 2, 3, 4 and 5 ranging from A-E in both part I and II respectively.

Step -2 : The liket scale data has been summarized using descriptive statistic (frequencies, percentages and weighted mean). The weighted mean is calculated by using the following formula.

$$\bar{x}_w = \frac{\Sigma wx}{\Sigma w}$$

$\bar{x}_w$ = Weighted mean

 = Sum

W = Frequency of the responses

X = Weigh/socer assigned to the responses

The weigheted mean, in the process of analysis, has been compared to the actual average 3.10. The mean value above it implies that the subjects positively take the statements while the value below 3.10 means that the subjects do not view it positively.

CHAPTER FOUR

RESULT AND DISCUSSION

 In this chapter, the collected data through the specified tools used in the study has been analyzed and interpreted using various descriptive statistical tools and the display devices. In other words, it includes the process of sifting, organizing, summarizing and synthesizing the data so as to arrive at the results of the study. According to the objectives of the study, the responses of the students were marked. The result and discussion carried out in this chapter has been made as accurate as possible.

4.1 Results

This study primary intended to find out the reading and writing strategies used by the grade XI students majoring in English. So, the results related to the reading and writing strategies are presented below:

4.1.1 Reading strategies used by the students

In order to develop reading skills in English, the students of grade XI were found to use following strategies frequently:

⟩ More than 80% of the learner were found reading English stories to develop their reading.

⟩ The majority of the students preferred loud reading as a means of developing reading skill.

⟩ A good number of learners were found to listen to English news broad caste by radio and television.

⟩ They were found to fond of English songs in order to develop rhythmic reading.

- More than half number of them were found that they used to consult with their teachers and colleagues when they feel difficulty in reading the text given in the book.

- However, they were found to be less interested in silent reading listening to the narration of BBC and CNN, selecting reading materials in English of their interest, reading the email writer in English and so on.

- Learners besides their classroom activities employ many autonomous strategies, reading newspapers and magazines, reading English poems, etc. in average more than 60% were found to be involved in such activities.

4.1.2 Writing Strategies Used by the Students

Similarly, to develop good writing skills in English the students were found to use following strategies frequently

- Around 90% of the learners were found to be always interested to note down the difficult words and ask the meaning of those words with teachers before writing.

- A vast majority i.e. 93.75% of the learners were found to pay much alteration on reading and writing rather than any other aspect of language.

- More the 80% of the learners were found to; write whatever their teachers at collage, do care about the structure of writing note down the main points during teacher's explanation and try to imitate others writing style, and copy from the others in their own writing.

- However, many of them were less interested in; writing email in English using reference books and glossaries to write something new, taking

part in essay contest, encourage their friends to write and doing homework regularly.

⌡ They were found to prepare their note before writing.

4.2 Discussion

In order to find out the reading and writing strategies used by grade XI students, majoring in English, the researcher used questionnaire to elicit the data from the students the responses from the students are analyzed and interpreted under the following sub-headings.

4.2.1 Analysis of the Reading Strategies Used by the Students

The first part of the questionnaire included fourteen different items related to the reading strategies used by the grade XI students. The responses of them are tabulated and analyzed below:

Tale No. 1

Reading Strategies Used by the Students

S.N.	Items	Responses														Mean
		Rarely						Sometimes (3)		Always						
		Never (1)		Rarely (2)		Total				Often(4)		Always(5)		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1	I read English stories	3	3.75	2	6.50	5	6.25	4	5	19	23.75	52	66	71	88.75	4.44
2	I read texts loudly	2	2.5	7	8.75	9	11.25	10	12.5	25	31.25	36	45	61	77.25	4.06
3	I read English poem	1	1.25	4	5	5	6.25	33	41.25	32	40	10	12.5	42	52.5	3.58
4	I read any materials in English silently	3	3.75	8	10	11	13.75	29	36.25	28	35	12	15	40	50	3.48
5	I read English news papers and magazines	2	2.5	12	15	14	17.5	32	40	21	26.25	13	16.25	34	42.5	3.54
6	I often listen English news broadcasted by radio and television	2	2.5	8	10	10	12.5	14	17.5	28	35	28	35	50	70	3.9
7	I sing English songs frequently to develop the rhythmic aspect of my spoken language	1	1.25	5	6.25	6	7.5	17	21.25	29	36.25	28	35	57	71.25	3.98
8	I listen to the narration of BBC and CNN to develop reading	4	5	20	25	24	30	28	35	24	30	4	5	35	39	3.05
9	I select reading materials in English of my interest	9	11.3	20	25	29	36.25	26	32.25	22	27.5	3	3.75	25	31.25	2.88
10	I listen recorded materials by the native speakers in	2	2.5	15	18.75	17	25.21	33	47.25	20	25	10	12.5	30	37.5	3.26

