

LEARNING STRATEGIES USED BY MAITHILI
LEARNERS OF ENGLISH AT
SECONDARY LEVEL

A Thesis Submitted to the Department of
English Education, University Campus, Kirtipur
In Partial Fulfillment for Master's Degree in Education
(Specialization in English Education)

By
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M.ED.

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Tribhuvan University, Kirtipur
Kathmandu, Nepal
2006

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RECOMMENDATION FOR ACCEPTANCE

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DEDICATION

To my parents and brother who spent their lives to make me what I am
today.

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ABSTRACT

The proposed study is intended to discover the learning strategies used by Secondary Level Maithili learners to learn vocabulary and reading skill. For this, data has been collected from hundred Maithili learners of English from grades 9 and 10 of five government secondary schools of Siraha district through questionnaire, interview and class-observation. On the basis of the collected data, the strategies employed by the students were determined using simple statistical tools such as percentage and mean weightage. It is expected that the findings of this study will be of immense importance for those who are directly or indirectly involved in the field of ELT in Nepal.

The proposed study has been divided into four chapters.

Chapter one encompasses general background, review of related literature, objectives of the study, significant of the study and definition of specific terms.

Chapter two deals with methodology. It incorporates sources of data, population of the study, sample population, tools for data collection, process of data collection, limitation of the study and procedures for data analysis.

Chapter three encompasses analysis and interpretation of data. The data has been analyzed and interpreted on the basis of the mean weightage and percentage. Separate analysis and interpretation of strategies employed in learning vocabulary and in learning reading skill at secondary level have been also given.

Chapter four includes summary, findings, implications and recommendations. With the help of analysis and interpretation, some findings have been drawn.

The appendices and references are given in the final part of the thesis.

ABBREVIATIONS

%	Percent
App	Appendix
CLT	Communicative Language Teaching
Dr.	Doctor
e.g.	For example
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
et.al.	and other people (Latin et alia)
Etc	et cetera
FOE	Faculty of Education
GT	Grammar Translation
i.e.	That is to say
L1	First Language (Maithili)
L2	Second Language (Nepali)
NELTA	Nepal English Language Teachers' Association
NESP	National Education System Plan
Nos.	Numbers
RS.	Reading Skill
S.N.	Serial Number
SLC	School Leaving Certificate
T.U.	Tribhuvan University
T.V.	Television
TL	Target Language (English)
Viz.	Namely (Latin-Videlicet)
vs	Versus

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CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language can be viewed as one of the most essential aspects of human existence. Human existence has been possible due to the existence of language as it transfers the heritage of one generation to another. Language has been so as it is the most important means of communication. It is the only means for expressing emotions, feelings, ideas and perspectives of human beings. Sapir (as cited in Lyons, 2003:3) defines language as “a purely human and non- instinctive method of communication ideas, emotions and desires by means of voluntarily produced symbols.” Thus, language is a part and parcel of human life.

It is believed that more than 3000 languages are being spoken all over the world. Among them, English is considered to be the most widely used language in the world. It is one of the six official languages of the United Nations and the means of international communication in the South Asia. It is an important tool for the acceleration of technical development of our country. It has a significant place in our education system. It is taught as a compulsory subject from primary level to bachelor level. Numerous books, journals, magazines, periodicals and articles circulated all over Nepal are in English. At campus level, most of the prescribed books are available only in English. Most of the publication in the fields of science and technology are in English language. So we can learn about innumerable achievements made in the field of science and technology only through English. Rogers (as cited in Rosseners Bolitho, 1990:9) writes “... English is also considered essential

as a means of international communication and as the means for acquiring access to Western technology, science and, finally, western-style, development and progress.” About one third of the world’s publications as well as newspapers, periodicals, magazines are published in English. The knowledge of English opens many doors to a good job. English is taught as a foreign language in Nepal. The formal history of teaching and learning of English in Nepal started with the foundation of Durbar High School at Dakhchowk, Thapathali after Janga Bahadur Rana returned from Great Britain in 1910 B.S. So, the credit goes to him for that works though the door of that school was not opened for the common people. It was only for the children of Rana families. After the establishment of Tri- Chandra College, English began to be used formally in higher education. There are various reasons behind introducing English subject as a compulsory from grade one to the bachelor level in Nepal.

Maithili is one of the branches of New Indo-Aryan language written in the Devanagari script. No definite date can given to know when Maithili began to be written in the Devanagari script. In the past, Maithili was written in the Maithilakchhar script.

Maithili is spoken in the eastern and northern regions of the Bihar state and in the south-eastern plain known as the Terai, Nepal. According to the Central Bureaus of Statistics (CBS) 2002 HMG/ Nepal, it is spoken by a total number of 27,97,582 people. In the past, Maithili was regarded as the dialect of Bengali or of the eastern Hindi. It is taught in the Indian universities of Kolkatta, Bihar, Varanasi, and Tribhuvan University of Nepal. Demographically, it is the second most widely spoken language of Nepal.

Some serious interest in Maithili linguistics began in the yearly 1880s when Sir George Abraham Grierson and A.F. Rudolf Hoernle published a series of scholarly books and papers on Maithili.

As English has established itself as a global language, Maithili community has not been able to stay away from its impact. As the whole body of knowledge is believed to be found in the books written in English, Maithili people have to learn it. Many Maithili speakers are learning English from school level to master's level. But a question comes to us- How do they learn English? So, it seems to me very important to find out the learning strategies used by them.

According to Brown (1994:104) "Style is a term that refers to consistent and rather enduring tendencies of preferences within an individual. They are those general characteristics of intellectual functioning that especially pertain to you as an individual, that differentiate you from someone else." Moreover, Brown (1994:104) writes - "Strategies are specific methods of approaching a problem of task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized "battle plans" that might vary from moment to moment, or day to day or year to year."

Many writers seem to use style and strategy to give similar sense. So, the researcher here uses these two terms synonymously in his study. Styles are general characteristics that differentiate one individual from another; strategies are those specific attacks that we make on a given problem.

O' Malley et al. (as cited in Brown, D. 1994:115) divided strategies into three main categories. They are metacognitive, cognitive and socio-

affective. “Metacognitive” is a term used in information processing theory to indicate an ‘executive’ function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one’s production or comprehension, and evaluating learning after an activity is completed. “Cognitive” strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. “Socioaffective” strategies have to do with socio-mediating activity and transacting with others.

The term “Communication Strategy” was coined by Selinker (1972). It is employed by native speakers as well as by L₂ learners when they face a production problem. According to Ellis (1986:182) “Communication Strategies are psycholinguistic plans which exist as part of the language user’s communicative competence. They are potentially conscious and serve as substitutes for production plans which the learner is unable to implement.”

Learning strategies play an important role in second language acquisition. They facilitate students to become more aware of their own learning style. Oxford (1990) found that a fair number of learners receiving strategy training had shown greater improvement in language performance than those who were not trained in strategy use. A learner may become so skilful in making up for lack of linguistic knowledge by the use of learning strategies that the need for hypothesis formation or testing is obviated. L₂ learners enhance both lexical and grammatical development through strategy development.

