

**A Research Report**  
**On**  
**LEARNING ENGLISH LANGUAGE STRATEGIES**  
**USED BY GRADE EIGHT STUDENTS**

**Submitted to**  
**The Department of English Education in Partial Fulfillment for**  
**Bachelor of Education in English (445)**

**Tribhuvan University**  
**Himshikhar Multiple Campus**  
**Ramghat, Surkhet**

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## **DECLARATION**

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

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# **DEDICATION**

**Dedicated**

**to**

Parents and teachers who directly and indirectly supported in my study and made me what I am today.

## ACKNOWLEDGEMENTS

I would like to express my hearty gratitude to my respected teacher and report guide **Mr.Lal Bahadur Khadka** Supervisor and Teacher assistant of the Department of English Education, Himshikhar Multiple Campus, Ramghat - Surkhet for his invaluable guidance. Cooperation, encouragement , instruction and suggestion to carry out this report in this form.

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**Khadka Prasad Sharma**

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## **APPENDICES**

## LIST OF ABBREVIATIONS

%	:	Percentage
i.e.	:	That is
e.g	:	Example
P.	:	Page
TL	:	Teaching Language
L2	:	Second Language
ESL	:	English as a Second Language
ELT	:	English Language Teaching
SLA	:	Second Language Acquisition
EFL	:	English as a Foreign Language
&	:	And

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

Language teaching involves teaching of both the first and second language. First language acquisition and second language learning involves different process. Teaching language means not teaching about language but teaching language means helping someone to acquire the language. According to Ur (2005:46) "A language teaching course may be based on pronunciation, vocabulary and grammar, or on the more 'communicative' categories of topic, situation, notion and function." It means it focuses on the combination of all language aspects while teaching language. In teaching language it is necessary to teach all the aspects of that language, pronunciation, grammar and vocabulary. There is no learning if the language skills are not learnt. All skills of language ie. Listening, Speaking, Reading and Writing should be equally focused while teaching language.

#### 1.1.1. Language Skills

Skill refers to do something expertly and well. Language is used in different fields and it has many purposes. Language involves four language skills namely listening, speaking, reading and writing. They can be classified into receptive skill and productive skill. Listening and reading are known as receptive skill and speaking and writing are productive skill. The sequence of learning skills are; listening, speaking, reading and writing.

Our choice of language skill may depend upon the channel of communication. Such channel contains certain language skills that native speakers and competent language users possess. Literate people who use language have a number of different abilities. They will be able to speak on the telephone, write letters listen to the radio or read books. In other words, they possess all the language skills, listening, speaking, reading and writing. Very often, language users employ a combination of skills at the same time. Speaking and listening

Usually happen simultaneously and people may well read and write at the same time when they make notes or write something based on what they are reading

### **1.1.2 Language Learning Strategies**

The literature on language learning strategies starts with the work of Rubin in the 1970' which put the idea of several features of "good language learners", such as the ability to guess, willingness to conduct communication, seek to have opportunities to practice and learn language, have no reservation of making mistakes, concern on both words structures and meanings, and keep on observing both their and other ability to speech (Rubin, 1975). Later, the characteristic of good language learners was also proposed by Rubin and Thompson (1982). They presented 14 strategies to help students to become good language learners, such as organize information about the language, be creative and experiment with it, learn to live with uncertainty, use mnemonics, and use context to help them in comprehension. Moreover, Oxford (1989) points out that good language learners use strategies in six broad groups: Metacognitive, affective, social, memory, cognitive, and comperisatory. Conclusively, their studies suggest that good language learners appear to be Actively involved in language learning and are able to overcome their problems relative their own learning.

Nonetheless, when conferring to the definitions of language learning strategies, the problem lies in the term strategy itself. Researchers have been arguing whether the use of strategies in language learning is conscious or unconscious processes. Several researchers argue that awareness is one of its important features, such as Weinstein and Mayer (1986) who strongly emphasize that intentional plays a significant role in language learning strategies. This argument is based on the assumption that learning strategies have a goal, thus to apply such strategies, it would be a deliberate decision. Thinking in a similar vein, Cohen (1990, p. 5) defines strategies as "learning processes which are consciously selected by the learners". Similarly, Bialystok (1990, 5) also argues that "intentional" is an obligation in language learning strategies

### **2.2.2. Actors Affecting Choice of Language Learning Strategies**

Hong-Nam and Leavell (2007) say that the use of language learning strategies varies among corners because their language uses are influenced by different contexts and their Society. There are some factors that influence the choice of language learning strategist. According to Oxford (1989), they are motivation, language being learned, proficiency level, years of studying the language, cultural background, and major of study..