No	Item	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Mean
	English															
11	I use to consult with my teachers and colleagues if I feel difficulty to read the text given	4	5	10	12.5	14	17.5	23	28.75	29	36.25	14	17.5	43	53.75	3.49
12	I read the email written in English	16	20	26	32.5	42	52.5	26	32.5	10	12.5	2	2.5	12	15	2.45
13	I use correct, stress, pause, tone and intonations while reading	10	12.5	15	18.75	25	31.25	16	20	19	23.75	20	25	39	48.75	3.3
14	I take part in reading contest organized by college	8	10	13	16.25	21	26.25	22	27.5	19	23.75	18	22.5	37	46.25	3.33

Legend: No = Item serial number, N = Number of responses, % = Responses in percentage

The fourteen items as shown in the table above were designed so as to identify what kind of strategies they used in reading English. The first item in the table was meant to know whether they were read English stories or not. The table shows that the vast majority of the students i.e. 88.75% always responded that they read English stories. Only a few of them i.e. 6.25% responded that they did not read the stories. While 5% of them only sometimes read English stories as a strategy of reading.

Analyzing the responses to item 2; 77. 25% of the students read English texts loudly. In contrast, 8.75% did not do so, while 12.05% of them sometimes read English texts loudly.

Item 3 was to find out how often they read English poem. The results in the table show that 52.5% of them found to read English poems and only of little number, i.e. 6.25% of them did not read English poem. It also shows that 41.25% of the students read English poem sometimes.

Similarly, item no. 4 in the questionnaire was asked whether they read any materials in English silently or not. From the analysis, it is found that 40% of them always read any materials in English silently. 36.25% only did so sometimes; while 10% of the students did not read any materials in English silently. The average value (mean) 3.48 clearly shows that the majority of the informants read any materials in English silently.

Similarly, the item no. 5 was designed to find out whether they read English newspapers and magazines to develop their reading skilled not. The results show that 42.50% of them read newspaper and magazines. On the other hand, 15% of them rarely did it. But there were 40% who sometimes read such things. In average, which is 3.54% it has been found that a good numbers of students responded positively to the item.

It can also be observed in the table that 70% of the learners positively responded to items 6. It implies that majority of the numbers listened English

broadcasted by radio and television to develop their good reading habit. Among them, 12.50% did not listen English news; where as 17.50% listened such news only sometimes. The mean values of the responses 3.90 show a good due of the item in average.

Item no. 7 was designed to investigate whether the student song English songs frequently to develop the rhythmic aspect of their spoken language or not. The results of the responses display that a great number of students i.e. 71.25% agreed that they always adopted the strategy. In contrast, 7.50% of them rarely used the strategies and 21.25% of them did it sometimes. The mean 3.98 clearly marks that most of them were positive to the item.

In next item i.e. 8 of the table is positively agreed by 35% students that they listened to the narration of BBC and CNN to develop reading. It can also be seem that 30% of them rarely did such activity and 35% of the respondents did it sometimes. The good performance on the activity can be observed with the mean 3.05.

In the similar manner, the table above shows that only 31.20% of the total population always practiced English by selecting the reading materials of their interest. But 36.25%, i.e., the majority did not agree to the item 9; while 32.50% did it sometimes. The average value 2.58 shows the activity was practiced only by a general number of the students.

Regarding the item 10. listening the recorded materials of the native speakers' of English, 37.50% responded that always listened such materials as their strategy of reading. On the contrary, 21.25% of them did not listen the recorded materials of the native speakers or only rarely and 41.25% used to listen such materials only sometimes. The mean is 3.25, which shows that the students made a good use of recorded materials.

We can also observe that item 11 was always practiced by a great number i.e. 53.75%．There are only 17.50% who rarely used to consult with their teachers

and colleagues if they felt difficulty to read the text given in the book. The students who sometimes did so remained 28.75%. In average, they also made appropriate use of the strategy which can be observed with the help of the mean value 3.49.

Item 12 was prepared to assess how often the students read the email written in English and tried to write similar kind of email to their friends. The results show that only minority i.e. 15% of them always read the email written in English and tried to write email to their friends. The majority or 52.50% did it rarely; while 32.50% of them practiced it sometimes. The weighted mean 2.45 reflects that the adoption of this activity by the students is very low.

Whether the students used correct stress, pause tone and intonations while reading or not had been investigated by item 13. The analysis is that 48.75% used correct stress, pause, tone and intonations while reading, 31.25% did it rarely: and 20% of the subjects could do so only sometimes. The average value of the responses is 3.30, which implies that in the average, the students also practiced the strategy.