For this, students are to be encouraged to use a variety of learning strategies such as applying prior knowledge, scanning for specific information, organizing information in graphs and charts, getting meaning from the context, keeping vocabulary note book or word files

and using such outside resources and libraries. These strategies facilitate students to become more aware of their own learning style. For Richards et al. (1999: 208), “learning strategy is a way in which a learner attempts to work out the meaning and use of words, grammatical rules and other aspects of a language”. In this regard, Cohen (1998: 4) writes - “learning strategies as learning process which is consciously selected by the learners”. Ellis (1986:167) points out - “learning strategies account for how learners accumulate new L2 rules and how they automatize existing ones. Learners include the strategies as the general processes of hypothesis formation and testing.”

Thus, learning strategies are particular actions, employed by learners to make their learning easier, faster, more enjoyable, more directed, more effective and more transferable to new situations.

1.2 Learning VS Acquisition

Both language acquisition and language learning are the ways of developing ability in language skills. But it is generally believed that the way of developing ability in first language is different from the way we develop skills in foreign language. In this sense, the way one develops skills in first language is called acquisition and the way one develops skills in second/foreign language is called learning. In other words, it is generally believed that first language is acquired and second language is learned.

Krashen (as cited in Ellis, R. 1986: 261) “Acquisition occurs subconsciously as a result of participating in natural communication where the focus is on meaning. Learning occurs as a result of conscious study of the formal properties of the language. In storage, ‘acquired’ knowledge is located in the left hemisphere of the brain in the language

areas; it is available for automatic processing. ‘Learnt’ knowledge is metalinguistic in nature. It is also stored in the left hemisphere, but not necessarily in the language areas; it is available only for controlled processing.”

According to Ellis (1986:6) “Second language ‘acquisition’ is sometimes contrasted with second language ‘learning’ on the assumption that these are different processes. The term ‘acquisition’ is used to refer to picking up a second language through exposure, whereas the term ‘learning’ is used to refer to the conscious study of a second language.’

Wilkins (1972) writes that the term acquisition is used for the process where language is acquired, as a result of natural and largely random exposure to language, the term learning where the exposure is structured through language teaching; in first language acquisition a child forms their hypothesis and develops their grammar from random samples of language without the help of a teacher. On the contrary, in second language learning they are exposed to a selected samples of language and helped to form hypothesis by a teacher.

1.3 Vocabulary Learning

Vocabularies are bricks of language. In the absence of brick one can’t make his building. In the same way, one can’t communicate or use language if he lacks vocabulary. Word is the most important unit of language. Every sentence is made up of words. Words are like bricks and sentences are like the wall of building in language. The term vocabulary is defined differently by different people.

As defined by Richards et al. (1985: 307) vocabulary refers to “a set of lexemes, including single words, compound word and idioms.”

According to Oxford Advanced Learners' Dictionary of current English (2000), the term 'vocabulary' has been defined as 'body of words known to a person or used in a particular book, subject etc. The meaning of vocabulary is also given as 'total number of words that make up a language.

Similarly, Harmer (1991: 153) defining the term 'vocabulary' says- "if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh."

According to Heinemann English Dictionary (1979), vocabulary refers to a list of common words in a foreign language or book, with translation.

Regarding the vocabulary, Celce-Murcia and Larsen-Freeman (1983:29) say "we take a considerably broader view of the lexicon; we consider it to comprise not only single words but also compounds and conventionalized multiword forms."

From the above definitions, we can conclude that vocabulary can be a single word or a group of words that take a single meaning. For example, 'post-officer' and 'father – in – law' which are made up of two and three words respectively but express a single idea i.e. meaning.

i) Types of Vocabulary

So far as the type of vocabulary is concerned, there are various criteria, on the basis of which vocabulary is classified. Harmer (1997:159) classifies vocabulary into two types: active and passive. Some words of the language are very common and we use them very frequently in speech and writing. This list of such words forms our active or

working vocabulary. On the other hand, there are words which are known to us but they are rarely used. Whenever those words appear before us in spoken or written form, we can recognize them. They are known as passive or recognition vocabulary.

Active vocabulary of a person differs from the active vocabulary of another. There are some words which are actively used by one person may not be used by another. Thus, the active vocabulary of one person may be the passive vocabulary of another and vice-versa. But the distinction is hard to maintain. It is also true that some vocabularies which are active in the beginning may become passive with the passing time and vice-versa. Therefore, more we play with the new words, more we learn and increase the store of our active vocabulary.

Fries (1945:44-50) classifies English words into four groups: function words, substitute words, grammatically distributed words and content words. The function words primarily perform grammatical, function e.g. the 'do' signaling questions. The substitute words, e.g. he, she, they, etc. replace class of words and several classes. Grammatically distributed words, e.g., some, any, etc. show unusual grammatical restrictions in distribution. The number of words in the first three groups is rather small. The further group, content words constitute the bulk of the vocabulary of the English.

Similarly, words can broadly be categorized into two types: content and structural. Content words are also called full or lexical words. They are defined as the words which have stable lexical meaning. They are words that have meaning by themselves. Content words include mainly nouns, verbs, adjectives and adverbs. Structural words, on the other hand, have no meanings of their own; they are used in utterances or sentences

to show grammatical relationship. So, they are also called grammatical or empty or functional words. Structural words include auxiliaries, prepositions, conjunctions, pronouns, etc.

Arts and Arts (1986:22) classify words into two types: major and minor word classes. The former are also called open classes; their membership is unrestricted and indefinitely large since they allow the addition of new members. Minor word classes are also called closed classes; their membership is restricted since they do not allow the creation of new members. Moreover, the number of items they comprise is, as a rule, so small that they can easily be listed. In English there are four major word classes: nouns, verbs, adjectives and adverbs. The minor word classes are conjunctions, articles, numerals, pronouns, quantifiers and interjections.

ii) Ways of Teaching Vocabulary

Vocabulary learning is a difficult task. There are many methods of teaching vocabulary. No method is complete. So, the teacher should go from one to another. The way of teaching vocabulary depends on the level of the students and the nature of the word. Some important ways of teaching vocabulary are:

- pronunciation
- realia
- using dictionary/glossary
- definition
- giving synonyms & antonyms
- translation
- drill

According to Ur (1996:63), the ways of presenting meaning of new items are as follows:

- concise definition (as in a dictionary; often a superordinate with qualifications: e.g.: a cat is an animal which)
- detailed description (of appearance, qualifies)
- examples (hyponyms) e.g., sofa-furniture, table, chair
- illustration (picture, object, flashcards)
- demonstration (acting, mime)
- context (story or sentences in which the item occurs)
- antonyms (opposites)
- synonyms
- translation
- associated ideas, collocations

Cross (1992: 11) has given four steps to present a new word. They are:

1. Step one: Sound and meaning
2. Step two: Repetition
3. Step three: Written form
4. Step four: Illustrative sentence

Step One: Say the new word two or three times, pronouncing it clearly. Indicate the meaning at the same time, ostensibly or verbally. There is no point in making learners listen to strange noises which are meaning-less.

Step Two: Get the class to repeat the new word a few times. Check the pronunciation carefully. If you are using a visual, keep it in front of them to ensure that they associate sound and meaning.

