

# **CHAPTER ONE**

## **INTRODUCTION**

There is a proverb “as you sow so you reap.” It is well known that, the result that we gain after accomplishing any kind of task depends on the technique used to accomplish it. So, the use of effective technique can provide us the fruitful result. The same thing is applied in the field of language teaching as well. Techniques play a vital role for enhancing the language skill of the learners. Focusing on the reading skill, this study is on the ‘Techniques employed by the English teachers while teaching reading skills.’ This chapter consists of general background, literature review, objectives and significance of the study.

### **1.1 General Background**

Language is used by the people in a society to communicate with each other. Learning a language means to enable the students to communicate in that language. We use language in terms of four skills - reading, writing, speaking and listening. It is essential, therefore, that we equip students with the language skills they really need. These language skills are often divided into two types. Receptive skills is a term used for reading and listening where as productive skills is the term for speaking and writing.

There is a saying - take time to read, it is the fount of wisdom. Because books are boats loaded with a cargo of ideas. All that mankind has ever thought or accomplished is preserved in the pages of books. Therefore, the person who acquires the habit of intelligent reading invariably gets more out of life. Reading sharpens the mind and broadens one’s interests. It teaches lessons that others have learned. It puts one in touch with the wise and the great people of all ages. The love of knowledge comes with reading and grows upon it. And the love of knowledge, in a young mind, is almost a warrant against the inferior excitement of

passions and vices. That is why Francis Bacon states (1998, p. 20)- “Reading maketh a fullman.”

Reading is an important aspect of teaching learning foreign language where meaning is extracted from the discourse. Putting it in another way, reading is the way of recognizing the message or information of a text or deducing the meaning, concept and sense of a text.

Many people hold the belief that reading is merely a matter of phonic study and it is a passive activity. But reading comprehension is so perplex and active activity that includes a reader with guessing, predicting, checking and asking oneself questions. The teacher may face the problems in determining how to involve students in reading comprehension while teaching it. Thus, without the knowledge of what reading is, what it consists of, what its major elements and methods and techniques are, it is difficult to teach it effectively.

Regarding the concept of reading, Harmer (1991, p. 190) says that “it is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work without significance of the reading.” According to Fries (1968), in reading the student is “developing a considerable range of habitual responses to a specific set of patterns of graphic shapes” (as cited in Rivers, 1968, p. 215). He further asserts that through reading exercise he can increase his knowledge and understanding of the culture of the speakers of the language, their ways of thinking and their contributions to many fields of artistic and intellectual endeavor.

Similarly, Ur (1996, p. 138) defines reading as “A language learner who says, I can read the words but I do not know what they mean is not, therefore, reading in this sense. He or she is merely decoding translating written symbols into corresponding sounds.”

Here, we can define reading skill as both receptive and productive.

### **1.1.1 Reading as Receptive Skill**

It is generally agreed that reading is a receptive skill because we receive information when we read. We receive information presented in written form. Information means the content which is cognitive, factual and emotional. Reading as a receptive skill can be viewed as a combination of specialist skills, and the readers' success of understanding content depends to a large extent on their expertise in using these specialist skills. They are as follows:

#### **a. Predictive Skill**

Efficient readers predict what they are going to read, the process of understanding the texts the process of seeing how the content of the text matches up to these predictions. Very often we read something because we want to extract specific bits of information, to find out a fact or two.

#### **b. Getting the General Picture**

This reading skill is often known as skimming and it entails the reader's ability to pick out the main points rapidly, disregarding what is not essential or relevant to the general picture.

#### **c. Extracting Detailed Information**

A reader often has to be able to access texts for detailed information. A reader has to read the whole text for detail information without focusing on one important idea.

**d. Recognizing Function and Discourse Patterns**

Native speakers of English know that when they read ‘for example’, this phrase is likely to be followed by an example. When they hear ‘however’ a contrasting view is being put forward. Recognizing such discourse markers is an important part of understanding how text is constructed.

**e. Deducing Meaning from Context**

One of the things we can do for our students is to help them develop their ability to deduce the meanings of unfamiliar words from the context in which they appear.

**1.1.2 Reading as Productive Skill**

Reading has traditionally been regarded as a receptive skill of absorbing printed information in a text. It is largely a passive skill whereby the reader comprehends written material.

But recent researches have shown that this definition of reading is narrow in its perspective because it is more than only getting information. It is both active and productive skill.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences and paragraphs that encode meaning. The reader uses knowledge, skills and strategies to determine what that meaning is.

According to Wallace (1992) “the role of reader is shifted in the 1980s and 1990s.” In early accounts of reading the reader was seen as passive: reading along with listening was referred to as a ‘passive skill.’ There was then a shift in reader from passive to active one. Then the reader was typically described as ‘extracting’

meaning from a text. More recently the ground has shifted again to talk of reading as 'interactive' (as cited in Carter and Nunan, 2001, p. 22).

### **1.1.3 Nature of Reading**

As the reading comprehension is very pervasive complicated and extended area, there is controversy on 'what actually reading is' 'what reading is composed of', 'what is necessary to develop this ability is a reader', 'what is the actual reason for reading', 'what do we read', 'whether reading is unitary competence or series of several skills', 'whether reading is a receptive or productive or interactive skill', 'what are the actual approaches methods', 'techniques and activities'. In spite of this fiasco and difficulty, different researchers, experts and writers have tried to pin point these expects.

Ur, (1999, p. 57) lists some assumptions about the nature of reading as below.

1. We need to perceive and decode letters in order to read words.
2. We need to understand all the words in order to understand the meaning of a text.
3. The more symbols (letters or words) there in a text, the longer it will take to read it.
4. We gather meaning from what we read.
5. Our understanding of a text comes from understanding the words of which it is composed.

Similarly, Grellet (1981, pp. 6-9) states the following assumptions to be borne in mind when producing or using reading comprehension exercises.

1. A text is a succession of separate sentences thematically related and that is necessary merely to deal with the structure and meaning of the sentences.
2. One should start with global understanding and move towards detailed understanding rather than working the other way round.