Next, the item 14 was designed to find out whether, the students took part in reading contest organized by the college or not. Based on the responses, majority of them i.e. 46.25% were found positive, 'Rarely' has been responded by 26.25% of the subjects; while 27.50% agreed 'sometimes'. The mean 3.33 calculated for the item shows that in average, students took part in reading contest organized by the college.

From the above analysis, we can point out that the students very often found to read English stories, read English text loudly, listen English news broad. Casted by radio and television to develop good reading habit, sing English songs to develop the rhythmic aspect of their spoken language and use to consult with their teachers and colleagues when they feel difficulty to read the given text. Similarly, the students found to read any materials written in English silently, read English news papers and magazines, listen narration of

BBC and CNN, to select reading materials in English of their interest, listen recorded materials by the native speakers of English and read the email written in English and try to write email rarely in order to develop their reading skill in English language.

4.2.2 Some other strategies used to develop reading skill

At the final item of the questionnaire, in part one the students were asked to mention some other strategies that they adopted in reading. After synthesizing their responses, they were found to use following other strategies as well;

) Talk to the teachers and friends outside the class in English;

) Make notes and summary of the lessons and read them thoroughly;

) Use audio-visual materials such as listen to English programme, watch English movies, etc.

) Read extra materials in advance besides the prescribed content.

) Use internet, face book and computers to read current happenings and so on.

4.2.3 Analysis of the writing strategies used by the students

Unlike the first part, the second part of the questionnaire also included similar number of items related to the writing strategies used by the students in order to develop their good writing skill. The responses of the informants were tabulated and analyzed below:

Table No. 2

Writing strategies used by the students

S.N.	Items	Responses															Mean
		Rarely						Sometimes (3)		Always							
		Never (1)		Rarely (2)		Total				Often(4)		Always(5)		Total			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%		
16	I prepare my note	1	1.25	15	18.8	16	20	20	25	31	38.8	13	16.3	44	55		3.5
17	I do my homework regularly	4	5	9	11.3	13	16.3	29	36.25	26	32.5	12	15	38	47.5		3.41
18	I note down the main points during teachers' explanations	4	5	9	11.3	13	16.3	4	5	39	48.8	24	30	63	78.8		3.88
19	I take part in essay competition organized by the college	9	11.25	21	26.3	30	37.5	26	32.5	17	21.3	7	8.75	24	30		2.9
20	I write whatever my teacher teaches at college so that I can read it time and again	3	3.75	4	5	7	8.75	-	-	33	41.3	40	50	73	91.3		4.29
21	I try to translate the Nepali text of my interest in English	4	5	1	1.25	5	6.25	5	6.25	47	58.8	23	38.8	70	1.5		4.05
22	I use references materials such as dictionary and glossary to help myself for free writing	25	31.25	20	25	45	56.3	8	10	12	15	50	18.8	27	23.8		2.65
23	I do care about the structure of sentence in my writing	1	1.15	7	8.75	8	10	4	5	42	52.5	26	32.5	68	85		4.06
24	I note down the difficult words and ask the meaning of those words with teachers before writing	2	2.5	4	5	6	7.5	-	-	39	48.8	35	43.8	74	92.5		4.26
25	I imitate the writing style of famous writers to make my	3	3.75	8	10	11	13.8	10	12.5	43	53.8	16	20	59	73.8		3.76

No	Item	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Mean
	writing worth															
26	I read English newspaper and magazines to write any text of public interest	7	8.75	11	13.8	18	22.5	6	7.5	36	45	20	25	56	70	3.64
27	I pay much attestation in reading and writing than any other aspects to develop my language	1	1.25	-	-	1	1.25	4	5	31	38.8	44	55	75	93.8	4,6
28	I send email, letter of complaint, praise, post cards and other pieces of writing in public media	26	32.5	24	30	50	62.6	8	10	17	21.3	5	6.25	22	27.5	2.39
29	I encourage my friends to write something with me	13	16.25	26	32.5	39	48.8	17	21.25	19	23.8	5	6.25	24	30	2.71

Legend: No = Item serial number, N = Number of responses, % = Responses in percentage

The table above shows the learner's responses regarding their writing strategies used to develop writing skill in English. Observing the responses of the informants in the table above, more than half i.e. 55% of the respondents prepared their note while writing. On the other side, 20% of them rarely tried such activities and 25% did sometimes. The average value of the responses in item 16 sustained 3.50 depicting that most students were positive of the practice of this activity.

Similarly, observing the responses to item 17, 47.5% agreed to 'always' that, they always did their homework regularly. But 16.25% responded to rarely; while 36.25% decided 'sometimes'. The mean 3.41 displays that most of them did so.