Step Three: Write the new words on the blackboard and have the class read it aloud, without distorting the pronunciation. First, choose two or three individuals to say it, and then get a chorus repetition so that everyone in the class has the opportunity to associate the written form with the pronunciation.

Step Four: Now put a short illustrative sentence on the board so that the meaning will be clear to anyone reading the notes afterwards. Students enjoy trying to compose good illustrative sentences themselves.

Harmer (1997:18-20) presents several techniques of learning word meaning.

- antonyms
- synonyms,
- polysemy,
- meaning in context,
- hyponymy,
- superordinate,
- connotations
- metaphorical
- word combinations (collocations)

Doff (1988:11) presents the following techniques for teaching new words:

- say the word clearly and write it on the board.
- get the class to repeat the word in chorus.
- translate the word into the students' own language.
- ask students to translate the word.
- draw a picture to show what the word means.

- give an English example to show how the word is used.
- ask questions using the new word.
- demonstrate: mime, using actions, facial expressions.

iii) Importance of Teaching Vocabulary

Language is composed of contextualized systematic sounds uttered out by speech organs. Although sounds are the building blocks of language, word is probably the most important unit of language. A sound in itself has no meaning et al. whereas a word is always meaningful. With words, we can send our message, i.e. communication is possible with words. Language learners need to learn the lexis of the language. With the right choice of words, a speaker creates good impression in the hearer. So, the vocabulary teaching is essential.

Language is a composite whole comprising grammar and vocabulary. Both of these components of language are equally important for communication to be successful. We can produce infinite number of structures on the basis of the knowledge of finite number of grammatical rules. But it is not applicable in the case of vocabulary because a word may be used differently in different situations. Hence, a vital question arises, which of the two is more important: grammar or vocabulary? In this regard, Wilkins (1972: 111) says “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Thus, he attaches more importance to vocabulary.

When one acquires or learns a language he/ she acquires or learns vocabulary automatically. This implies that language learning is a matter of learning the vocabulary of that language. So, when we want to express our feelings, thoughts, ideas, etc., we need vocabulary power. When we

don't have vocabulary power, we fail to communicate the ideas. In this regard, Wallace (1982:9) says "it has often remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language. It is due to the lack of adequate knowledge of vocabulary that people often get frustrated when they do not find words they need to express their thoughts, ideas, and feelings while communicating in the target language; so it needs adequate number of vocabulary to engage in communication."

1.4 Reading as a Skill

Reading is one of the receptive skills of language. A person receives message or information reading short stories, newspapers, articles, letters, notices pamphlets, signboards, menus, brochures, textbooks, literary books and so on. Richards, J.C. et al. (1999) says that reading is the process of perceiving a written text in order to understand its content. It helps to decode or perceive the message from the printed text. Ur (1982:138) says- "reading means reading and understanding. A foreign language learner who says, 'I can read the words but I don't know what they mean' is not, therefore, reading, in this sense. He/ she is merely decoding-translating written symbols into corresponding sounds."

Nuttall (1982:5) states-"Reading is an interactive process between writer and reader. It is an interactive process as conversation is because both reader and writer depend on one another. The interaction is complicated by the fact that the writer is absent at the time of reading; so she gets no feedback and can not know what parts of her texts will cause misunderstanding. She has to guess and shape the text accordingly but as

she never knows who the readers will be, she will be never completely succeeded.”

Reading is a complex job. People read the written or printed text for mainly two reasons: reading for pleasure and reading for information. If we study the Secondary Education Curriculum and the textbook designed for grade nine, the students of secondary level must have sound reading skill in a variety of texts. The text rich in current affairs and interesting events can enable the learners to develop reading skill in them. So is viewed and believed in the curriculum and such reading texts are included in the class nine textbook. Among the difficult variety of reading texts, newspapers and magazines simply include different types of articles, reading texts, suitable for the readers of different levels. On the other hand, they normally focus on the current affairs as well as interesting information. They are, therefore, suitable for the secondary level students to develop their reading skill. Believing so, some reading passages given in the class nine English textbook have been extracted from newspapers and magazines; for instance, the following texts has been extracted from Reader’s Digest; one of the well-known and standard English magazines:

- I. That Little China Chip (Unit: 3, P: 3)
- II. A Mother’s Warning (Unit: 7, P: 68)
- III. A Payment Greater than Money (Unit: 12, P: 108)

It is viewed in the present curriculum that the reading skill for the secondary level students is a ‘must’.

According to the ‘specification grid’ prepared by the authority of the government for coming S.L.C. examination to be effective from 2057,

45% marks allocated for reading, the distribution of the marks for seen and unseen texts and the question types to be included have directed the concerned ones to focus more on reading skill. The unseen text followed by the questions weighing 30% marks should be extracted from the authentic materials, but not from the textbooks. Objective test items such as multiple choice, cloze, ordering and so on, and subjective as well can be constructed and administered (Specification Grids, 2056:10 Office of the Controller of Examination, Sanothimi, Bhaktapur).

Secondary Education Curriculum has focused on developing reading skill in the learners/ students by the use of a variety of texts for reading. The curriculum has mentioned the following specific objectives under 'Reading':

- R₁ read short texts intensively for detailed understanding
- R₂ read longer texts extensively for general understanding
- R₃ show understanding of the underlying themes and ideas of texts
- R₄ show understanding of an argument
- R₅ Retrieve specific information from texts by means of a variety of reading techniques e.g. skimming, scanning and synthesizing
- R₆ recognize the structure and organization of paragraphs and longer texts through developing an awareness of cohesive devices
- R₇ anticipate the likely continuation of interrupted texts
- R₈ appreciate literary texts of an appropriate level

- R₉ deduce the meaning of the unfamiliar lexical items by means of contextual, syntactic and semantic clues
- R₁₀ use an appropriate English- English dictionary effectively
- R₁₁ understand and interpret information presented in diagrammatic form

(Secondary Education Curriculum, 2057:6-7)

i) Teaching Reading

Teaching reading refers to the process of making students able to grasp the information contained in the text. Information is simply grasped by means of visual symbols. The meaningful arrangement of the symbols always carries information. “A broader view of the teaching of reading is that it involves the recognition of the important elements of meaning in their essential relation including accuracy and thoroughness in comprehension” (Moyle, 1973:25). Teaching of reading should assist the learners to dive into the texts in order to recognize the meaning of the elements contained in them. The four language skills are interrelated. So, reading skill is inseparable from others.

With regards to teaching of reading in Nepal , there are many problems in the schools. In spite of the existing problems, an English teacher should follow the progressive while teaching reading skill. “There are different but distinct progressive stages of teaching reading. Each of these steps may be taught by using various techniques and methods” (Bhattarai, 1986:108).

Nuttall (1996) presents the main ways of reading as follows:

- Skimming: quickly running one's eyes over a text to get the gist of it.
- Scanning: quickly going through a text to find a particular piece of information.
- Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
- Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity, involving reading for detail.

According to Higher Secondary School English Language Manual II (1996), techniques for teaching reading are matching, gap filling, making sentences for jumbled word, multiple choice, true/false, sentence completion, passage competition and answering questions.