Taguchi (2002) measured the language learning strategy use between students in an EFL context in Japan and an ESL, context in Australia found that there were significant differences between students with low and high motivation in both of the countries. It was also reported that high motivated students used higher metacognitive strategies than did low motivated students. Chamot, et al. (1987) found that Russian students reported higher strategy use than Spanish students. According to Oxford (1989), English speakers considered Spanish as an easier language than other difficult languages such as French, German, and Russian. This means that languages considering difficult by their learners might influence the language learner so employ a wider variety of language learning strategy. In addition to that, strategy use preferences may be influenced by the context in which the language is used, as foreign language or second language context

Green and Oxford (1995) examined the strategy use of 374 Puerto Rican university students of English. The result showed that proficient students applied high use of cognitive, compensation, metacognitive, and social strategies. On the other hand, proficient learners used the cognitive, compensation, and met cognitive strategy significantly more than less proficient learners among Afrikaans. The use of social strategies was more common among the less proficient learners (Dreyer & Oxford, 1996).

Oxford and Nyikos (1989) reported that students who had spent studying the language for at least four or five years used strategies far more often than did less experienced language learners. Similarly, a study conducted by Politzer (1983) found that advancement in course level affected foreign language learning strategies, with higher-level students using more positive strategies. Lengkanawati (2004) Investigated 56 students at two universities in Australia learning Indonesian as a Foreign Language (IFL) and 114 students learning English as a Foreign Language (EFL) in a university in Indonesia, using language learning strategies. She found that EFL, students in Indonesia used memory, metacognitive, and affective strategies more

Frequently than IFL students in Australia. On the other hand, cognitive, compensation, and social strategies were highly used in Australia. From the interview, it shows that differences in language learning strategy use were due to differences of their learning culture. Regarding to the study of foreign language majors, Chang (2011)

investigated 360 undergraduate foreign language majors at a university in central Taiwan. The respondents were majoring in English, Japanese, German, and French. The result showed that the most used category among foreign language majors was compensation strategy. The second use was social strategies and the least use was memory strategy category. English majors used compensation strategies the most, where, Japanese and European languages majors used social strategies the most. Overall, each group used high range of language learning strategies.

A number of researches have been conducted on the language learning strategy used by Arabic and English students. Mamat and Sideh's study (2013) showed that Arabic learners at Institute of Education, International Islamic University Malaysia applied the six language learning strategies categories at a moderate level and met cognitive strategies was the highest frequency used among these six groups. Likewise, Ehner (2012) carried out a study on language learning strategies among university-level Arabic programs in America. The findings revealed that Arabic major students were high level users of social strategies, and medium level users of compensation, met cognitive, affective, and cognitive strategies. The result of overall means showed that they were moderate users of language learning strategies. The successful students chose Social strategies and cognitive category as their favorite strategies, while successful students only preferred social strategies. Successful students also reported using every category of strategy more often than their less-successful colleges.

## **1.2. Statement of the Problem**

Any language teachers are facing a lot of problems while teaching second or foreign language. Teaching language means helping learners to acquire the language skills: listening, speaking, reading and writing. All of these skills are equally important while teaching language strategies used for free writing.

There are various challenges faced by users who considered "non-native speaker" students, although they are currently have got their first language at home or

Indonesian, however, it does not rule out that the possibility of acquiring a second language (English or Arabic) is much more challenging to learn. Other factors play a role also in case of understanding learning within each competency (language skills) which consists of four abilities. Furthermore, English in Indonesia is mostly taught in class learning. It also occurs globally in Jordanian schools that as a foreign language, English is taught in the field of the school, college, and higher education level. As a result, English is only learned by students while they are entering their classroom, or shortly not much attention to practice English competency beyond the institution.

### **13. Objectives of the Study**

The main objectives of this study are as follows:

- i. To find out the learning English language: strategies used by grade **eight** students.
- ii. To find out the problem of learning English language teaching strategies.
- iii. To suggest some pedagogical implications.