3. It is important to use authentic texts whenever possible.
4. Reading comprehension should not be separated from other skills.
5. Reading is an active skill.
6. The activities of reading comprehension should be flexible and varied.
7. The aim of the exercises must be clearly defined and a clear distinction made between teaching and testing.

#### **1.1.4 Sources of Reading Materials**

As we have already mentioned the text should be authentic both in use and source, it should be borne in our mind that we should select the text from authentic sources so that students could be actively motivated to involve in the activity.

According to Grellet (1981, p.3) the main text-types we usually come across are:

- ) Novels, short stories, tales, other literary texts and passages (e.g. Essays, diaries, biographies)
- ) Plays
- ) Poems, limericks, nursery rhymes
- ) Letters, post cards, telegrams, notes.
- ) Newspapers and magazines (headlines, articles, editorials, letters to the editor, stop press, classified ads, weather forecast, radio/TV/Theatre programs)
- ) Specialized articles, reports, reviews, essays, business letters, summaries, précis, accounts, pamphlets (political and other)
- ) Advertisements, travel brochures, catalogues
- ) Puzzles, problems, rules for games,
- ) Instructions (e.g. warnings) direction (e.g. How to use) notices rules and regulations, posters, signs (e.g. road signs) forms (e.g, application forms) graffits, menus, price lists, tickets.
- ) Comic strips, cartoons and caricatures, legends (of maps:pictures)

- ) Statistics, diagrams, flow pie charts, time tables.
- ) Telephone directories, dictionaries, phrase books.

### **1.1.5 Purposes for Teaching Reading**

The overall purpose for teaching reading is to develop in the reader the attitudes, abilities and skills for obtaining information, fostering and reacting to ideas, developing interests and finally deriving pleasure by reading through understanding. According to Grellet (1981, p.4) there are two main reasons for reading

- Reading for pleasure
- Reading for information

Similarly, Nuttall (1996) assumes that reading has one overriding purpose: to get meaning from a text. But he further opines that people read foreign language for motivation.

### **1.1.6 Skills to be Developed in Teaching Reading**

Despite the dispute whether reading is a unitary competence or a series of skills seems to be unresolved. Many research studies have found that reading comprehension is the composite result of series of skills.

According to the Department of Education Science (1975), there are mainly three types of skills involved in reading: primary, intermediate and comprehension. 'Primary skill' is seen as recognizing the stage of the separate letters, groups of letters and the whole words; intermediate skill is seen as the ability to handle the sequence of letters, words and larger units of meaning. This skill involves the knowledge of the probability with which sequence

occur. 'Comprehension skill' is seen as the way a reader extracts meaning from the printed page i.e. understanding the writers intended meaning. (as cited in Khaniya, 2005, pp. 141-142)

Similarly, Munby (1979) presents the following as reading sub-skills:

- Recognizing the script of a language.
- Deducing the meaning and use of unfamiliar lexical items.
- Understanding explicitly stated information
- Understanding information not explicitly stated.
- Understanding conceptual meaning.
- Understanding the communicative value (function) of sentences and utterances.
- Understanding relations within the sentences.
- Understanding relations between the parts of a text through lexical cohesion devices.
- Understanding cohesion between parts of text through grammatical cohesion devices. Interpreting text by going outside it
- Recognizing indicators in discourse
- Identifying the main points or important information in a piece of discourse.
- Distinguishing the main idea from supporting details.
- Extracting salient points to summarize (the text, an ideas etc)
- Selective extraction of relevant points from a text
- Basic reference skills
- Skimming
- Scanning
- Scanning to locate specifically required information
- Transco ding information to diagrammatic display.

In the same way, Staiger (1973, p.23) opines that the skills of reading are essentially the same all over the world irrespective of the language which is read. Under any conditions the reader will have to use essentially two skills.

**i) Skills related to identification**

Superficially, it would seem that the skills needed to translate graphic symbols into spoken language units should be the same irrespective of the language with which we are dealing. In all languages the reader will have to examine the graphic symbols before him and compare them to his stored knowledge of other graphic symbols he has learned during his life experience so in order to determine the language units the graphic symbols represents.

**ii) Skills related to interpretation**

After the identification of the symbols presented the reader proceeds to this step. By interpreting the symbols which he has previously identified, he derives from them the message which were meant to convey.

In order to develop these skills, several types of exercises can be used. These exercise types can have two different functions.

**a. To clarify the organization of the passage**

The exercise can be on:

- ) The function of the passage
- ) The general organization (e.g. argumentative)
- ) The rhetorical organization (e.g. contrast, comparison)
- ) The cohesive devices (e.g. link words)

) The intra sentential relations (e.g. derivation, morphology, hyponymy)

**b. To clarify the content of the passage**

The exercises can be on:

) Plain fact (direct reference)

) Implied fact (inference)

) deduced meaning (suoposition)

) evaluation

(as cited in Grellet, 1981, pp. 4-5)

**1.1.7 Types of Reading Skills**

There are different kinds of reading for different situation. Readers read a text keeping a particular purpose in mind. Depending upon the purpose of reading and the level of the readers involved, we can identify different types or techniques of reading as follows:

**a) Scanning**

According to Grellet (1981,p.4), scanning is the way of reading where the reader quickly goes 'through a text to find a particular piece of information'.

Similarly, Harmer (1991, p.183) defines scanning as the way of extracting the "specific bits of information to find out a factor or two," It is simply finding an important and required piece of information.

**b) Skimming**

Skimming is the way of finding out general or surface information going through the text. According to Grellet (1981,p.4), "Skimming is the way of reading where the readers quickly runs their eyes over a text to get the gist of it". He further

describes skimming as "The specific reading technique necessary for quick and efficient reading". While skimming, we go through the reading material quickly in order to get gist of it and to know how it is organized or to get idea of the tone or the intention of writer.

Similarly, Harmer (1991) considers skimming as the special receptive, skill where we often read things because we want to get the general picture. Grellet (1981) concludes by saying that skimming is a move through activity which requires an overall view of the text and implies a definite reading.

### **c) Reading Aloud**

Reading aloud to children is a key component to any good reading program. Reading aloud improves a child's ability to listen to for a period of time and increase attention spans.