Nuttall (1996) presents following reading techniques:

1. Sensitizing

1.1 Inference: Through the text

Inference: Through word formation

1.2 Understanding relations within the sentence

1.3 Linking sentences and ideas:

reference

Linking sentences and ideas:

Link-words

2. Improving reading speed
3. From skimming to scanning
 - 3.1 Predicting
 - 3.2 Previewing
 - 3.3 Anticipation
 - 3.4 Skimming
 - 3.5 Scanning

The curriculum has directed us to follow the following teaching methods, techniques and activities:

- demonstration and dramatization
- question and answer
- guessing the meaning of the new words from the context
- role play and simulation
- group and pair work (Information gap activities)
- silent reading preceded by pre-questions and use of picture cues
- inquiry and discovery

(Secondary Education Curriculum 2057: 13)

Gnawali (2005) has presented a better technique for teaching reading skill. The model has five different stages: Scene setting, Presenting new vocabulary, Extensive reading, Intensive reading and Text related activity

1. Scene setting

Some ideas on the outside real world referred to by the passage orients learners to the theme of the passage.

2. Presenting new vocabulary

It involves presenting new words before dealing the text. But before presenting, teachers need to elicit meaning of new items from students, first. After presenting new items, teachers make concept checks by asking questions.

3. Extensive reading

With the help of the scene setting and vocabulary teaching, students imbibe certain idea about the passage. Now, they proceed to read it. If they have to read the whole passage and answer long and difficult questions, they will feel threatened. So the teacher asks students to go through two or three paragraphs of the passage and answer the following questions based on them. In this model of reading, the teacher does not read and explain the passage for the students at all unless the majority has a problem.

4. Intensive reading

After the extensive reading, students know the general idea of the passage. They know what it is about and where a particular piece of information lies. They can now go through the passage thoroughly and answer more difficult questions. So the teacher gets student to read the passage and do exercises. It is appropriate to note, it is the students who do the reading not the teacher. The teacher is the trouble shooter.

5. Text related activity

Reading, a receptive skill should be useful for using a productive skill. So the teacher sets a task which is related to the text students have

just done but not on the text. He gets students to work in pair and do the given task.

ii) A Basic Methodological Model for the Teaching of Receptive Skills

Various models have been developed by the ELT experts to teach receptive skills in the context of EFL learners. However, 'which model is a successful one' is a question. For introducing new languages, this model intends to provide general methodological guidelines for the teacher. This model has five stages which are mentioned below.

Stage – 1: This is the first stage. Here, the students and the teacher prepare themselves for the task and familiarize themselves with the topic of the reading or listening exercise. One of the major reasons for this is to create expectation and arouse students' interest in the subject matter of the spoken or written text. Rost (1990) suggests that discussion of the exercise is also done if necessary. In fact, this is a preparation stage.

Stage – 2: Here, the teacher makes sure that the students know what they are going to do. Are they going to answer question, fill in a chart, complete a message pad or try and retell what they heard or saw? This is what the teacher explains and directs students' purpose for reading or listening. Cross (1991) says that students are asked to perform the task after ensuring that their desire to read or listen has been awakened.

Stage – 3: The students then read or listen to a text to perform the task the teacher has set. They read or listen the text and attempt the exercises provided. The exercises can be: ticking or circling items, making in the map, filling blanks and tables, matching tables, true/ false, providing a

title, finding mistakes, making lists and chart, drills, dictations, ordering, short answer questions and so on.

Stage – 4: When the students have performed the task, the teacher will help the students to see if they have completed the task successfully and will find out how well they have done. This may follow a stage in which students check their answers with one another, first. So, this is a feedback stage as Harmer (1991) says.

Stage – 5: The teacher will then probably organize some kind of follow-up task related to the text. Thus, if the students have answered questions about a letter, the text related task might be to answer the letter. The task may be to react to or do something with the text. This might take the form of giving opinions about what they have just read, following instructions, writing a post cards, summarizing the content of the text, having a conversation based on the text, note taking, problem solving etc. Rost (1990) says that information or advice is given by teacher to further activities to tackle particular problems found by groups or individuals. If the students perform very unsuccessfully in their first comprehension task of stage-2, the teacher may redirect them to the same task to try again.

1.5 Review of the Related Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. Researchers at several major universities are carrying out researches on learning strategies. Students may not be aware of the strategies and their effect in their learning languages. It is very important to raise awareness among students on

what strategies they would employ and what strategies would be effective for them to learn language.

Naiman et al. (1978) identified mainly three learning strategies while learning vocabulary in the L2. They are preparing and memorizing vocabulary list, learning words in context and practising vocabulary.

Red (as cited in Devkota, (2003) in his study with the Nepalese University students found that the styles used by the Nepalese university language learners for learning English were making notes and summaries, recopying notes and memorizing texts.

Devkota (2003) carried out a research on “Learning Strategies: An Attitudinal Study”. He found that one of the causes of students’ failure is due to lack of writing practice. Moreover, he found that studying texts in English is geared towards examination.

Embi (1996) has observed in his research that students in large classes used a greater number of strategies than in smaller classes because of trying to cope with the demands and challenges.

Khatri (2000) in his thesis entitled ‘A study of English Vocabulary Achievement of the Students of Grade Eight’ has made an attempt to investigate students achievement of English vocabulary used in the English textbook of grade seven. The findings of his study reveal that the English vocabulary achievement of the students of grade eight was found satisfactory in total. In the same way, the achievement in nouns was found better than the achievement in verbs.

Shrestha (2001) in her M.Ed. thesis entitled “A study of Reading Comprehension in the English Language of the Students of Grade Eight”

compared the reading proficiency of the eighth grades of Lalitpur district. Her study found that the students could comprehend the seen texts better than the unseen ones.

Oxford (1990, in Devkota 2003) found that a fair number of learners receiving strategy training had shown greater improvement in languages performance than those who are not trained in strategy use.

There are several researches carried out in the Department of English Education in different areas like Error analysis, Contrastive Analysis, Attitudes, ELT, Mass Media, Comparative Study, and so on. On the contrary to above, this is a student-centered research work on strategy in the Department of English Education. Thus, the present research is different from the previous ones. However, this research is the first research in the Department of English Education, Tribhuvan University.

1.6 Objectives of the Study

Objectives of the study are as follows:

- i. To find out the learning strategies used by Maithili learners of English.
- ii. To suggest some pedagogical implications for enhancing teaching learning process.

1.7 Significance of the Study

The study is supposed to be of immense significance to the people working in the field of ELT. The findings of the study will help those who want to do research on English in the Maithili community. Likewise, it will provide a lot of insights to the English teachers teaching in the

Maithili community. Most important, the study will guide to syllabus designers, text-book writer, materials producers, teacher trainers, learners, English language experts and all who are directly or indirectly involved in teaching learning English.

1.8 Definition of the Specific Terms

The following terms have been used in specific way in this dissertation.

Strategy: It refers to the styles that students adopt to make their learning easier, faster, more enjoyable, more directed, more effective and more transferable to new situations.

Students: This term refers to those who are learning English as Maithili.

English Teachers: This term refers to those teachers teaching English at secondary school in the Maithili community.

Learning: This term refers to the conscious study of the formal properties of the language.

Acquisition: It refers to subconscious mastery of language as a result of participation in natural communication.

Maithili: It refers to one of the branches of New Indo-Aryan Language written in the Devanagari script.