After analyzing the data of the item 18; it has been seen that the great number of students i.e. 78.75% agreed to the fact that they noted down the main points during teacher's explanation. Among them 16.25% did such activity sometimes while 5% of them did not use such strategy. The mean 3.88 clarifies that most of the students used to note down the points from teacher's explanation.

The item 19 included in the questionnaire was about whether they took part in essay writing competition organization by the college or not. The result of their responses is that 30% always took part in such activities; 32.50% did such sometimes but 37.50 % the majority took part in essay writing contest rarely. In the average, not many students took part in writing contest to develop their writing. The average is found as 2.90.

Similarly, a vast majority of the students, 91.26% agreed item 20 that they wrote whatever their teacher teaches at college in order to read that time and again as a strategy of developing writing skill. None of the students was found to employ such strategy sometimes. Though 8.75% of them used it rarely. The weighted mean computed is found 4.29. It shows the great emphasis on teachers' writing.

Analyzing the responses to item 21; we can observe that 87.50% of the students always used such strategy. On the other hand very few 6.25% of them used rarely that they tried to translate the Nepali text of their interest in English as another strategy of developing writing skill; very few 6.25% of them used rarely that they tried to translate the Nepali text of their interest in English as another strategy of developing writing skill; while the equal number of students did it sometimes. The weighted mean of the responses resulted 4.05 sustaining the students higher agreement to the item.

Item 22 was to find out what they viewed regarding whether they used references materials such a dictionary and glossaries to help themselves for free writing of not. The analysis shows that a majority i.e. 56.25% disagreed the item that they rarely used this strategy. Of the responses, only 10% of them

found to use it sometimes and 33.75% agreed to this strategy. The weighted mean 2.65 shows that only minority has always used this strategy to develop the writing.

The table above also shows the students responses on caring about the structure of sentence in their writing. Majority or 85% responded that they gave attention to the structure of writing. In contrast, 10% of them did such rarely; while 5% were found to do such sometimes. The weighted mean 4.06 shows their high agreement to the item 23.

Similarly, the results of the responses to the item 24 show that the vast majority i.e. 92.50% agreed to 'always' that they always noted down the difficult words and asked the meaning of those words with teachers before writing. Only a minority of the students i.e. 7.50% used this sort of strategy, while no responses was found to be agreed 'sometimes. Obviously, the mean 4.26 also means that a high number of students noted down the difficult words and asked the meaning of those words with teachers as an important strategy in writing.

Regarding the students responses on imitating the writing style of some famous writer to make their writing worth, as in item 25, majority of them i.e. 73.75% agreed to 'always'. The number of 13.75% agreed to 'rarely', while 12.50% responded to 'sometimes'. The weighted mean remained 3.76 implying that for most of the students imitating the writing style of other writers' is the strategy to develop witting skill.

Item 26 was included in the tool so as to find out whether the students read newspapers and magazines to write any text of public interest or not. We can observe in the table that for 70%, which is a great number, it is a way of developing writing skill. On the other hand, 22.50% were found to use this strategy rarely where as 7.50% chose the median line i.e. use sometimes. The average value 3.64 shows that most of the students read newspapers and magazines to write any text of public interest.

Item 27 was designed to investigate whether they paid much alternation in reading and writing than any other aspects to develop their writing or not. A vast majority or 93.75% agreed the statement i.e. they always preferred reading and writing than other skills. A very few i.e. 1.25% responded to 'rarely' and 5% of them sometimes paid more attention in reading and writing so as to develop their language. The weighted mean computed for this item is 4.46, which shows that a great number of students take positive side of the responses. In other words for them, reading and writing are preferable aspects of language.

In the table above, it can be observed that item 28 was responded to 'always' only by 27.50% of the students. Most of them i.e. 62.50% were found that they rarely sent email letter of complaint, praise, post cards and other pieces of writing in public media. The 10% of the students sometimes used to send such pieces of writing in public media. Further, the average value 2.39 shows that not many students employed this strategy to develop their writing skill. It means they did not have the habit of writing such things in public media.

The final item mentioned above (i.e. item 29) was designed to find out whether the students encouraged their friends to write something with them or not. The majority, i.e. 48.75% did not think that they encourage their fellow friends to write with them but 30% of them found to encourage their friends; while 21.25% agreed to do so 'sometime'. The calculated mean 2.71 shows that only a fewer number of students found that they encourage other in writing. It means, they are not actually interested for working in pair or group.