Nuttall (1996) notes that reading aloud round the class is too often used at the expense of silent reading for meaning. One who reads aloud had already interpreted the text and her voice reflects her understanding. He further notes two purposes of reading aloud by the students as below:

1. To round off on a text.
2. To help inadequate readers to read in sense groups.

According to Wright (1976, p.31) "overall readings are those activities which relate to the association of writer symbols with spoken sound". Thus, it can be concluded that reading aloud is the way of reading orally which enables the students to read with and test the pronunciation, articulation, intonation and soon.

**d) Silent Reading**

According to Nuttall (1996, pp.31-32), "The general aim of reading programs is to enable student enjoy reading in the foreign language and teaching to read without help of unfamiliar authentic texts at appropriate speed, silently and with adequate understanding." He further says that even though too little time is given to item reading, all readers need this skill and most would benefit from it.

From the above line, what we can claim that silent reading is one of the significant arts of reading for adequate understanding. Similarly, Richard et al. (1999) define silent reading as the way of perceiving a written text in order to understand its content.

**e) Extensive Reading**

According to Grellet (1981, p.4) extensive reading is the main way of "reading longer texts, usually for one's own pleasure". This is a fluency activity, mainly involving global understanding.

Nuttall (1996, p.38) encourages the students to do this skill and introduces extensive reading as the process of understanding" a text adequately without grasping every parts of it".

Thus, extensive reading is a silent and quick reading technique in order to understand the subject matter and drive the meaning as a whole without necessarily understanding each word and structure and without the help of the teacher. It is carried out for pleasure and secondly for getting the main idea, developing self-confidence and knowing the value concerning reading. Reading newspapers, magazines, periodicals, novels, poems are the example of extensive reading materials.

**e) Intensive Reading**

According to Grellet (1981, p.4) intensive reading involves approaching the text under the guidance of a teacher, a task which forces the students to focus on the text. The aim is to arrive at an understanding not only of what the text means but also of how the meaning is produced.

In a nutshell, intensive reading helps to encourage students to get a general understanding to pick out particular information and not to worry at ignoring other sections of the text which are not relevant to the task they have been given.

Depending on the perspectives of different fields of the study, Wallace (1992) sees reading as:

Practice, product or process. The first has been the interest of anthropologists and social psychologists whose concern is with reading and writing practices as linked to their uses in every day life, not merely within schooling. The second orientation focuses on the form and meaning of written texts and their constituent parts. The third perspective pays relatively greater attention to the role of the reader in the ongoing processing of written language and the strategies that she or he draws on in constructing meaning from text (as cited in Carter and Nunan, 2001, p.21)

Wallace (ibid) further interprets the practice accounts of reading to focus on the uses, purposes, functions, behaviours and literacy of reading to a particular socio-cultural environment. He also describes the product accounts of reading focusing on the text, relationship between form reness, phonic approach (look-and-say or whole word method), bottom-up approach (text based features at words and sentence level) and genre approach (text as a whole) of reading. Wallace (ibid) analyse process accounts of reading focusing on reader, top-down (background

knowledge or values) approach, schema or mental model (new text based knowledge) Similarly, reading process was viewed primarily as a cognitive activity, secondarily as an affective or critical activity, secondarily as an affective or submissive activity (pp 21-22).

Predominantly, Lyons and Heasley (2006) define reading as "a good pre writing activity-it is particularly useful in helping you to understand the vocabulary of the chosen area" (p.57).

Regarding to the process of reading, Aukerman (1981) had divided it into four major categories: perceptual learning, associative learning cognitive learning and affective learning. He further says that perceptual learning is the ability to progress in establishing perceptual discrimination, first of gross shapes, objects, people, places etc and then of finer shapes, such as letters and words. On the other hands associative learning is a learning basic letter-sound correspondence as stimulus-response process. A large part of learning is root-memorization. A learner whose experience and minimal will have little basis for the development of associate learning in reading. Similarly, Aukerman (ibid) defines cognitive learning as essential to learning to read as are perceptual and associative learning. Cognition is the relating of few experimental stimuli to past experiences and to past learning. It involves comparing recognizing similarities and differences, evaluating and interpreting learning, values and truths in keeping with reality. Another important mode of reading is affective learning that is triggered by emotions. In reading this takes place where the reader's emotions are aroused by the printed word say, delight and excitement and so on act as satisfiers to quicken and deepen the learning process (as cited in Gnawali et al. pp. 169-170)

Whatever was claimed, by no means, one of the main challenges as a teacher is to find the ways of engaging students with their previous knowledge, experience and beliefs. Without this engagement, it is difficult to enable the students to make

sense of reading comprehension. By the same token, it is all important for the teachers to familiarize with the key aspects of students' backgrounds so that they could teach according to level, pace and demand of the learner.

Bolitho and Wright (1992) claim that the learners were part of large group of professionals engaged in an extensive program designed to bring about fundamental changes in teaching methodology and practices in their home context.

In the same way Morris (1959) declare that "the teacher's competence, the children's intelligence, and the classroom facilities were found to be more important influences on later reading success than the method used in the initial phases of reading instruction (as cited in Staiger, 1973 p. 211).

### **1.1.8 Approaches to Reading**

There have been different approaches to reading which are mainly based on the selection of reading materials, organization of context and presentation of content. Major approaches to reading proposed by Nuttall (1996) are as follows:

#### **a. Bottom up Approach**

According to Nuttall (1996, p. 16) the central notion of this approach is “getting the detailed information from each graphemes, phonemes, morphemes, lexemes and sentences.” In bottom up processing, the reader builds up a meaning from the black marks in the page, recognizing letters and words working out sentence structure.