Target Language: This term refers to English language.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodologies to collect the required information for this study.

2.1 Sources of Data

In order to carry out this research, the researcher has used both primary and secondary sources of data.

2.1.1 Primary Sources

The primary source of data was the responses made by the teachers and students to a set of questionnaire which was asked to them in order to elicit information about the strategies employed by Maithili learners of English at secondary level.

2.1.2 Secondary Sources

The researcher used the secondary source of data i.e. books, related literature, published journals, websites, and books related to the learning strategies.

2.2 Population of the Study

The population of the study was the students of secondary level from Siraha district.

2.2.1 Sample Population

The sample population of the study consists of hundred students from five different government secondary schools of Siraha district.

Twenty students from each school have been selected by using simple random sampling. Thus, the magnitude of the sample population was one hundred only. Moreover, a set of structured interview and class observation have been administered to the teachers teaching this subject.

2.3 Tools for Data Collection

Three types of research tools were employed to elicit the required information from the sample population. A set of questionnaire was prepared to find out the learning strategies applied by the students and a set of structured interview sheet was prepared for the teachers teaching English in secondary schools. Similarly, the researcher observed twelve concerned classes of six teachers to collect more reliable data and confirm what the teachers responded and what they did.

2.4 Process of Data collection

First, the researcher prepared questionnaire to collect data. Then, he visited the purposively selected schools and requested the teachers to help him administer the prepared questionnaire to the randomly selected students. The researcher gave the clear instruction to the students and administered the questionnaire. Moreover, he took interview and conducted class observation of teachers and students as well.

2.5 Limitation of the Study

The study was confined with the following limitations:

1. The study was limited to the strategies used by Maithili learners of English at Secondary level from Siraha district.
2. The population of the study was selected from five government secondary schools of Siraha district.

3. Data collection was conducted through questionnaire, interview and class observation only.

2.6 Procedure of Data Analysis

While carrying out this research in order to analyze the collected data, weightage of 1, 2, 3, 4 and 5 was assigned to the responses 0, 1, 2, 3 and 4 respectively for the convenience of the researcher. The data, thus, collected were tabulated in a frequency basis. Then, the mean weightage of each item was calculated as follow:

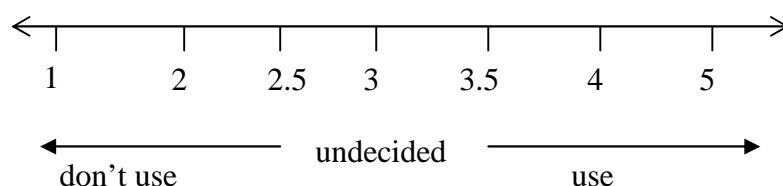
Step:1

Total weightage score = $n_1 \times 1 + n_2 \times 2 + n_3 \times 3 + n_4 \times 4 + n_5 \times 5$ where 1, 2, 3, 4 and 5 are the weightage corresponding to the options 0, 1, 2, 3 and 4 respectively and $n_1 + n_2 + n_3 + n_4 + n_5 =$ the total number of the responses in the sample questionnaire.

Step: 2

$$\text{Mean Weightage} = \frac{\text{Total weightage score}}{n_1 + n_2 + n_3 + n_4 + n_5}$$

The numerical value of the mean weightage ranges from 1 to 5. The researcher further hypothesizes that the mean weightage above 3.5 in the rating scale proves that the students employ this strategy whereas the mean weightage below 2.5 proves that the students don't employ this strategy. Similarly, the mean weightage between 2.5 to 3.5 shows that the students may or may not use this strategy or undecided. Graphically the condition can be shown as follow:



Moreover, the researcher deduced the five categories of options into three categories. Hence, the first category comprises the options 0 and 1, which indicate 0% to 25% of their agreement i.e. the students sometimes use this strategy, similarly, the second category comprises only 3rd option, which represents 50% of their agreement i.e. the students often use this strategy and the third category comprises the options 3 and 4, which represent 75% to 100% of their agreement i.e. the students use this strategy more frequently. Then, the researcher summed the counted frequency of first and third categories separately. Since the population of the informants was 100, the counted frequency represents the percentage of the agreement as well. Similarly, the open-ended items asked to the teachers were dealt descriptively and logically as well.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is devoted to the analysis and the interpretation of the data. Interpretation is divided into two main categories-viz. learning vocabulary and learning reading skill in English. Moreover, a separate analysis is also done for the open-ended items of the interview sheet and class-observation.

3.1 Students' Responses about the Strategies of learning Vocabulary

There were fifteen items in the questionnaire to find out the strategies that students employ to learn new words. The distribution of mean weightage in the rating scale regarding learning vocabulary is analyzed and the overall analysis of the responses has been given below.

Table 1: Distribution of Students' Response about the Strategy of Learning Vocabulary

Rating Scale Statements	0	1	0+1	2	3	4	3+4	Mean Weightage
1	9	34	43	32	23	2	25	2.75
2	0	9	9	18	33	40	73	4.04
3	6	34	40	11	20	29	49	3.32
4	5	9	14	30	38	18	56	3.55
5	10	29	39	25	20	16	36	3.03
6	3	20	23	25	25	27	52	3.53
7	5	20	25	21	28	26	54	3.50
8	9	35	44	33	23	2	25	2.80
9	8	39	47	25	18	10	28	2.83
10	29	28	57	17	10	10	20	2.16
11	7	36	43	22	25	10	35	2.95
12	2	20	22	28	35	15	50	3.41
13	0	9	9	14	37	40	77	4.08
14	4	21	25	30	20	25	45	3.41
15	4	27	31	34	25	10	35	3.10

The first item in the questionnaire included the strategy of translating new words in their mother tongue. The corresponding mean weightage 2.75 shows that the students may or may not employ this strategy. However, individual rating shows that majority of the students i.e., 43% responded that they sometimes use that strategy, 32% of the informants responded that they often use that strategy whereas 25% of the informants responded that they use that strategy more frequently.

The second items was incorporated in the questionnaire to ensure whether the students translate their meaning into L2 i.e. Nepali or Hindi. The overall mean weightage 4.04 clearly reveals that the students followed this strategy to a greater extent since the mean score is a greater than the median line. Furthermore, majority of the students i.e. 73% expressed their opinion of using the same strategy more frequently whereas 18% of the students expressed their opinion that they often use the same strategy and 9% of the students expressed their opinion of using the same strategy sometimes. Besides, many teachers said that they use the learners' L2 while teaching.

The strategy included in the third item was learning new words through English. The overall mean weightage 3.32 reveals that the students may or may not use this strategy. However, majority of the students i.e. 49% opined that they more frequently use the mentioned strategy, 40% students opined that they often use the same strategy whereas 11% of the students opined that they sometimes use this strategy. On the other hand, majority of the teachers viewed that they use the target language in the classroom while teaching.

The fourth item given in the questionnaire was whether the students consult dictionary to learn English words or not. 14% of them

responded that they sometimes use that strategy, 30% of them responded that they often use that strategy whereas majority of the students i.e., 56% are found using that strategy more frequently. In addition, the overall mean weightage 3.55 also proves that the students follow this strategy while learning vocabulary. But it is contradictory to say that very few teachers use dictionary and suggest their students to use and consult dictionary.

