

**Strategies Used by Basic Level English Teachers While Teaching Reading Skill in Mixed-
Ability Classroom**

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

Submitted by

Rabina Kumari Bohara

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2023

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Declaration

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

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Ms. Rabina Kumari Bohara has prepared this thesis entitled **Strategies Used by Basic Level English Teachers while Teaching Reading Skill in the Mixed-Ability Classroom** under my supervision.

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Dedication

to

My parents, respected Gurus, Gurumas and entire family members who are the ultimate source of love and inspiration for my career path.

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ABSTRACT

This research study entitled **Strategies Used by Basic Level English Teachers while Teaching Reading Skill in the Mixed-Ability Classroom** was an attempt to find out the teaching strategies used by Basic level English teachers to teach reading text. This study was carried out using both the primary and secondary sources of data. For primary sources 20 classes were observed of 5 teachers of 5 community based schools of Kirtipur Municipality. To collect the primary data, I conducted the interview with 5 teachers of 5 different schools of Kirtipur Municipality, Kathmandu on the basis of 8 questions regarding the strategies used to teach reading skill. The data were analyzed using statistical tools like average, percentage and presented using para-orthographical modes like tables. The data were analyzed based on 24 teaching strategies for teaching reading texts under the pre-reading, while-reading and post-reading stages. Purposive non-random sampling strategy was applied to select the sample size for this study. Similarly, survey research design was applied to accomplish this research work. It was found that only 48.75% teachers applied the pre-reading activities properly. Similarly, Basic level English teachers were found to be using the while-reading activities only by 42.5%. Finally, it was found that only 33.75% teachers applied the post-reading activities properly. They were found that they used the different strategies like warm-up activities, asking to search new words, asking exercises of textbooks, follow-up activities, summarizing the text. They were also found that they rarely used the strategies like talking about the poet/author, paraphrasing, asking to share their relevant experiences, narrating the reading text and assigning the project work.

This thesis consists of five chapters. The first chapter is introduction that deals with background of the study, statement of problem, objective, research questions, significance of the study, delimitation of the study and operational definitions of the key terms. The second chapter deals with the review of related literature, under which review of related theoretical literature and review of related empirical literature, implication of the review of study and conceptual framework. The third chapter deals with the methodology under which design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedure, data analysis and interpretation procedure and ethical consideration. Similarly, the fourth chapter deals with the analysis and interpretation of the result. And finally, the fifth chapter deals with the findings, conclusion and recommendations. References and appendices are attached at the end of this thesis.

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