### **1.4. Research Question**

Their Research questions are follows:

- What is the learning English language strategies used by grade **eight** students?
- What are the Problem of learning English language teaching strategies?
- What were the ways of teaching free writing to the students?

### **1.5. Significance of the Study**

English has been taught and learnt as a foreign language in most of the countries of the world. Learning language as the major skill of language learning, it has a major role to play for the better acquisition and learning the language Nepal is also one of such countries where English is being taught as a foreign language and compulsory subject from primary to bachelor level in different universities.

The Findings of the study was beneficial for the English teachers of basic secondary level as well as to the English teachers of other levels because they were know the effectiveness of teaching strategies in English language learning and they may get revealed the problems that they have not noticed yet. It helps. Them to know how appropriate the strategies are which they have adopted. It was equally beneficial to the researchers for further researches. It was fruitful for textbook writers, subject experts and language trainers because they were know the real situation of English language learning teaching and it helps them to design further effective exercises in textbook and training package for teachers. Not only this, it will be equally beneficial for the students as well because they were get how they can best write the English language learning with instruction they get from the teachers. The findings were advantageous to those people who are directly or indirectly involved in teaching and learning activities.

## **1.6. Delimitations of the Study**

This study was the following delimitations:

- The study was limited to identify the learning English language in grade **eight**
- The study was limited to basic level English teachers of grade **eight**.
- The study was limited to the responses of 30 students.
- It will be limit to the observation of 10 teachers.
- The study was limited to the responses of ten teachers in focus group discussion.
- Only non-random sampling procedure was used for sampling the population.

## 1.7. Operational Definition of the Key Terms

- Strategy** : Technique/specific method of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information
- Proofreading** : The process of reviewing the final draft of a text to ensure that all surface errors have been corrected.
- Approach** : A way of dealing with somebody/something; a way of doing or thinking about something such as a problem or a task
- Drafting** : A first or preliminary form of any writing, subject to revision, copying, etc. 3. Act of drawing; delineation
- Revising** : The process of rereading a text and making changes (in content, organization, sentence structures, and word choice) to improve it.
- Brainstorming** : a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas
- Skill** : language skills; listening, speaking, reading and writing
- Clustering** : An activity that generate idea by using circles and it starts from stimulus word or the words expectation, then develop them into small groups

## CHAPTER-TWO

### REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This Chapter deals with the review of related literatures to this study, impositions of review for the study and conceptual framework of the study.

#### 2.1 Review of Theoretical Literature

Harmer (1991) mentioned that writing is an act of transmitting thoughts, feelings and ideas from past to present and from present to future. That is why, it demands caution in using it. It is a transparent mirror, which can present our knowledge as well as experience. To be more specific, the term 'writing' has been viewed differently by different linguistics and others personalities opines that writings have something to say and say it as clearly as you can. That is the only secret of style. We can, therefore, say the students who learn the English language cannot be perfect without good writing skills. They can learn to express, their ideas explicitly when they are efficient in writing. Points out that the importance of writing is further gauged by the fact that writing is used:

- To interact with a person or people who cannot be reached easily by verbal communication,
- To promote thought for clearer and more reliable communication,
- To express our ideas more clearly and convincingly,
- To record text for documentation and
- To make such texts accessible to many people.

It is crystal clear that, writing' is a medium of communication that represents language through the inscription of signs and symbols. In most languages, writing is a complement to speech or spoken language. Within a language system writing realizes on many of the same structures as speech, such as Vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, easily in the form of a formal alphabet.

Bashal (2009) reported that writing is one of the most important skills in learning a new language. It is also regarded as the visual representation of speech. It is a productive skill which includes getting ideas, planning, arranging, goal setting, monitoring and evaluating what is going to be written.

In other words it is related to manipulate the mechanics of writing, structuring them into sensible words, sentences and paragraphs in order to make the reader understand the meaning of such complex effort. Moreover, writing is the act of placing the graphic symbols that present language in order to convey the meaning so that the reader can grasp the information. It is the last language skill and it is also the most difficult of all the skills. It is difficult not only in generating and organizing ideas but also in translating these ideas in readable text. The skills involved in writing are highly complex. Second language learners have to pay attention to higher level of skills of planning, and organizing as well as the lower level skills of spelling, punctuation, word choice and so on. We are able to share ideas, arouse feelings, persuade and convince other people through writing. We are able to discover and articulate ideas in the way that only writing makes possible.