The fifth item in the questionnaire inquires the students learn words by using them in their own sentences. The overall meanweight age 3.03 shows that the students may or may not employ this strategy. However, individual rating shows that majority of the students i.e, 39% responded that they sometimes use that strategy, 25% of the informants responded that they often use that strategy whereas 36% of the informants responded that they use that strategy more frequently.

The sixth item incorporated in the questionnaire encompassed the strategy of using synonyms. The calculated mean weightage 3.53 reveals the fact that the students use this strategy while learning vocabulary items. Majority of the students i.e. 52% opined that they used to follow that strategy more frequently whereas 25% students opined that they often used to follow that strategy, and 23% students opined that they sometimes used to follow that strategy. Moreover, majority of the teachers also gave their view that they use synonyms while teaching word meaning.

The seventh item included the strategy of using antonyms while learning vocabulary. The calculated mean weightage 3.50 reveals the fact that the students use this strategy while learning vocabulary items. Majority of the students i.e. 54% opined that they used to follow the

strategy more frequently while learning whereas 21% students opined that they often used to follow that strategy and 25% students opined that they sometimes used to follow that strategy. Moreover, many teachers opined that they also use that strategy for teaching vocabulary.

The eighth item comprised the strategy of using real objects. The magnitude of mean weightage 2.80 reveals that the students may or not use this strategy. Moreover, 44% students opined that they sometimes used to employ that strategy, 25% students opined that they used to employ that strategy more frequently whereas 33% students opined that they often used to employ that strategy.

The ninth item included in the questionnaire was whether the students learn words through teaching materials like flashcards, pictures and posters or not. The calculated mean weightage 2.83 reveals that the students may or may not use this strategy. Out of the total informants, 47% responded that they would sometimes use that strategy, 25% respondent that they would more frequently use the discussed strategy. Moreover, the uniformity in the responses proves that the students may or may not use this strategy.

The tenth item comprised the strategy of reading newspapers, magazines and other books. Majority of the students i.e. 57% responded that they would sometimes use that strategy, 17% of the sampled students responded that they would often use that strategy whereas 20% of the students were found of using this strategy more frequently. The mean weightage 2.16% proves that the students may or may not use this strategy. The class observation form also showed that the teachers would not use this strategy.

The eleventh item in the questionnaire consists of the strategy of asking teachers meaning of new words. While responding to it, majority of the students i.e. 43% were found that they would sometimes use that strategy, 22% students were found that they would often use that strategy whereas 35% students were found that they would use the maintained strategy more frequently. The overall mean weightage 2.97 suggests that students may or may not use this strategy.

Item number 12, included in the questionnaire, inquires whether they used glossaries while learning new words. The calculated mean weightage of the responses 3.41 shows that this strategy may or may not be used by the students. But the majority of the sample students i.e. 50% were in favour of using this strategy more frequently, 28% students often used this strategy whereas 22% students were found in favour of using this strategy sometimes. It is evident that many teachers opined that they used this strategy while teaching vocabulary.

Item number thirteen was incorporated in the questionnaire to ensure whether the students memorize their meaning by heart. The overall mean weightage 4.08 clearly reveals that the students follow this strategy to a greater extent since the mean score is far greater than the median line. Furthermore, majority of the students i.e. 77% expressed their opinion of using the same strategy more frequently whereas 14% of the students expressed their opinion that they would often use the same strategy and 9% of the students expressed their opinion of using the same strategy sometimes. Besides, majority of the teachers opined that they use this strategy more frequently and the students as well.

The fourteenth item included in the questionnaire incorporated the strategy of taking part in word competition and dictation. Majority of the

students i.e. 45% were found of using that strategy more frequently, 30% were found that they often use that strategy whereas 25% were found of using that strategy sometimes.

Another strategy incorporated in the fifteen item of the questionnaire was whether the students watch TV and listen to the radio to learn new words or not. Since the mean weightage 3.10 is very near to the median line, this strategy may or may not be used by the students. Out of the total informants, 31% responded that they would sometimes use the discussed strategy, 34% responded that they would often use the discussed strategy whereas 35% responded that they would more frequently use the discussed strategy. Moreover, the uniformity in the responses proves that the students may or may not use this strategy.

3.2 Students' Responses about the Strategies of Learning Reading Skill

In order to find out the strategies of learning reading skill in English, ten items consisting of strategies were included in the questionnaire. For this, the distribution of mean weightage in the rating scale was analyzed. The overall analysis and interpretation of the responses regarding the strategies of learning reading skill in English have been given below.

Table 2: Distribution of Students response that the strategies of learning reading skill in English

Rating Scale Statements	0	1	0+1	2	3	4	3+4	Mean weightage
16	2	17	19	34	24	23	47	3.51
17	9	30	39	25	20	16	36	3.04
18	15	17	32	25	23	20	43	3.16
19	30	27	57	19	9	9	18	2.22
20	12	15	27	25	27	21	48	3.30
21	16	24	40	31	21	9	29	2.85
22	4	21	25	39	25	21	46	3.68
23	0	25	25	22	26	27	53	3.55
24	0	20	20	27	24	29	53	3.66
25	10	23	33	28	25	24	49	3.60

Item number 16 included in the questionnaire inquired whether the students do reading aloud while learning reading skill. Majority of the sample students i.e. 47% responded that they used that strategy more frequently, 34% of the students responded that they often used that strategy whereas 19% of sampled students responded that they sometimes used that strategy. The overall mean weightage 3.51 signifies that the students employ it as one of the reading strategies. Majority of the teachers encouraged their students to read aloud.

Similarly, the next item was incorporated in the questionnaire to find out whether the students learn reading skill through learning spelling of words. The calculated mean weightage 3.04 shows that the students may or may not use this strategy though the mean weightage is slightly above the median line. Majority of the students i.e. 39% were found

using this strategy to a lesser extent i.e. sometimes, 25% students were found that they often used that strategy whereas 37% were found using this strategy to a greater extent i.e. more frequently.

In the same way, the eighteenth item in the questionnaire was whether the students learn reading skill through silent reading. The overall mean weightage 3.16 reveals the fact that the students don't participate in silent reading. The mean weightage 3.16 shows that this strategy may or may not be used by the students while reading texts. However, majority of the students i.e. 43% opined that they used to follow in to a greater extent i.e. more frequently whereas 25% students opined that they often used to follow the mentioned strategy, and 32% students opined that they sometimes used to follow the mentioned strategy. But class observation and interview sheet show that the majority of the teachers use this strategy more frequently.

Item number 19 was incorporated in the questionnaire to ensure whether the students learn reading skill by reading newspapers and magazines. The mean weightage 2.22 shows that this strategy may or may not be used by the students. Out of the total informants, 57% responded that they would sometimes use the discussed strategy, 22% responded that they would often use the discussed strategy whereas 21% responded that they would more frequently use the discussed strategy.

Similarly, strategy of reading pictures and describing them to learn reading skill was incorporated in the item number 20 of the questionnaire. The strategy may or may not be used by the students since the overall mean weightage is 3.30. Similarly, majority of the students i.e. 48% were found of using this strategy more frequently, 25% students

were found that they often used the strategy whereas 27% were found that they sometimes used this strategy.