By the same token, Cambourne (1979) illustrates this approach as below:

Print | Every letter discriminated | phonemes and graphemes matched |  
Blending | Pronunciation | Meaning

## **b. Top-Down Approach**

Because of a number of criticisms made of this bottom up approach researchers have an alternative to this approach known as top-down approach. According to Nuttall (1996, p. 16) “the central notion of this approach is getting general picture from the text.” It is basically assumed that the reader rather than the text is at the heart of the reading process. Cambourne (1979) provides the following schematization to this approach:

Past experience, language instruction and expectations | Selective aspects of print | Meaning | Sound, pronunciation

### **1.1.9 Stages in Teaching Reading**

Use of reading text depends on the purpose for which we are going to use it. Teaching of a reading text generally follows three successive stages pre-reading, while-reading and post-reading (Nuttall, 1996, pp. 18-19).

#### **a. Pre-reading Stage**

Pre-reading stage takes place before the students go through the actual reading materials. The main purpose of the activities in pre-reading stage is to arouse interest in the students, motive them, and prepare them for the text. Such activities may include:

- guessing the topic and content
- presenting some new words
- brainstorming
- telling the purpose of the reading text

Such pre-reading activities develop the prediction skills of the students.

## **b. While-reading Stage**

At this stage, the actual reading takes place. Students read the text to find the answers to some specific questions or to get the gist of it. While-reading activities may include one or more of the following tasks:

- Scanning the passage to locate some specific information.
- Skimming for general idea.
- Answering the questions asked to them.
- Completing the incomplete sentences.
- Asking questions to each other.

## **c. Post-reading Stage**

This is the evaluation stage, and the teacher asks the students to check their responses. In this stage, the teacher may introduce some additional tasks related to the text but not necessarily related to reading skills. Post-reading activities may take one or more of the following forms:

- Discussing the new and interesting event in the text.
- Doing the language exercises based on the text.
- Summarizing the text.
- role playing.

Thus reading skill can be practiced in combination of speaking or writing. So it is not an independent skill, but an integration of all language skills.

### **1.1.10 Reader Knowledge, Skills and Strategies**

Readers' knowledge, skill and strategies include the following points.

**a. Linguistic Competence**

The ability to recognize the elements of the writing system, knowledge of vocabulary and knowledge of how words are structured into sentences is called linguistic competence.

**b. Discourse Competence**

Knowledge of discourse markers and how they connect parts of text to one another is required of a reader. It includes the knowledge of paragraph structure and paragraph organization.

**c. Sociolinguistic Competence**

Knowledge about different types of texts such as essay, story poem and also their usual structure and content is sociolinguistic competence.

**d. Strategic Competence**

Strategic competence is the ability to use top down strategies where the reader than the text is at the heart of the reading process. The reconstruction of meaning as well as knowledge of the language (a bottom-up strategy) is important.

**e. Reading for Purpose**

Different types of reading text serve different functions according to the reading purpose of the reader.

**1.1.11 Reading Techniques**

According to Grellet (1981, p. 28), some of the reading techniques used in a classroom while teaching reading skill are as follows:

## **i. Sensitizing**

In this part of reading technique, the students need to cope with unfamiliar words and complex or apparently obscure sentences. This include inference, understanding relations within the sentences, linking sentences and ideas. The aim of this section is to provide exercises which develop the strategies that students need to cope with unfamiliar words and complex obscure sentences.

### **a. Inference**

Grellet (1981, p. 28) defines inference as,

Inferring means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements. Inference through the context and inference through word-formation. With the help of context students should be encouraged to make a guess at the meaning of the words. Its specific aim is deducing the meaning and use of unfamiliar lexical items through contextual clues.

### **b. Understanding Relations within the Sentence**

Inability to infer the meaning of unknown elements often causes discouragement in students when they are faced with a new text. They should therefore be taught to discriminate between what is essential (subject - verb - object, i.e. the 'core' of the sentence) and the padding (i.e. modifiers, relative clauses, oppositions and so on) which only introduces some further details.

It helps the students to recognize the structure of complex sentences. In order to read efficiently and not to stumble on every word it will be essential for the students to grasp the structure of the sentences they read at once.

### **c. Linking Sentences and Ideas**

Another area in which it is essential to prepare the students is in recognizing the various devices used to create textual cohesion and more particularly the use of reference and link-words. Reference include anaphora and cataphora. Link-words include logical connectors, but, because and so on.

Reference covers all the devices that permit lexical relationship within a text (reference to an element previously mentioned anaphora - or to one to be mentioned blow - cataphora, use of synonymy, hyponymy, comparison, nominalization). It is important for the students to realize that a text is not made up of independent sentences or clauses, but that it is a web of related ideas that are announced, introduced and taken up again later throughout the passage with the help of references. Students should therefore be taught not only to understand the markers when they come across them, but also to look out for such markers. This will be useful to them when skimming, since the simple recognition of those link words will help to understand the development of the argument in the passage.

### **ii. Improving Reading Speed**

Students who read too slowly will easily get discouraged. They will also tend to stumble on unfamiliar words and fail to grasp the general meaning of the passage. One of the most common ways of increasing reading speed is to give students passages to read and to ask them to time themselves. Its main aim is to develop word-recognition and word comprehension speed. Skills it involved recognizing the meaning of words as quickly as possible.

### **iii. From Skimming to Scanning**

One of the most important points to keep in mind when teaching reading comprehension is that there is not one type of reading but several according to

one's reasons for reading. By reading all texts in the same speed student would absorb too much non-essential information and they would fail to remember points of importance to them. According to Grellet (1981, pp. 28-29):

**a. Predicting**

This is not really a technique but a skill which is basic to all the reading techniques. It is the faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clues. Its specific aim is to train the students to make predictions and guesses when reading a text.

Predicting is very necessary because reading is an activity involving constant guesses that are later rejected or confirmed. This means that one does not read all the sentences in the same way, but one relies on a number of words or cues - to get an idea of what kind of sentence is likely to follow.

**b. Previewing**

Unlike predicting, previewing is a very specific reading technique which involves using the table of contents, the appendix, the preface, the chapter and paragraph and headings in order to find out where the required information is likely to be. It is particularly useful when skimming and scanning as a study skill. Its aim is to train the students to use titles and tables of contents to get an idea of what a passage is about skills involved.

This is necessary to show the students how much they can guess about the passage by simply looking at its title and at the table of contents. Being able to use an index is essential when scanning to locate specific information.