## **2.2 Review of Related Literature**

Every new task needs the knowledge of previous background which can help and direct to reach the new target for finding out new ideas. There are some research works carried out on writing proficiency by former researchers at the Department of English Education, T.U. They have been carried out in connection with vocabulary, grammar, punctuation, free and guided writing. But no one has carried out a research in "Strategies for teaching free writing in secondary level" in which I have explored in this study. However, an attempt is made here to review some of the literature related to this study.

Kafle (2008) carried out a survey research on "Proficiency in Guided Writing." The main objective of his study was to find out the guided writing proficiency of grade. Ten students of Kathmandu valley. He collated the data from sixty

Student. Those students were the students of six selected school of Kathmandu valley among them three public and three private. He conducted test using six types of guided writing items. He concluded his study with the main finding that the private school students' writing proficiency is better than public school. Kurnar (2008) carried out a survey research on "Proficiency of Grade Six Students in Guided Writing." The main objectives of his study were to find out the students' proficiency in guided writing and to compare their proficiency in terms of item wise, school wise and gender wise. He collected data from 100 students out of five schools from Parsa district. He collected data using five questions based on guided writing. He concluded his research with the main finding that the total proficiency of students was good in which the average proficiency was 55.52 percent.

Niroula (2008) carried out an experimental research on "Ungraded Nonstop Writing as a Tool to Improve Writing Skill. The main objective of his study was to find out the effectiveness of ungraded nonstop writing to improve the writing skill. He divided the 24 students of grade 11 of Koshi campus into two groups randomly into control and experimental group. Then he taught 21 periods and he also conducted pre-test post-test to both groups. He concluded his research with the main findings that the experimental group performs better than control.

Bhatta (2009) carried a survey research on "Proficiency in Mechanics of Writing. The objective of his study was to find out the students' proficiency in using mechanics of writing. He collected the data from 270 students from Banke, Surkhet and Kalikot district of lower secondary, secondary and higher secondary levels. He used three types of test items based on punctuation, capitalization and spelling rule. He found that the total proficiency in mechanics of writing was 52 percent. So he concluded that it was satisfactory. Giri (2009) carried out experimental research on "Effectiveness of Pair Work in Writing Skill. The main objective of his study was to find out the effectiveness

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of pair work strategy in teaching in writing skill. He collected data from tenth grade students of Jana Higher Secondary School in Jajarkot district. He divided students in two group i.e, experimental group and control group randomly Then he conducted the pre test and taught writing using pair work to the experimental group and usual way to the control group for a month. After that test post test to the both groups and compared the result of pre-test Vs post test and experimental Vs control group. He found that the result of experimental group was better than control group in post test. So, he concluded that pair work has better impact in teaching writing skill.

### **2.3 Implications of Review for the Study**

The researcher has reviewed different researches done by various researchers. These reviews give clear conceptual and theoretical framework for the study they give broad knowledge about teaching language skills, characteristics and components of good writing, strategies of teaching writing, and stages of teaching free learning English language and so on. The above reviews also help the researcher for further study about related topic.

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That pair work has better impact in teaching writing skill.