The twenty first item included in the questionnaire incorporated the strategy of understanding and interpreting information given in diagrammatic form. Since the calculated mean weightage is 2.75, this strategy may or may not be used by the students. Minority of the students i.e. 29% responded that they used the discussed strategy more frequently, 31% students responded that they often used the same strategy whereas majority of the students i.e. 40% responded that they sometimes used the same strategy.

The twenty-second item given in the questionnaire encompassed the strategy of learning reading skill by learning new words. Out of the total informants, majority of them i.e. 46% responded of using this strategy more frequently, 25% responded of using this strategy sometimes, and 39% of the students responded that they often used that strategy. The counted mean weightage 3.68 clearly proves that the students employ this strategy.

To elicit the response whether the students learn reading skill by solving questions based on the reading texts, the twenty-third item was incorporated in the questionnaire. It was found that the students used the mentioned strategy while learning reading skill since the mean weightage is 3.55. Besides, majority of the students i.e. 53% opined that they more frequently used to follow that strategy, 22% students opined that they often used to follow that strategy whereas 25% students opined that they sometimes used to follow that strategy.

In the same way, the twenty-fourth item in the questionnaire was to find out whether the students learn reading skill by reading the texts in their textbook. The calculated mean weightage 3.66 reveals the fact that students use this strategy while learning reading skill. Majority of the students i.e. 53% opined that they used to follow that strategy more frequently whereas 27% students opined that they often used to follow that strategy and 20% students opined that they sometimes used to follow that strategy. Moreover, majority of the teachers encourage their students to read the text several times.

The last item in the questionnaire was to ensure whether the students learn reading skill by asking teachers to summarize the texts. It was vividly seen that they would employ the mentioned strategy to a greater extent since the overall calculated mean weightage is 3.60. Still, majority of the students i.e. 49% opined that they would employ that strategy more frequently whereas 28% students responded that they would often use the mentioned strategy and 33% students responded that they would sometimes use the mentioned strategy.

3.3 Analysis of the Open-Ended Items of the Interview sheet

In order to make my study more authentic, I took interview with six secondary English teachers of Siraha district. The interview centred around ten questions which were about teaching strategies of vocabulary and reading skill. From the interview, it came to be obvious that most of the English teachers teach vocabulary through translation at secondary level. All of the six teachers have been found that they teach word meaning by translating English words either in learners' first language (L1) or in second language (L2) i.e. Nepali. This is the technique most frequently applied by them. With regard to teaching vocabulary, they were asked five questions and surprisingly all the six teachers gave common answers to those questions. In common they were found to be

using translation, synonyms, antonyms, making sentences, and drill as major strategies for teaching vocabulary. They all agreed with the fact that they first wrote words on the blackboard with their meaning in English and asked the students to learn them by heart. From this interpretation, it seems to me that all the English teachers have been accustomed to using the GT method. It is because L1 or L2 is widely used in the GT method. So has been found with the six interviewees. Richards and Rodgers (2001) state that vocabulary is taught through bilingual word lists, memorization and students native language is the medium of instruction in the GT method. Similarly, Larsen-Freeman (2000) states that the target language is taught by translating it into learners' mother tongue.

With regard to teaching reading skill, they were asked five questions about what strategy they use while teaching reading. All of them have been found to be using the common strategies. They all teach difficult words, translate the reading text into learners' L1 and L2 and ask them to solve question based on the text. They have also been found using target language while teaching reading but in a few cases. Before teaching any reading text, they all teach difficult words, phrases and sentences. Sometimes they paraphrase the text in simple language. They give students questions like short questions, true/false, fill in the blanks, ordering and matching to solve by reading the passage.

Thus, translation was the most frequently used technique by them while teaching reading. Here, I saw all the teachers to be under the influence of the GT method. Larsen-Freeman (2000) writes that the target language is taught by translating it into learners' mother tongue and vocabulary and grammar are emphasized in the GT method. Similarly, Richard and Rodgers (2001) state that vocabulary is taught through

bilingual word lists, memorization, and students' native language is the medium of instruction in the GT method.

3.4 Analysis and Interpretation of Class Observation

In course of my study, I went to six different secondary government schools of Siraha district in order to observe six different secondary English teachers' classes. The sole purpose behind that was to find out what teaching strategies English teachers used while teaching vocabulary and reading skill at the secondary level. In general, I found all the six teachers using Nepali language; synonyms; antonyms; glossary and write the word meaning on the blackboard while teaching vocabulary. Some of them were found using L1, realia, pictures, flashcards, dictionary, word game, drill, word searches and word puzzle.

With respect to teaching reading skill, they were found using different techniques. Generally they were found to teach new words; new sentences structures, to encourage students to read the text aloud and silently, to get them to answer short questions, fill in the blanks, discriminate between true/false statements and ordering sentences, and to summarize the text and make students to read them.

While conducting class observation students were found to be learning new words through the following techniques in general: memorizing new words; looking at glossary and using L2. Some of them were found to be learning words by using dictionary, using L1, asking teacher and making sentences of new words.

With regard to learning reading skill, almost all the learners were found to be using the following techniques in general: learning new words; learning new sentences of the text; reading silently and fast; and solving questions based on the reading text.

CHAPTER FOUR

The chapter presents a summary of the study, findings based on the analysis of data and recommendations.

4.1 Summary of the Study

The main purpose of conducting this research was to identify what strategies are being followed by Maithili learners of English of secondary level in Siraha district in general while learning vocabulary and reading skill.

The researcher constructed three sets of tools: questionnaire, interview and classroom observation. The questionnaire was designed using percent-wise five point Likert scale to judge the learning strategies which can be applied in learning vocabulary and reading skill. To ensure the validity of the findings, a set of interview sheet and classroom observation were also constructed. The data have been collected from 100 students of secondary level studying in five different schools. Twenty students of grade nine and ten have been selected from each school. To make the study more authentic and effective, data have been also collected from six teachers of secondary level teaching in Siraha district. The data, thus-gathered from 100 students were tallied; tabulated and mean weightage was calculated. Similarly, open-ended items and classroom observation were dealt descriptively and analytically. After the overall analysis, the researcher pinpointed the strategies that are being employed by the Maithili learners of secondary level while learning vocabulary and reading skill given in the 'App.' G.

4.2 Findings

After the analysis of data collected through questionnaire which consists of 25 different learning strategies, Maithili learners of English have been found to be using only 10 techniques out of 25 while learning vocabulary and reading skill.

While learning vocabulary:

1. memorizing their meaning by heart.
2. translating their meaning into l_2 i.e. Nepali.
3. consulting dictionary.
4. through synonyms
5. through autonyms

While learning reading skill:

1. learning new words.
2. reading the texts in the textbooks.
3. asking teachers to summarize the texts.
4. solving questions based on the reading text.
5. through reading aloud.

4.3 Recommendations

On the basis of the findings of the research, I would like to make the following recommendations:

1. Teachers should use ELT materials because they help teachers as well as learners.
2. Apart from English textbook, the students have the facility to read so many other English books on short stories, plays dramas and

comics and so on, in the school library. This kind of facility of reading for pleasure and enjoyment is not available in government school. Hence, there should be a school library in government school.