**c. Anticipation**

Motivation is of great importance when reading we start reading the text prepared to find a number of things in it, expecting to find answers to a number of questions and specific information or ideas we are interested in. This ‘expectation’ is inherent in the process of reading which is a permanent interrelationship between the reader and the text. It aims to encourage the students to think about the theme of the passage before reading. What we already know about the subject and what we are looking for are probably just as important as what we actually draw from the text.

Most important factors that can help us in the process of reading is the desire we have to read about a given subject. The more we look forward to reading and anticipation in our minds what the text could hold in store for us, the easier it will be to grasp the main points of the passage.

**d. Skimming**

Grellet (1981, pp. 29-30) defines skimming as,

Skimming is a more through activity which requires an overall view of the text and implies a definite reading competence. When skimming, we go through the reading material quickly in order to get gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer.

**e. Scanning**

Grellet (1981, pp. 29-30) defines scanning as,

Scanning, on the contrary, is far more limited since it only means retrieving what information is relevant to our purpose. When scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so.

To say that reading is a silent and personal activities does not imply that it only lends itself to individual work. On the contrary, it is particularly interesting to encourage comparison between several interpretations of a text which will lead to discussion and probably a need to refer back to the text to check.

## **1.2 Review of the Related Literature**

Grellet (1981, p. 7) defined “Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it.” He also suggested some reading techniques such as sensitizing, improving reading speed and skimming to scanning which may help the reader to gain the necessary information. He emphasized mainly three reading techniques: sensitizing, improving reading speed, from skimming to scanning.

Harmer (2007, p. 283) emphasized on extensive and intensive reading, which is designed to enable students to develop specific receptive skills such as reading for gist, reading for specific information reading for detailed comprehension.

Nuttall (1996, p. 15) says that defining reading is very much confusion because different people use the term reading in different ways. He asks the students to define the term reading and checks whether they use words from one of the following groups or not.

- ) Decode, decipher, identify etc.
- ) Articulate, speak, pronounce etc.
- ) Understand, respond, meaning etc.

Rivers (1968, p. 214) illustrated as with the other areas of language use reading with direct comprehension and with fluency is a skill which must be taught in progressive stages, and practiced regularly with carefully graded materials. He is alert to the fact that reading involves recognition of certain patterns of symbols

and that these represent particular sounds which form words he may, use may hear.

Wallace (1992) defined “reading as practice: focus on the uses of reading, product: focus on text, and process: process accounts of reading take the reader rather than the text.” Similarly, reader focused research: reading as process is concerned with strategies or resources which readers employ in reading and learning to read (as cited in Carter and Nunan 2001, p. 21).

By the same way number of studies have been conducted on the reading skill at the department of education is English as below:

Shiwakoti (1996) carried out a comparative study on “Reading proficiency of students studying in government aided and private secondary schools of Jhapa district.” The objective of the study was to compare reading proficiency of students studying in government aided and private secondary schools. He used observation checklist and questionnaire as research tools. His study showed that the students of private schools performed better than the students of government aided schools.

Shrestha (1998) made a experimental research on “Reading comprehension of Grade VIII students studying in Lalitpur district.” The objective of the study was to find out the reading comprehension grade VIII students. She found that the students could comprehend the seen texts better than the unseen ones.

Wagle (2003) carried out an experimental study “Reading comprehension and reading speed of Ninth graders.” The objective of the study was to compare reading comprehension and reading variations on seen and unseen texts and points out the correlation between unseen texts and points out the correlation between reading comprehension and reading speed of the same learners. She found the students’ performance in seen text was better than unseen texts.

Bhattarai (2004) carried out a descriptive study “Reading comprehension and reading speed of PCL first year and Grade XI students.” His objective was to find out the reading comprehension and reading speeds. He used observation checklist and test items. His overall study concluded that XI graders had comparatively better reading comprehension ability and speed than those of PCL first year students, the students of grade XI and PCL first year could comprehend any seen text better and faster than any unseen text.

Bista (2008) conducted a research on “Reading strategies employed by the Ninth Graders.” Her objective was to find out the reading strategies employed by the government aided schools students. She used observation checklist, test items and interview schedule as a research tools. She found five major strategies guessing, using dictionary and skimming, scanning and making connections as reading strategies.

Bhattarai (2010) carried out a study on “Teaching reading at Bachelor level: A study of classroom activities.” His objective was to find out the reading activities used by the teachers while teaching reading. He used observation checklist and survey opinionnaire as research tools, He found that common activities like writing the topic on the board, reading the text and giving meaning of unfamiliar words or phrases were frequently practiced in teaching reading.

This study is different from the studies mentioned above because most of the studies above addressed the reading proficiency and comprehension but it is related with reading techniques used in classroom. They were comparative but it is survey study.

### **1.3 Objectives of the Study**

The objectives of the study were as below:

- a. to find out the techniques employed by the teachers while teaching reading skills.
- b. to identify the opinion of the teachers towards the techniques used in the reading skills.
- c. to list some pedagogical implications.

#### **1.4 Significance of the Study**

As research is related to innovation, the study provides the information about the up to date accounts of present situations, issues and problems related to regular classroom activities used by the teachers, professional development and quality of action, it is quite considerable in the field of English languages teaching. This will be noticeable contribution to the area of teaching and learning in ESL classroom. Because some of the new techniques used while teaching reading skill may replace the traditionally used techniques. After the findings of my study many novice teacher will gain the information about new techniques.

## **CHAPTER TWO**

### **METHODOLOGY**

To fulfill the objectives of the study there should be a distinct methodology. The study will be conducted using the following methodology.

#### **2.1 Sources of Data**

The researcher used both primary as well as secondary sources for data collection.

##### **2.1.1 Primary Sources of Data**

The primary sources of data were the English teachers of the Higher Secondary Schools of Kailali district.