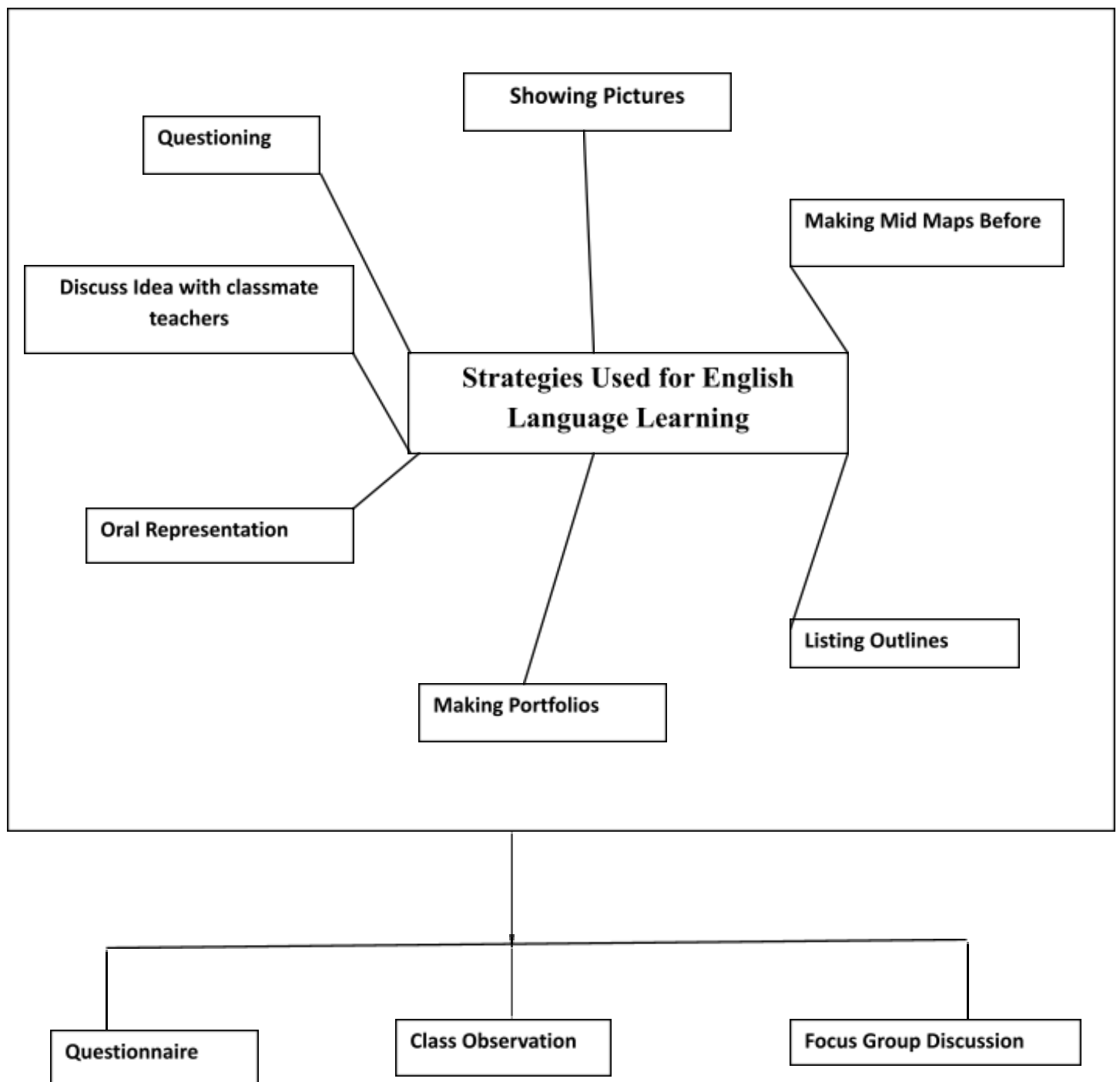
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## 2.4 Conceptual Framework

The conceptual framework of the study entitled on strategies for teaching learning English language focuses on what are the used for strategies. English teachers adopt while teaching free writing in their classroom. The conceptual framework of the study is presented in the following way:



## **CHAPTER-THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

To achieve the objectives of the study, the researcher adopted the following methodology for collecting, analyzing and interpreting the data

#### **3.1. Design of the Study**

This research was carried out based on the survey research design. The data were interpreted qualitatively and quantitatively.

#### **3.2. Population and Sample**

For the study, the basic level English teachers of both government schools was the population. 30 students of different school were selected purposively to ask the questionnaire, among them 10 teachers were selected for class observation and again ten teachers were selected for focus group discussion.

#### **3.3. Sampling Procedure**

At st the researcher selected 30 of basic level students of Surkhet district public school using purposive sampling procedure to ask questionnaire. Among then. 10 teachers were selected for class observation after those ten teachers were selected for focus group discussion purposively. Both the schools and teachers were selected purposively.

#### **3.4. Data Collection Tools**

The researcher used the triangulation tools for the fulfillment of specific objectives. Researcher prepared the questionnaire for the teachers and gave to the teachers to fill it. Another tool was the classroom observation checklist, which the researcher filled in while observing the teachers' free writing classes. The researcher also prepared some leading questions and conducted the focus grade discussion on the strategies which they applied for English language teaching learning in their classroom.