To conclude, it can be said that the majority of the students used to prepare note, point out the main ideas, write whatever teachers write, translate Nepali texts in English, imitate the style of good writers, read news and articles for free writing, etc. as the strategies of developing writing. In contrast, they are found to employ the strategies like doing homework regularly, taking part in essay writing contest, using dictionary and other reference materials, sending email, letter write very unsatisfactorily to develop their writing.

4.2.4. Some other strategies used in writing:

In the similar vein, the learners were asked to mention some other strategies, apart from the strategies given in table 2, that they used to develop their writing skills as the end of the questionnaire set. Concluding their views all together, the following other strategies have been found to be used from their own viewpoints:

⎫ Adopt the autonomous writing activities like writing short stories, poems, jokes, riddles, etc.

⎫ Consult more books related to developing writing skill in English.

⎫ Recite the writing of others and try to write the same thing from their remembrance.

⎫ Share the deas of writing to a particular topic and collaborate with the friends.

⎫ Chose the topic of writing of their interest and draw the outlines of such.

⎫ Copy from the reference materials and the manuals.

⎫ Keep a good contact to consult with the teachers and others while writing.

⎫ Keep on writing continuously, etc.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

This chapter deals with the overall summary of the present research's findings, which is drawn from the discussion and interpretation of the collected data and it ends with the implication of the study as it is suggested for policy, practice and research levels respectively.

5.1 Summary

The summary aims to present readers with a short, clear account of the ideas in the text. The summary of this research includes the major information of the research and reflects the main points explored on it in following ways.

The present study is entitled as 'Reading and Writing Strategies Used by Grade XI students'. It has been carried out to identify the strategies used by the students to develop their reading and writing skills.

In order to carry out this research, at first I selected all the students studying at grade XI (majoring in English) in Syngja district. Out of the total population, I selected 80 students from five higher secondary schools as a sample of the study using purposive non-random sampling procedure. Then, I prepared she questionnaire as the tool for data collection. I visited the selected schools personally and sought permission from the authorities to administer the questions. A clear concept and instruction was given to the selected students before their responses. After gating information in the form of filled questionnaire, I analyzed and interpreted the data using descriptive statistics i.e., frequencies, percentages and weighted mean. I enlisted the reading and writing strategies used by the students as the findings of the study and discussed the results thoroughly.

This research has given an account of the reading and writing strategies used by grade XI students while learning English. It has argued that students pay much more attention in reading and writing rather than any other aspects/skill of language learning. This dissertation has investigated different ways of developing reading and writing skills.

One of the more significant findings to emerge from this study is that students very often prefer loud reading. They owe much reading English stories. They listen English news, sing English songs, consult with teachers and colleagues while reading and so on. The results of this investigation show that the students employ various autonomous activities outside the classroom such as, talk in English outside the classroom, make notes, use audio-visual materials, watch English movies, use internet, facebook and other social media in order to develop their reading skill.

Similarly, the second major finding was that they prepare the note, draft the ideas, write whatever teacher taught in the class, note down the difficult worlds and write their meaning, copy down others' writing style, participate in different contest and so on in order to develop their writing.

However, the study has shown that students are less interested in writing email, participating in essay writing competition, reading silently, listening to the narration, using reference materials and gloss ones in both reading and writing. Anyway, the most obvious finding to emerge from this study is that the good language learners adopt multiple strategies in both reading and writing.

The whole study has been incorporated into five different chapters. The first one deals with background, problem of the study rationale, objectives, research questions, significance and so on. The next one deals with the review of both empirical and theoretical literature related to the present research. It also includes the implication of the review and conceptual framework. The third chapter states the methodological aspect of the study including research design, population and sample, sampling procedure, analysis and interpretation

procedure consistently. The fourth chapter gives an account of major results of the study and the discussions based on data analysis and interpretation. Finally, the last chapter summarizes the whole study. If further presents the conclusion of the study and gives an out lime of implications that are applicable in different levels.

5.2. Conclusion

The summary of the research enabled me to identify the reading and writing strategies used by the grade XI students majoring in English. Taking evidence of the information collected through the five point likert-scale questionnaire from the sampled population, I have figured out the main conclusion of of this study as follows:

Reading and writing play crucial role in English language teaching and learning because they provide opportunity to the students to play with language and they obviously help them improve fluency and accuracy in language. Both of the skills also enable the students to grow more vocabulary power as well as motivate them to pour out or expose their feelings. Similarly, I have concluded that though loud reading and parallel writing help to promote students reading and writing habit in the initial phase, the teachers should engage their students in different reading activities exposing them to extensive reading materials. They should engage their students in guided writing and free writing rather than applying parallel writing in their classroom. I have also realized and came to the conclusion that students prefer following writing strategies:

- Preparing their own notes.
- Trying to write at home whatever their teacher has taught.
- Noting down the main points during teacher explanation.
- Translating Nepali text into English.
- Copying/imitating the writing style of famous writers.
- Paying attention to the structure of writing.