##### **2.1.2 Secondary Sources of Data**

All the books, journals and theses related to reading activities, professional development and student involvement were the secondary sources of data. Some of them are:

Deboer and Dallmann (1960), Rivers (1968), Staiger (1973), Widdowson (1978), Abbs et al. (1980), Grellet (1981), Brown (1994), Nuttall (1996), Ur (1996), Shiwakoti (1996), Shrestha (1998), Carter and Nunan (2001), Richards and Rodgers (2001), Wagle (2003), Bhattarai (2004), Harmer (2007), Bista (2008), Bhattarai (2010) reports and articles.

#### **2.2 Population and Sampling Study**

The total population of this study were the English teachers of Higher Secondary Schools in Kailali district. Ten English teachers and ten higher secondary schools of Kailali district were the sample population of the study.

### **2.3 Sampling Procedure**

These ten English teachers and ten schools were selected purposively.

### **2.4 Tools for Data Collection**

Basically, observation check list and survey opinionnaire were used in collecting required information. To observe the classroom techniques of reading skills used by the teachers, observation check-list were adopted (see in appendix - I).

First of all, I observed the class of English teachers then I distributed the survey opinionnaires to obtain the opinion of English teachers towards the reading technique because as traditionally reading skill was taken as a passive one and the reader along with listening the reading text without any interaction. But the recent researchers have found the skill as active and productive one. There is an interaction between reader and the text. An observation check list was prepared on the basis of the curriculum of secondary level. Altogether forty activities were listed in the check list under eight different areas. These activities were based on different books and research report.

Similarly, to explore the opinion of teachers to the selected reading techniques survey opinionnaire was used (see in appendix - II). Survey opinionnaire was designed on the basis of concerned curriculum. Altogether, fifteen statements related to teachers' activities and techniques in reading skills were listed. Agreement and disagreement options with five point scale were used.

### **2.5 Process of Data Collection**

- a. After the preparation of the research tools, the researcher the principals of concerned schools and asked for their permission to carry out the study.

- b. After getting permission from the concerned authority, she built the rapport and visited the selected schools, told the purpose of the study and observed the selected teachers' classes to collect data using the check lists. She observed four classes of each teacher.
- c. Similarly, she asked the selected teachers to fill in to the survey opinionnaires and identified the attitudes towards the techniques given in the opinionnaires.

## **2.6 Limitations of the Study**

The limitation of the study were as follows:

- a. Ten English teachers from ten higher secondary level schools of Kailali district were the sample of the study.
- b. The observation of four classes of each teacher while teaching reading skill.
- c. Observation checklist and survey opinionnaire were used as the research tools.
- d. The techniques used by English teachers while teaching reading skill.
- e. The opinion towards reading techniques obtained from ten English teachers.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data collected from primary sources. Systematically collected data from teachers and students were transcribed and coded with the help of frequency distribution tables and graphs and then analyzed and interpreted descriptively.

#### 3.1 Analysis and Interpretation of Data Collected from the Checklist

To find out the techniques used by the teachers while teaching reading, I observed forty different classes; four classes of each teacher while teaching reading.

Since the first objective of this study was to find out the techniques employed by the teachers while teaching reading skills, the reading techniques carried by the English teachers while teaching are analyzed at first. The data collected from checklists were coded and transcribed by using the frequency distribution table as below:

**Table No. 1**

#### **Technique of Teaching Reading**

Reading techniques	Yes		No	
	No. of class	Percent	No. of class	Percent
Sensitizing	25	62.5	15	37.5
Improving reading speed	11	27.5	29	72.5
From skimming to scanning	15	37.5	25	62.5

Predicting	9	22.5	31	77.5
Previewing	13	32.5	27	67.5
Anticipation	10	25.0	30	75.0
Skimming	11	27.5	29	72.5
Scanning	20	50.5	20	50.0

From above table, it can be seen that the most frequently used technique was sensitizing in 25 (62.5%) classes. In the same way improving reading speed was used only in 11 (27.5%) classes. Another technique skimming to scanning was used in 15 (37.5%) classes and in 25 (62.5%) classes it was neglected. Predicting technique was the least used technique only in 9 (22.5%) classes. Similarly, the second least used technique was anticipation, only in 10 (25%) classes, previewing technique was used in 13 (32.5%) classes. Scanning was second most used reading technique, used in 20 (50%) classes. Skimming was used in 11 (27.5%) classes.

From the above description, it can be inferred that sensitizing was the most used techniques. It participates the students in reading exercises actively, in the sense that the unfamiliar words and phrases were known by other students in the same class. In the same way, predicting was the least used technique. It includes an activity involving guesses like : what sentence is to come next. So, it was quite difficult for students to guess the coming sentences and grammatical and logical clues in reading text. In chronological order the techniques are presented from the highest to the lowest in terms of the percentage as below:

- ) Sensitizing
- ) Scanning
- ) from skimming to scanning

- ) Previewing
- ) Skimming
- ) Improving reading speed
- ) Anticipation
- ) Predicting

**Table No. 2**

**Frequency Distribution of Pre-Reading Activities**

Activities	Yes		No	
	No. of class	Percentage	No. of class	Percentage
Guessing of Topic	8	20	32	80
Presentation of unfamiliar words	37	92.5	3	7.5
Writing signpost questions	9	22.5	31	77.5
Providing purpose or reasons	-	-	40	100.0

According to the above table, a few teachers were found making students guess the topic of that day but most of them wrote on the board without asking the students and started to explain. But a large number of the teachers i.e. 92.5 percent presented the meaning of unfamiliar vocabularies, phrases and sentence in this stage. Similarly, a few teacher were found to start their classes with a signpost questions to the students and none of them provided the purpose or reason of reading the text.

The result shows that above 80 percent of the teachers were aware of the pre-reading activities while teaching reading.

**Table No. 3**

**Frequency Distribution of While-Reading Activities**

Activities	Yes		No	
	No. of class	Percentage	No. of class	Percentage
Asking general questions	33	82.5	7	17.5
Jigsaw reading	2	5	38	95
Complete sentences	4	10	36	90
Comprehension questions	38	95	2	5

Most of the teachers i.e. 82 percent of them asked the general questions and almost all the teachers asked comprehension questions to the students. But a very few teachers focused the activities like jigsaw reading and complete sentences.