### **3.5 Data Collection Procedures**

The researcher was used the following procedures to collect the data:

- The researcher goes to the school and built rapport with head teacher and English teachers of basic level.
- He was given the questionnaire to the English teachers and asked to fill it.
- Then, he requested to teach any exercises and observed the class on basis of the prepared checklist. He observed only two classes of 10 teachers.
- After that, he selected ten teachers purposively out of twenty whose classes he observed for focus group discussion. He was contacted them and requested to gather at one place and discussed about the used strategies for teaching free writing

### **3.6. Data Analysis and Interpretation Procedure**

After collecting the data, it was checked, modified manually to reduce errors and inconsistencies for the editing and coding. After editing and coding of raw data the necessary data were tabulated systematically. After that the researcher showed the data from class observation in percentage and the data from questionnaire and focus group discussion will be interpreted qualitatively.

## CHAPTER-FOUR

### RESULTS AND DISCUSSION

This chapter deals with the results and discussion of the collected data to measure the specified objectives. The results have been found out from the discussion in terms of three perspectives: class observation of teachers, teachers' responses to the questionnaire and also teachers' responses during focus group discussion

#### 4.1 Strategies Used in English language Learning

The following table presents the strategies used by the teachers in learning English language stage,

**Table No. 1**  
**Writing English language learning Strategies**

Strategies	Existing Condition in Percentage		
	Yes	No	Remarks
Quick writing within Limited Time	82.5	17.5	
Describing Things which are around them	77.5	22.5	
Chain Story writing	10	90	
Writing answer of wh- questions	62.5	37.5	
Making Sentence on each circle from word map	15	85	
Writing Any words on the board and ask to extent writing	52.5	47.5	
Collaborative writing	92.5	7.5	
Writing whole text on the board by the teacher	20	80	
Sentence combing	15	85	
Modeling	57.5	42.5	
Revising by peer	65	35	
Revising by Teacher	17.5	82.5	
Self-editing	95	05	
Peer editing	2.5	97.5	
Teaching editing	52.5	47.5	

Regarding this while writing stage the researcher found that 82.5 percent teachers involved their students in quick writing giving them limited time while 17.5 percent teachers did not use this strategy. Similarly, 77.5 percent teachers involves their students in describing things which are around them while 22.5 per did not use to o do this. But only 10 percent teachers were found using chain story strategy where 90 percent teachers did not use this strategy. In this way, 5 percent teachers asked to write the answer of wh-questions to their students themselves but only 15 percent teachers were found using clustering to make sentences in this stage, 85 percent were teacher used sentence combining While teaching free writing almost 97.5 percent teachers used writing the key words on the board and asked to extend them to their students but only 2.5 percent teachers did not follow this in their class. In teaching process 92.5 percent teachers were found using collaborative writing while 7.5 percent teachers did not give chance to collaborate with peer to their students. It was found that the traditional way of teaching 20 percent teachers wrote the whole text of the board themselves but 80 percent teachers did not write whole text In the while writing stage only 15 percent teachers were found using sentence combining strategy while 85 percent did not use this. Similarly, 57.5 percent teacher expressed model writings to their students but 42.5 percent teachers did not Use modeling in their class. In the process of revising the students first draft writing it was found that 65 percent teachers involved peer to revise but 17.5 teachers were found in revising themselves then some other teachers asked to revise self to their students. Similarly, almost 95 percent teachers asked to edit the students' revised text by themselves while only 5 percent teachers did not use self editing strategy in editing process. In editing process, other 2.5 percent used peer editing and 52.5 percent teachers used teacher editing to their students revised writings. While observing the classes of the teachers the Researcher also found some other strategies in this stage such as group writing with. Limited time, only underlining the mistakes by peer while revising and asking the points to the students individually (in oral) then writing on the board, which are not presented in the above table.