In the similar vein, the most frequent reading strategies of them are:

-) Reading English stories
-) Reading texts loudly
-) Reading English poem
-) Reading any materials in English from newspapers and magazines.
-) Listening to the news and other programmes in T.V. and radio.
-) Consulting with teachers, necessarily use facebook, internet and other social media to read new and interesting pieces etc.

To conclude, reading and writing are two essential learning skills for English language development. Learners have to be active, creative and constructive in both reading and writing. Many obstacles occur while reading and writing in English such as; classroom environment, physical infrastructure, exposure, time management, teaching learning materials, English speaking environment, etc. due to such obstacles learners feel difficulty in those skills. However, their success very often, relies on appropriate strategies that they use. Teachers should acknowledge their autonomous strategies and suggest to adopt more constructive strategies than they used to follow constantly. Doing homework regularly, reading the text of own interest, working in group or pair collaboratively, etc. help them better develop the skills in English language learning.

5.3 Implications

On the basis of the findings and conclusion discussed above, the major implications of this study are explored. The implications of the present study can be applicable/implemented in policy level, practice level and further research area. The implications are discussed below:

5.3.1 Policy Level

Policy is a principle to guide discussions and achieve rationale outcomes. The implications of this study at this level are as follows:

i) This information can be used to develop targeted intervention aimed to make the policy of the country in the field of Education in general and in the field of English language Education in particular.

ii) The world of pedagogy is shifting rapidly from the authority to democracy. Hence, the target of teaching learning should be the learner's centeredness. So, the policy makers, syllabus designers; experts and textbook writers should provide the guidelines to adopt apt strategies in language learning and acknowledge learners own strategies.

iii) Individual differences can be seen in each and every aspect of leaning so does the case in English. So, the content and methodology should be based on different strategies to be used in reading and writing as well.

iv) Now the time has changed. Due to such change the methods and techniques of teaching/learning are also changed. So, the lecture and note oriented classes have gone ragged. This implies that policy to be oriented to the need of new humanistic trends in teaching learning. The syllabuses and the study materials should be based on individual learning strategies.

v) Though all the language skills and aspects have equal importance in developing language proficiency, much attention should be given to reading and writing form the policy level as they are productive as well as learner's preferences.

vi) These findings suggest several courses of action for reading and writing in English. There are a number of important changes, which need to be

made. This information can be used to develop targeted interventions aimed at developing good reading and writing habits of the students in foreign language learning.

5.3.2 Practice Level

Learning strategies occupies a critical position within language pedagogy. In order to learn a language, it is necessary to understand the process that goes on the mind of learners. So, this study is a part of learning process on behalf of the strategies made by individual learners in developing reading and writing skills. The implication in this level includes:

i) The teachers or academic professionals have to make students the learners not the obedient parrots in their learning. For this, they have to identify the learning strategies of individual learners in English language learning. They should engage them in different strategies that they owe much. They should attempt to make them autonomous.

ii) The implication of the findings is that both reading and writing should be taken into account when they encounter different tasks related to these two basic skills. So learners should be given meta-cognitive activities a lot to practice the language skills and aspects in classroom intervention.

iii) Teachers need to inspire students to prepare their own note and go through their course book continuously throughout the academic year for better result. They need to teach them English vocabularies with the help of audio-visual reference materials.

iv) The teachers need to conduct speech and writing contests inside or outside the classroom timely and inspire their students to take part frequently. They should use group work, pair work, discovery techniques, etc so that the students will actively be participated in learning.

v) Another important practical implication is that the teacher should provide sufficient opportunity to listen authentic speech in the

classroom with the help of different recorded materials. They need to bring newspapers and magazines in the classroom and encourage them to read such materials regularly to develop vocabulary power and to develop the capacity of comprehending the text.

vi) Creativity is the core aspect of learning. The evidences from this study suggest that learners prefer creative strategies. Therefore reading for creativity and creative writing for academic growth should be the slogan of language learning.

5.3.3 Further Research (Work)

i) This research has put many questions in need of further investigation. So further work needs to be done in the area of teaching strategies, learning strategies, meta cognitive strategies and so on to provide clear perspectives on learners choices and interest.

ii) It is recommended that further research be undertaker in the other aspect or areas of language learning. So, more researches are also needed to determine the effectiveness of above discussed strategies on creative use of language.

iii) What actually the strategies related to reading and writing skills have been practiced with is not the inclusion of this study. Thus, further experimental investigations are needed on this part.

iv) This study can enable the other language researchers to gain new evidence to understand how languages learned and acquired, what strategies the learners used and so on.

v) It would be interesting to compare experiences of individuals within the same group or with the teachers regarding those strategies used in reading and writing from their own. Thus, further research in this field regarding the role of learning strategies would be of great help in developing proficiency in creative writing and comprehensive reading.