3. English language teachers are still found to be using GT method to a great extent. So, Secondary Education Curriculum aims cannot be fulfilled. This type of traditional method of teaching should be replaced by communicative approach.
4. English teachers as well as respective sectors are heartily requested not only to suggest the students to make use of newspapers and magazines but also to encourage them to read as such authentic texts published in English.
5. English language teachers should play as a facilitator, participant, motivator, guide, organizer etc. in the classroom rather than the traditional role of authority.
6. Language teachers need training and teacher education.
7. Learners cannot learn vocabulary and reading skill successfully if they play traditional role of passive listeners in the classroom. The learners should be active in language learning.
8. The language teachers should follow the communicative approach to language teaching.

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Appendix ‘A’

Sample Schools

1. Pashupati Madhyamik Vidhyalaya Bhaluwahi, Siraha
2. Shree Chandra Madhyamik Vidhyalaya Siraha, Siraha,
3. Bra. Jha Madhyamik Vidhyalaya Madar, Siraha
4. L. Janta Madhyamik Vidhyalaya Baniniya, Siraha
5. Sanhaitha Madhyamik Vidhyalaya Sanhaitha, Siraha

Appendix 'B'

Sample Students

S.No.	Schools	No. of Students
1	Pashupati Ma. V. Bhaluwahi	20
2	Shree Chandra Md. V. Siraha	20
3	Bra. Jha. Ma. V. Madar	20
4	L. Janta Ma. V. Baniniya	20
5	Sanhaitha Ma. V. Sanhaitha	20
	Total	100

Appendix 'C'

Sample Teachers

S.N.	Name	School
1	Bhagabat Thakur	Pathupati Ma.V. Bhaluwahi
2	Bibek Kumar Yadav	Pashupati Ma.V. Bhaluwahi
3	Kamal Kumar Shirma	Shree Chandra Ma.V. Siraha
4	Prashu Narayan Jha	Bra. Jha Ma. V. Madar
5	Binod Kumar Karn	L.Janta Ma. V. Baniniyal
6	Shravan Kumar Yadav	Sanhaitha Ma. V. Sanhaitha

20. I learn RS by reading the pictures and describing them.
- | | | | | |
|------------|---|---|-------------------|---|
| 0 | 1 | 2 | 3 | 4 |
| Not at all | | | to a great extent | |
21. I learn RS by understanding and interpreting information given in diagrammatic form.
- | | | | | |
|------------|---|---|-------------------|---|
| 0 | 1 | 2 | 3 | 4 |
| Not at all | | | to a great extent | |
22. I learn RS by learning new words.
- | | | | | |
|------------|---|---|-------------------|---|
| 0 | 1 | 2 | 3 | 4 |
| Not at all | | | to a great extent | |
23. I learn RS by solving questions based on the reading texts.
- | | | | | |
|------------|---|---|-------------------|---|
| 0 | 1 | 2 | 3 | 4 |
| Not at all | | | to a great extent | |
24. I learn RS by reading the texts in my text-book.
- | | | | | |
|------------|---|---|-------------------|---|
| 0 | 1 | 2 | 3 | 4 |
| Not at all | | | to a great extent | |
25. I learn RS by asking teachers to summarize the texts.
- | | | | | |
|------------|---|---|-------------------|---|
| 0 | 1 | 2 | 3 | 4 |
| Not at all | | | to a great extent | |

Thank you for your kind co-operation

Appendix ‘E’
Interview Sheet for Teachers

Name:

Qualification:

Age :

Experience:

M/F:

Mother tongue

School:

1. How do you teach vocabulary to your students?

2. Do you use learners' L₁ to teach word meaning?

3. Do you use learners' L₂ to teach word meaning?

4. What different techniques do you use while teaching word meaning?

5. Which technique do you use most to teach word meaning? and why?

6. How do you teach reading skill?

7. Which technique do you use most to teach reading skill? and why?

8. Do you teach new words and new sentences to your students before teaching and reading texts?

9. Do you translate the reading texts into learners' L1 or paraphrase them into the target language?

10. Do you encourage your students to read the text several times?

Appendix 'F'

Class Observation Form

Teacher's Name:

Class:

School:

Topic:

Period:

Unit:

Subject:

Date:

Tick () in the following vocabulary teaching techniques if found being used in the classroom and cross (×) if not.

A. Teaching strategies used by English teacher to teach vocabulary

Vocabulary teaching

1	Use learners' L ₁	
2	Use Nepali language (L ₂)	
3	Use the target language (English)	
4	Use realia, pictures and flashcards	
5	Use synonyms	
6	Use antonyms	
7	Use glossary of the text book	
8	Ask students to see new words in dictionary	
9	Use words in appropriate sentences	
10	Use guessing game	
11	Use drill	
12	Use word searches	
13	Use word puzzle	
14	Write word meaning on the blackboard	

B. Learning Strategies used by students to learn vocabulary

Vocabulary

15	Memorize new words	
16	Use dictionary	
17	Use textbook to see words in glossary	
18	Ask teacher for meaning of new words	
19	Ask their friends for meaning of new words	
20	Make sentences using new words	
21	Use their L ₁ to learn word meaning	
22	Use their L ₂ to learn word meaning	

Comment:

Class Observation Form

Teacher's Name:

Class:

School:

Topic:

Period:

Unit:

Subject:

Date:

Tick () in the following reading skills teaching techniques if found being used in the classroom and cross (×) if not.

A. Teaching strategies used by English teacher to teach reading skill

Reading Teaching		
1	Teach new words to students for reading	
2	Teach new sentence structures to students	
3	Encourage students to read aloud/silently	
4	Use short questions, true/false, fill in the blanks, matching and ordering	
5	Ask students to understand and interpret the information given in the diagrammatic form	
6	First summarize the texts and make students read them	
B. Learning Strategies used by students to learn reading skill		
Reading Skill		
7	Learn new words for reading texts	
8	Learn new sentences for reading texts	
9	Do silent reading	
10	Do fast reading	
11	Solve questions based on reading texts.	

Comment:

Appendix 'G'

Table 3: Distribution of Students Responses towards the strategy

S. No.	Strategies	Yes, they use	No, they don't use
		%	%
1	Translating their meaning into L ₁	43	57
2	Translating into L ₂	73	27
3	English word through English	49	51
4	Consulting dictionary	56	44
5	Using them in my own sentences	39	61
6	Through synonyms	52	48
7	Through antonyms	54	46
8	Real objects	42	58
9	Teaching materials like flashcards, pictures and posters	47	53
10	Reading newspapers, magazines and other books	43	57
11	Asking teachers the meaning of new words	43	57
12	Using glossaries	50	50
13	Memorizing their meaning by heart	77	23
14	Taking part in word competition and dictation	45	55
15	Watching TV and listening to the radio	45	65
16	Reading aloud	53	47
17	Learning spelling of words	39	61
18	Silent reading	43	57
19	Reading newspapers and magazines	43	57
20	Reading the pictures and describing them	48	52
21	Understanding and interpreting given in diagrammatic form	40	60
22	By learning new words	64	46
23	Solving questions based on the reading texts	53	47
24	Reading the texts in my textbooks	53	47
25	Asking teachers to summarize the texts.	51	49