## 4.2 Strategies Used in reading English language strategies

The following table presents the strategies used by the teachers in reading

Stage:-

**Table No. 3**  
**Strategies Used in reading English language strategies**

Strategies	Existing Condition in Percentage		
	Yes	No	Remarks
Showing Reading with book	80	20	
Oral Representation	100	-	
Displaying texts on the notice board	15	85	
Reading and making portfolios	35	65	
Presentation on Celebration	-	100	
Reading and Writing Lesion	2.5	97.5	

During post writing stage the researcher found that 80 percent students should show their reading with book while 20 percent students were showing to their subject teacher. Similarly it was found that 100 percent teachers used the oral representation strategy. After finishing writing only 15 percent teachers displayed the best reading on the notice board but 85 percent teachers did not display their students' writing. The researcher also found that 35 percent teachers keep the students' writing to reading and making portfolios while 65 percent teacher did not make students portfolios. In this way the researcher did not find any presentation of students' free writings on any types of celebration. Similarly, only 2.5 percent teachers published their students' reading on the school, wallpaper while 97.5 percent teachers did not publish. Except the strategies shown in the above table the researcher found 17.5 percent teachers give the rank to their students' reading after presenting in the class. In this way 27.5 teachers were found giving feedback to their students and 22.5 teachers gave similar type of reading for homework to their students.

### 4.3 Data from the Questionnaire to the Teacher

The researcher, as mentioned already, selected 10 basic level English teachers purposively. The questionnaire addressed to the teachers tries to discover what strategies do the basic level English teachers usually adopt while teaching English language learning and how often do they apply that strategy in their classroom.

The researcher found that 40 percent teachers replied that they involved their students to discuss their ideas with classmate, 22.5 percent with teacher, 25 percent with only talent students and 12.5 percent with all and common students before starting to write. In this way, 92.5 percent teachers replied they sometimes show pictures and realia while 5 percent teachers respond always and only 2.5 percent teachers replied they never show pictures and realia while teaching free writing. In the response, which strategy do you apply in pre-reading stage, 55 percent teachers replied brainstorming and 10 percent clustering and 35 percent teachers replied wh-questioning strategy. The researcher also found that almost 97.5 percent teachers asked their students to make mind maps before they begin to write but only 2.5 percent teachers did not request to make mind maps.

Similarly, it was found that only 27.5 percent teachers always asked their students to study the model writings on the related topic while 72.5 percent teachers sometimes asked to study model writings before starting to write. Regarding the question, do you ask your students to consult resources to gather information themselves, 92.5 percent teachers replied "Yes' and 7.5 percent replied No. In this way, 60 percent teachers were found giving cue for listening to make their students familiar with the topic while 27.5 percent replied they list the outlines and only 10 percent teachers replied they asked to study model writings to their students. But 2.5 percent teachers replied both they give cue and list the outlines. In response to the question, which strategy do you apply while teaching English language learning; the researcher found that 10 percent teachers answered quick reading within limited time, 25 percent.

Replied chain story listening and 65 percent teachers replied they asked to describe the things which are around them.

In regard to whether they asked their students to write the answer of wh questions themselves, the researcher found 72.5 percent teachers responses that they sometimes asked and only 27.5 percent teachers always asked to write the answers of wh-question themselves. In the same way, it was found that 45 percent teachers expressed they never write the whole text on the board while 52.5 percent teachers replied they write sometimes but only 2.5 percent teachers replied they always write the whole text on the board. In this way it was found that 42.5 percent teachers used the collaborative writing strategy in the same way 42.5 percent follow exchanging copy with peer and ask to extend writings but 12.5 percent teachers replied they use clustering word maps to make the sentences in teaching free writing. The researcher also found that 100 percent teachers replied they ask their students to extend their writings from the key weeds written by the teacher on the board.

#### **4.4 Data from the Focus Group Discussion**

The researcher, as mentioned already, selected ten English teachers of school purposively. The focus group discussion was run keeping the specified objectives in centre. It tried to explore what strategies they usually apply in their classes while teaching English language. The data collected from this focus group discussion, the researcher found different views which are discussed below.

For the response of the questionnaire at the researcher asked what are the free writing, exercises prescribed in secondary level curriculum, they respond common views that specially 12 marks question is asked in SEE exam and other teams of secondary level classes, from free writing such as letter writing. Essay writing, newspaper article English, application writing and so on are prescribed in secondary level curriculum. Then the researcher tried to explore what is their view, teaching language learning is process or product. The

Researcher found 100 percent teachers are agreeing teaching writing is process as the researcher found in class observation and from questionnaire. After that, the researcher asked, what strategies do you adopt in teaching pre- writing stage, they respond that they discuss or elaborate the topic, asked to think about the topic or brainstorming to the students, list the cue and outlines about the topic, break the text and ask to write part by part, show the picture and discuss about that, present the model writings and so on activities in this pre writing stage.