References

Awasthi, J.R. (2007). SLA and some considerations. *Teacher's World (journal of Education and Research),* 33-34, 231-244.

Bacikanli, C. (2008). *Learner autonomy (LA) in EFL setting.* University journal of faculty, 28-16.

Bhattarai, G.R. (2001). *A thematic analysis of research report.* Kathmandu: Ratna Pustak Bhandar.

Bista, P. (2008). *Reading strategies employed by ninth grade students.* An unpublished thesis of M. Ed., T. U., Kirtipur .

Brown, H.D. (1994) *Principle of language learning and teaching.* London: Prentice Hall.

Chamot, A.U. (1987). *Learning strategies in second language acquisition.* Oxford: University Press.

Chaudhary, G. (2009). *Learning strategies used by class toppers of higher education.* An unpublished thesis of M.Ed., T.U., Kirtipur .

Chosen, A. & Manion. J. (1985). *Assessing Language Ability in the Classroom.* Heinle & Heinle Publishers.

Clouston, S. (1997). *Developing a Course a Strategies for Learner Autonomy.* EFL Journal, 49, 29-227.

Cohen, A.D. (1989). *Strategies in learning and using a second language.* London and New York: Longman . Retrieved July 24, 2013 from; http//www.google.com/language learning strategies.

Devkota, H E. (2003) . *Learning strategies: An attitudinal study.* An unpublished thesis of M.Ed., T.U., Kirtipur .

Dhital, T. (2011). *Learning strategies used by the4 good language learners in English.* An unpublished thesis of M.Ed., T.U., Kirtipur .

Ellis, R. (1985). *Understanding second language acquisition.* Oxford: Oxford University Press.

Ellis, R. (1996). *The study of second of second language acquisition. .* Oxford: Oxford University Press.

Fillmore, H. (1980). *Report on social strategies of good learners*. Special
     research paper III, 9-10. www.ozline.com

Fillmore, H. (1982). *Report on social strategies of good learners*. Special
     research paper III, 9-10. www.ozline.com

Gardner, D & Miller, L. (1999). Establishing Self Access: from theory to
     introductory course. London: Routledge.

Gass, S.M. & Selinker (2008). *Second language acquisition: An introductory
     course*. New York and London: Routledge.

Gautam, v. (2011). *Learning strategies used by higher secondary level
     students,* An unpublished thesis of M.Ed., T.U., Kirtipur .

Griffiths, C. (2004). *Language learning strategies*: *Theory and research.*
     Occasional paper I, 1-26. Retrieved June 22, 2012 website:
     http://www.google.com/language learning strategies.

Hutton, J. (1990). *Research in language*. Cambridge: Cambridge University
     Press.

Joshi, K.D. (2010) *Learning strategies of English language teachers for
     professional development*. An unpublished thesis of M.Ed., T.U.,
     Kirtipur.

Kumar, R. (1996). *Research methodology*. London: Sage publication.

Kumar, R. (2007).*Research methodology. Delhi: Pearson Education*

Kral, T.(1994). *Teacher Development, English Teaching Forum.* United States
     Information Agency: Washington, D.C.

Larsen, Freeman (2000). *English language teaching for young learners.*
     Cambridge : CUP.

Maironi, L. (2002). *Learning strategies, teaching strategies and new curricular
     demand: A critical view perspectives*. London: Routledge.

Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP.

O'Malley, J. M and Chamot, A.U. (1990). *Learning strategies in second
     language acquisition.* Oxford: University press.

Oxford, R. (1990a) . *Language learning strategies: what every teacher should know.* New York: Newbuiry house Retrieved June 27, 2013 from http://www.ozline.com/learning/index.html.

Oxford, R. (1990b) . *Styles, strategies and aptitude*: *connections of language learning.* In T.S. Parry and C.W. satisfied (eds.). Language aptitude reconsidered (pp.67-125). Englewood cliffs, NJ. :Prentice Hall.

Oxford, L. (1996). *Language learning strategies around the world.* Monoa: University of Hawaii Press.

Poudel, B. (2010). *Learning strategies adopted by the grade ten students.* An unpublished thesis of M.Ed., T.U., Kirtipur .

Rai, V.S. (2005). *Psycholinguistics and sociolinguistics*. kathmandu: Bhundipuran Prakashan.

Rain, Md. G. (2006). *Learning strategies used by Maithili learners of English.* An unpublished thesis of M.Ed., T.U., Kirtipur .