**Table No. 4**

**Frequency Distribution of Post-Reading Activities**

Activities	Yes		No	
	No. of class	Percentage	No. of class	Percentage
Discussing new in the topic	2	5	38	95
Discussing and debating the controversial	4	10	36	90
Summarizing the text	33	82.5	7	17.5

From above table, it is seen that almost all the teachers i.e. 82.5 percent summarized the text at the end of teaching the reading lesson but around 10

percent of the teachers discussed and debated something controversial topic in the text. Likewise, the least teachers raised something new in the text.

### **3.2 Analysis and Interpretation of Data Obtained from Survey Opinionaires**

The find out the opinions of the teachers towards the technique used for teaching reading skill. The data collected from the survey opinionnaire have been systematically coded and transcribed by using the following frequency distribution table.

**Table No. 5****Frequency Distribution of the Survey Opinonnaires**

S.N	Statements	Strongly agree		Agree		Uncertain		Dis-agreed		Strongly disagreed	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Teacher should use visual materials while teaching reading skill.	1	10	9	90	-	-	-	-	-	-
2.	Teacher makes student link sentences and ideas which is also the part of sensitizing.	1	10	9	90	-	-	-	-	-	-
3.	Predicting is a reading technique which helps the students to take part actively in reading.	4	40	4	40	2	20	-	-	-	-
4.	Sometimes teachers provide text for improving reading speed.	8	80	2	20	-	-	-	-	-	-
5.	Sensitizing in the process of guessing unfamiliar words phrases and sentences.	5	50	4	40	1	10	-	-	-	-
6.	Top down approach is most focused while teaching reading skill.	-	-	3	30	7	70	-	-	-	-
7.	Teacher should introduce course concept and addresses the issues.	3	30	6	60	1	10	-	-	-	-
8.	Scanning, skimming jigaw reading with T/F item are used	3	30	2	20	5	50	-	-	-	-

	to get detailed information.										
9.	Role play, discussion and debating activities are useful in post-reading stage.	2	20	6	60	2	20	-	-	-	-

10.	Inference through the context is required.	1	10	8	80	1	10	-	-	-	-
11.	Teachers use preview technique in while reading stage in order to gain clear information.	3	30	6	60	1	10	-	-	-	-
12.	Teachers ask the students for intensive reading.	6	60	4	40	-	-	-	-	-	-
13.	Sometime teachers provide text for extensive reading as well.	3	30	5	50	1	10	1	10	-	-
14.	Skimming and scanning are very suitable technique.	8	80	2	20	-	-	-	-	-	-

To analyze the data from the above table, firstly, it has been noticed that 10% of teachers strongly agreed and (90%) of teachers only agreed while using the visual materials for teaching reading. Secondly, it has been found that majority of the teachers (90%) agreed and 10% strongly agreed with the statement that the teachers make their students link sentences and ideas. Thirdly, it has been identified that a significant number of the teachers (80%) strongly agree and a fewer number of them (20%) agreed regarding the statement that teachers provide text for improving reading speed. Fourthly, almost equal number of teachers 40% strongly agreed and 40% agreed, only 20% teachers were uncertain with the statement that predicting as a reading technique. Fifthly, it has been ascertained that less reasonable number of the teachers (10%) were uncertain, (50%) strongly agreed and 40% agreed regarding the statement ‘sensitizing is the process of guessing unfamiliar words’. Sixthly, it has been identified that 70% of teachers were uncertain and only 30% agreed regarding with the statement top down approach in most focused while teaching reading skills. Seventhly, more number (50%) of teachers were uncertain, 30% strongly agreed and only 20% agreed with

the statement 'scanning, skimming jigsaw are reading are used to get detailed information'. Next, it has been gathered that 60% of teachers agreed, 30% of teachers strongly agreed and only the least number of teacher (10%) were uncertain regarding the statement 'teacher should introduces course concept'. Similarly, 60% of teachers agreed, 20% strongly disagreed and 20% agreed with the statement 'role play discussion and debating activities are useful fro reading'. Contrary to this, a substantial number of teachers (80%) agreed and 10% of them strongly agreed and 10% were uncertain with the statement 'inference through the context is required'. In addition to this, only 10% of teachers were uncertain 30% strongly agreed and more number 60% of teachers were agreed with preview technique. Accordingly 60% of teachers strongly agreed and 40% agreed with the statement 'teacher ask the students for intensive reading'. Similarly, (50%) of teachers agreed, 30% strongly agreed and only least the number of teachers (10%) were uncertain and the same number (10%) degree with the statement 'sometime teacher provides text for extensive reading' as well. Finally, it has been seen that 20% of the teachers agreed and 80% of them strongly agreed with the 'skimming and canning as very suitable technique in reading'.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

On the basis of analysis and interpretation of data, the following findings have been made.

1. a) Focusing the academic activities, introduction of the topic was given clearly by the most of the teachers (80%).
- b) Teachers themselves read the text loudly then explained in detail. Only around 15 percent teachers tried to behave as facilitator or guide for their students.
- c) As far as the students participation is concerned, for making the classroom interactive, teacher students interaction in the classroom was found satisfactory, however, none of them could make students interact with their friends on any subject from the text.
- d) Mostly teachers used sensitizing technique for guessing unfamiliar words and phrases while teaching reading skill, which was 62.5% in number. Improving reading speed technique was given priority by most teachers (80%) in their opinion but they were not found to bring them in practice to their classroom.
- e) At pre-reading stage, most of the teachers were found giving unfamiliar words, phrases and sentences related to the text for guessing the topic in pre-reading stage. And some teachers also asked questions like ‘Can you guess what may be the text about?’ relating with the topic.

- f) At while reading stage, most of the teachers were found reading the text themselves and some of them just explained and asked the students to read at their home in detail. However, they were also sometimes found asking the students to scan for a particular answer of the question. A large number of the teachers were translating the text into the Nepali language in this stage.
  - h) At the last stage of teaching reading as the post-reading stage, a great deal of the teachers were found summarizing the text but 10 percent of them discussed or debated on something new or controversial topic in the text with the students.
2. a) According to this survey opinionnaires, all the statements were agreed but only 10 percent of the teacher disagreed in only one statement that is “sometimes teacher provides text for extensive reading.” The most interesting thing is that, none of them strongly disagreed in any statement.
- b) Most of the teachers agreed in majority of cases, thought they did not use the same technique in to their classroom. And some of them were found uncertain in some statements.