#### **4.6 Correlation of Data among Questionnaire, Class Observation and Focus Group Discussion.**

The researcher had administered triangulation tools to gather the data Quesnnaire, class observation checklist and focus group discussion were used. Especially closed ended questions were asked through questionnaire and similar types of open ended questions were asked in focus group discussion. The same aspects were observed in classroom observations which were asked through questionnaire and focus group discussion. The information obtained through questionnaire, classroom observation and focus group discussion was similar only the percentage of teachers in applying particular strategy is different in triangulation data. Nothing was found actually new and diverse from these triangulation data collections.

## CHAPTER-FIVE

### CONCLUSION AND RECOMMENDATION

This chapter deals with the conclusion and recommendation. On the basis of the results, the researcher summarized and concluded the major findings. The researcher also listed the implications of the findings in different field of education.

#### 5.1. Conclusion

The aim of language teaching is to make able to the students to communicate with others. Oral and written are the ways for communication. So, to develop student creative power, and to make able to express their feelings and emotions in learning English language way, language teaching plays vital role In asked from English language skill. Among them 12 marks question is asked from learning English language. So, teaching English language learning is one of the most important parts. That's why in this study, the researcher has studied about strategies used for teaching learning English language in basic level. The main objective of this study was to find out the strategies used in teaching learning English language

From is study the researcher concluded that different teachers used different strategies for teaching learning English language in their own way. No one of them have experience of only one excellent way for teaching learning reading and writing. Most of the teachers were found that they first discuss or describe about the topic orally then they cue or outlines on the board and asked to learning on the basis of that within limited time. After that they exchanged the copy with peers and asked to revise them then they edit themselves after revising. At last they asked to read their English language learning loudly to their students. The role of teacher was found only as a facilitator. From this study the researcher have also concluded that no one of the teachers think and practice new strategy.

## **5.2 Recommendation**

### **5.2.1. Policy Level**

The main policy recommendations of this study in this level are given below.

- It can help to make educational policy, rules and regulations.
- It helps to make code of conduct both students and teachers.
- It can be implemented in designing curriculum, syllabus, text books,
- Teachers' guides etc.
- It can be helpful for designing teacher training programs and policy.

### **5.2.2. Practice Level**

This study can also be implemented in the practice level. It can be made responsible to the teachers, students, school administrators, school supervisor, resource persons and trainers. The following can be the implications in this level.

- Teachers should use student centered strategies while teaching English language.
- They should follow different stages in appropriate order.
- They should help, encourage and facilitate their students but they should not direct while they are learning English language.
- Students should be involved in different activities in each stage actively.
- Trainers should plan and give the training to the teachers.

### **5.2.3. Research Level**

In this study the researcher found various strategies adopted by basic level English teachers for teaching English language learning. Therefore, this study can be implemented in this research level which is as follows:

- Proficiency of language skill of secondary level students.
- English Language proficiency of class & students
- Using mind maps to improve students' English language learning.

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## APPENDIX-II

### Classroom Observation Checklist

Name of teacher:

Date:

Name of school:

Period

Qualification:

Time

Experience:

No. of students:

Topic :

Observed class:

#### 1. Prewriting strategies

Strategies	Existing Condition		
	Yes	No	Remarks
Brainstorming			
Clustering			
Wh-questions			
Discuss ideas with classmate			
Discuss ideas with teacher			
Conduct an interview to gather information			
Showing Pictures			
Showing realia			
Making Mind maps before they begin to write			
Study model writing			
Listing Outline			
Consulting resources for information			

## 2. While Used for free writing Strategies.

Strategies	Existing Condition		
	Yes	No	Remarks
Questions Writing within limited time			
Describing things which are around them			
Chain story writing			
Writing answer of wh- questions			
Making sentences on each circle from word map			
Writing key words on the board and ask to extent them			
Exchanging copy with peer and asking to extent writing			
Collaborative writing			
Writing whole text on the board by the teacher			
Sentence Combining			
Modeling			
Reviewing by Peer			
Reviewing by Teacher			
Self- Editing			
Teacher Editing			

## 3. Post Writing Strategies

Strategies	Existing Condition		
	Yes	No	Remarks
Showing writing with peer			
Oral Representation			
Displaying Texts on the notice board			
Presentation on Celebration			
Publishing			