Richards, J.C. & T.S. Rodgers. (2001) . *Approaches and methods in language teaching*. Cambridge*:* Cambridge University press.

Rubin, J. (1975). *Learner strategies: Theoretical assumptions, research history and typology.* In A.W. Ended and J. Rubin (Eds.), Learner Strategies in language learning (pp.15-29). Englewood   cliffs: Prentice Hall.

Rubin, J. (1987). *Learner strategies: Theoretical assumptions, research history and typology.* In A.W. Ended and J. Rubin (Eds.), Learner Strategies in language learning (pp.15-29). Englewood   cliffs: Prentice Hall.

Steinberg, D. (1993). *Psycholinguistics: Language, mind and world*. London: Longman.

Stern, H.(1983). *Fundamental concept of language teaching*. Oxford : Oxford University Press.

www.ggoogle.com/language.learningstrategies-2013.

Questionnaire

Dear respondent,

This questionnaire is a part of my research entitled " **Reading and Writing Strategies used by Grade XI Students Majoring in English"** under the supervision of Mr. Guru Prasad Poudel, Teaching Assistant, Department of English Education, T.U. Kirtipur. Your co-operation in completion of the questionnaire will be more valuable for me. I assure you the responses made by you will be exclusively used confidentially only for present research. Thank You.

Researcher

Bindu Shrestha

Name:

College:

Level:

Faculty:

This scale is meant to know about you own independent reading and writing strategies and activities you adopt for learning English language. Please give a tick ( ) to the answers according to your true cases.

A = Never	B = Rarely
C= Sometimes	D = often
E = Always	

Strategies Used in Reading Skills

1. I read English stories.

        a   b   c   d   e

2. I read texts loudly.

    a   b   c   d   e

3. I read English Poem

    a   b   c   d   e

4. I read any materials in English silently.

    a   b   c   d   e

5. I read English newspapers and magazines.

    a   b   c   d   e

6. To develop good reading habit I often listen English news broadcasted by radio and television.

    a   b   c   d   e

7. I sing English songs frequently to develop the rhythmic aspect of my spoken language.

    a   b   c   d   e

8. I listen to the narration of BBC and CNN to develop reading.

    a   b   c   d   e

9. I select reading materials in English of my interest.

    a   b   c   d   e

10. I listen recorded materials by the native speakers of English.

    a   b   c   d   e

11. I use to consult with my teachers and collegues if I feel difficulty to read the text given in the book.

    a   b   c   d   e

12. I read the email written in English and try to right similar kind of email to my friends.

    a   b   c   d   e

13. I use correct stress, pause, tone and intonations while reading.

a   b   c   d   e

14. I take part in reading contest organized by the college.

                    a   b   c   d   e

15. If you adopt some other strategies please mention.

………………………………………………………………………

………………………………………………………………………

Strategies Used in Writing Skills*:*

16. I prepare my own note.

                            a   b   c   d   e

17. I do my homework regularly

                            a   b   c   d   e

18. I note down the main points during teachers explanation.

                            a   b   c   d   e

19. I take part in essay competition organized by the college.

                            a   b   c   d   e

20. I write whatever my teacher teaches at college so that I can read it time and again.

                            a   b   c   d   e

21. I try to translate the Nepali text of my interest in English.

                    a   b   c   d   e

22. I use reference materials such as dictionary and glossaries to help myself for free writing.

                    a   b   c   d   e

23. I do care about the structure of sentence in my writing.

                    a   b   c   d   e

24. I note down the difficult words and ask the meaning of those words with
    teachers before writing.

      a   b   c   d   e

25. I imitate the writing style of some famous writer to make my writing
    wroth.

      a   b   c   d   e

26. I look English news papers and magazines to write any text of public
    interest.

      a   b   c   d   e

27. I pay much attention in reading and writing than any other aspects to
    develop my language.

      a   b   c   d   e

28. I send email, letter of complaint, letter of praise, post cards and other pieces
    of writing in public media.

      a   b   c   d   e

29. I encourage my friends to write something with me.

      a   b   c   d   e

30. If you adopt some other strategies please mention.

…………………………………………………………………………..

…………………………………………………………………………..

Thank you for your kind co-operation!

APPENDIX III

Population Sample Selection from the Schools and Students

S.N.	Name of the Schools	No of Students
1	Shree Tribhuvan Adarsa H.S.S Syangja	16
2	Shree Syangja H.S.S Syangja	16
3	Shree Purnamrit Bhawani H.S.S. Walling, Syangja	16
4	Shree Matr Bhumi H.S.S. Syangja	16
5	Shree Kajiman H.S.S. Syangaja	16