

**THE TECHNIQUES EMPLOYED BY ENGLISH
TEACHERS WHILE TEACHING READING SKILLS**

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

**Submitted by
Tika Kumari Bhatta**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2011

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the Thesis Proposal: 2067-8-22

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DECLARATION

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

Date: 2067-12-11

Tika Kumari Bhatta

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Tika Kumari Bhatta** has prepared this thesis entitled **‘The Techniques Employed by English Teachers While Teaching Reading Skills’** under my guidance and supervision.

I recommend the thesis for acceptance.

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RECOMMENDATION FOR EVALUATION

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DEDICATION

Dedicated to my parents

Mr. Ram Chandra Bhatta

and

Mrs. Radha Devi Bhatta

who spent their entire life to make me what I am today.

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It was impossible to prepare this thesis without the keen interest and co-operation from different sections of the academic field. I, therefore, would like to express my sincere gratefulness to all of them who directly or indirectly co-operated during the study and writing of this thesis.

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I would like to thank all my friends, computer assistants who helped me to type these all materials.

Similarly, I would like to express my special thanks to all the principals, teachers and the students of selected colleges for their help in the process of data collection to fulfill the purpose of my study.

Tika Kumari Bhatta

ABSTRACT

This thesis entitled “The Techniques Employed by English Teachers While Teaching Reading Skills”, has been prepared to identify and analyze the techniques used in teaching reading skills. In order to carry out this study, I collected the data from ten teachers who were teaching in ten different colleges in Kailali district. I used both classroom observation checklist and techniques survey opinionaire to collect the required information. To fulfill the purpose of my study, I observed forty different classes; four classes of each teacher while teaching reading at higher secondary level. The findings of this study show that majority of teachers were conducting sensitizing and scanning techniques, however, they were not sufficient. Most of the classes were found being dominated by the teachers’ activities and there was a practice of lecture method. Teachers themselves read the reading passage and they explained its essence. In less than twenty percent classes, students were involved in reading the text.

The study consists four chapters. Chapter one deals with introduction and it consists of reading as receptive and productive skills, approaches to reading, stages in teaching reading, reader knowledge, skills and strategies and teaching techniques. Similarly, chapter two explains the methodology which consists of processes of data collection, sample population and sampling procedure along with its tools and limitations of the study. Chapter three includes analysis and interpretation of data. It deals with different classroom techniques that are related and practiced to teaching reading skill. Chapter four consists of findings and recommendations made in the light of findings.

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