## **4.2 Recommendations**

On the basis of the above findings, the following recommendations have been made:

1. Teacher should also use other activities like group discussion and role play. They should focus ice-breaking activities to motivate students.
2. Classroom environment should be more interactive. Students’ participation and student-student interaction should be focused.

3. Around 20 percent of the teachers seemed to stand at the same place in the classroom for the whole period. So they should move around the class and facilitate the students in need.
4. Sensitizing technique should be used for sentences as well not only for words and phrases. And teacher should provide small text for improving reading as well.
5. Teachers in their classroom should use pre-reading activities by asking questions to guide them.
6. Teacher should supply some true/false statements, matching items, multiple choice questions to have the students work properly at while teaching stage.
7. Only few number of teachers were found discussing or debating in post reading stage. They should discuss and debate the controversial matter as amazing topic in this stage. They should make the students play the role according to the text and present it in their own words.
8. Many teachers were found using the Nepali language in the English classroom and translating the whole text in Nepali language. So they should try to use English language and motivate the students to use only English language in the classroom.

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## APPENDIX - I

### OBSERVATION CHECKLIST

The following observation checklist is based upon the classroom activities and techniques used by the teachers while teaching reading.

The researcher will apply this checklist to collect data by observing classroom while teaching reading skills.

Name of teacher : ..... Date : .....

School : ..... No. of students: .....

Level : .....

1.	Academic activities	Good	Tolerable	Poor
	a) Introduction of topic b) Activity sequence: ice breaking carer pathways, light house metaphors c) Making sense: groupi9ng, reporting, posturing d) Making conceptualization: discussion and role play. e) Action play: experimentation through active listening and brain storming .			
2.	Classroom Management	Yes		No
	a) Teacher's control over class b) Teacher's role is facilitator c) Teacher's move d) Time care			

	<ul style="list-style-type: none"> <li>e) Checking and cross checking</li> <li>f) Use of student's name</li> <li>g) Eye contact</li> <li>h) Proper use of board</li> </ul>		
3.	Students participation		
	<ul style="list-style-type: none"> <li>a) Teacher student interaction</li> <li>b) Student student interaction</li> <li>c) Student involvement in reading</li> <li>d) Comprehension questions to students</li> <li>e) Perception of students questions</li> </ul>		
4.	<p>Types of Texts:</p> <ul style="list-style-type: none"> <li>a) News-articles, letter writing, advertisements, poems, stories</li> <li>b) Variety of exercises</li> </ul>		
5.	<p>Reading techniques</p> <ul style="list-style-type: none"> <li>a) Sensitizing</li> <li>b) Improving reading speed</li> <li>c) From skimming to scanning</li> <li>d) Predicting</li> <li>e) Prefacing</li> <li>f) Anticipation</li> <li>g) Skimming</li> </ul>		

	h) Scanning		
6.	<p>Pre-reading activities</p> <p>a) Guessing the topic</p> <p>b) Presenting unfamiliar words, phrases and sentences</p> <p>c) Writing signpost question</p> <p>d) Providing purposes/reading to reading</p>		
7.	<p>While reading activities</p> <p>a) Asking general questions</p> <p>b) Jigsaw</p> <p>c) Complete sentences</p> <p>d) Comprehension questions</p>		
8.	<p>Post reading activities :</p> <p>a) Discussing what was interesting or new in the topic</p> <p>b) Discussing and debating the controversial</p> <p>c) Summarizing the text</p>		

## APPENDIX - II

### TECHNIQUES SURVEY OPINIONNAIRES

The following are number of statement relating to the different activities adopted by teacher while teaching reading skills. I am carrying out a research on the techniques used by the teachers while teaching reading skill under the guidance of Dr. Jai Raj Awasthi, Professor of English Department, T.U. I hope you will co-operate are providing me the required information. The information you have provided are highly important and support to complete my study.

Name of teacher : ..... Date : .....

Name of School : ..... No. of students: .....

Level : .....

Please tick ( ) one alternative next to each statement according to the extent of your agreement or disagreement with that item. Look S.N. 1 as an example.

Statements	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
Teacher should motivate the students asking some questions relating to the topic of that day.					
Teacher should use visual materials while teaching reading skills.					
Teacher make their students to link sentences and ideas, which is also the part of sensitizing.					

Predicting is the reading technique which help the students to take part actively in reading.					
Sometimes teacher provide text for improving reading speed.					
Sensitizing in the process of guessing unfamiliar words, phrases and sentences.					
Top-down approach is most focused while teaching reading skill.					
Teacher should introduces course concept and addresses the issues.					
Scanning, skimming jigsaw reading with T/F item are used to get detailed information.					
Role play discussion and debating activities are useful in post reading stage.					
Inference through the context is required.					
Teacher use previewing technique in while reading stage in order to gain clear					

information.					
Teacher ask the students for intensive reading.					
Sometime teacher provides text for extensive reading as well.					
Skimming and scanning are very suitable technique in reading.					

### Appendix - III

#### Name of the Teachers who were Participated in the Study

S.N.	Name	Schools
1.	Nirmal Subedi	Vijay Higher Secondary School
2.	Kalyan Singh Karki	Shree Tribhuvan Higher Secondary School
3.	Bandhu Ram Chaudhary	Sharada Higher Secondary School
4.	Ganesh Prasad Joshi	Shree Janata Higher Secondary School
5.	O.P. Pandey	Shree Trinagar Higher Secondary School
6.	Siddha Raj Joshi	Sudur Pashchimanchal Higher Secondary School
7.	Nanda Lal Sethi	Siddhartha Shishu Sadan Higher Secondary School
8.	Pushpa Raj Joshi	Panchodaya Higher Secondary School
9.	Hema Upreti	Shree Rastriya Higher Secondary School
10.	Keshav Khatri	Galaxy Higher Secondary School