

**Practices of Extensive Reading in English Classroom: A Case of Private School  
in Gorkha District**

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

**Submitted by:  
Kritika Basnyat**

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University Campus, Tribhuvan University  
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2025**

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## **Declaration**

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

Date: 2025/04/06

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## **Dedication**

### **Dedicated to:**

My **Family and Respected Teachers** who always inspire me for my betterment.

## Acknowledgements

This study is an output of the continuous encouragement of my respected supervisor, teachers, dear friends, seniors, and those who provided constant support and guidance during this process. Therefore, I would like to thank each individual for his and her continuous inspiration.

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**Kritika Basnyat**

## Abstract

This research study entitled **Practices of Extensive Reading in English Classroom: A Case of Private School in Gorkha District** aimed to explore the extensive reading practices in grade nine ELT at St. Mary's School, Gorkha. It also evaluated the effectiveness of the materials used for ER and offered suggestions for improving practice and materials. A case study design was used, with purposive sampling to select participants. Primary data were gathered from St. Mary's School through classroom observation, interviews with ELT teacher, and Focus Group Discussion with some students. The data were analyzed and interpreted thematically. The findings from the study on Extensive Reading (ER) highlight several important aspects, that students are more engaged and motivated in ER when they get to pick up books that interest them. Teachers help by suggesting the right books, explaining difficult words, and encouraging group discussion an deepen understanding. Moreover, the variety of reading materials helps improve Students vocabulary, fluency and comprehension. While students face some challenges, teachers offer extra help and resources. Students also recommend adding more digital tools and modern texts. Overall, ER is helping improve reading skills, and with more relevant materials, it could be even more effective.

This thesis consists of five main chapters. The first chapter deals with the introduction of the topic in which the background of the study, statement of the problem, objectives of the study, research question, significance of the study, delimitations of the study and operational definitions of the key terms are included. The second chapter includes the review of both theoretical and empirical literature, along with the implication of the review of the study. It also includes a conceptual framework. The third chapter deals with the research design and method of the study, population sample and sampling procedures, study area/field, source of data, tools for data collection, data collection and procedures, analysis and interpretation procedures and ethical consideration. The fourth chapter includes, and concludes the results and findings. Moreover, the final chapter suggests some pedagogical results and discussion of the study. The fifth chapter includes conclusion of the study and implications based on the policy-related, practice-related and further research related study. This chapter is followed by references and appendices used for the study.

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**List of Abbreviations**

EFL	:	English as Foreign Language
ELT	:	English Language Teaching
ER	:	Extensive Reading
ESL	:	English as Second Language
FGD	:	Focus Group Discussion
IR.	:	Intensive Reading

## **Chapter I**

### **Introduction**

This is the study on **Practices of Extensive Reading in English Classroom: A Case of Private School in Gorkha District**. This chapter includes a Background of the study, Statement of the problem, Research Objectives, Research Question, Significance of the study, Delimitation of the study, and the Definition of the keywords.

#### **Background of the Study**

Language is a means of communication that human being communicates through language. Crystal (2003) highlighted that “Language is a means of communicating thoughts”. A Person can share their ideas, thoughts, feelings, and emotions through language, which may be either written or spoken form. In addition, A person needs a mastery of various thoughts elements to use the language to convey thoughts, wishes, intentions, feelings and information in a written form (Pamela, 1991). Language enables people to communicate all over the world Rahayu (2015) noted that language is not only a communication tool, it is a measure aspect of human life used to convey information.

In addition, there are main four language skills: listening, speaking, reading, and writing. Among these, reading and writing are closely connected. Good readers are usually good writers, and vice versa. Reading is especially important because it helps people understand information, improve their vocabulary, and think critically. Auckerman (2013) stated, reading means recognizing words, understanding their meaning, and connecting them with other words in sentences. It is an essential skill for students to learn, as most information they need found in written materials like books, newspapers, journals, and articles. To be able to get a good understanding of the materials above, the students need to read it well and effectively.

Nation (2019) noted that effective reading requires understanding and accuracy. For students, reading is not only a tool for learning but also a source of enjoyment. In a foreign language setting, good reading skills are important for academic career success. Despite practice and instruction, many students struggle with reading in

English. They often read slower and find it harder to understand compared to the native language. This is why teachers need to find ways to motivate students and build their confidence in reading, such as using extensive reading.

Extensive Reading involves reading large amounts of materials for enjoyment and general understanding. According to Bamford and Day (2004), extensive reading is about reading many different books, articles, and journals that are enjoyable and not too difficult. It helps students improve their vocabulary, reading speed, comprehension, and overall reading skills. Unlike intensive reading, which focuses on detailed study, extensive reading allows students to learn by reading a variety of texts in a stress-free way.

In school, extensive reading is taught by giving students simple and interesting books that they can easily understand. The teacher encourages students to choose books which they like most for reading, so reading become fun and not stressful. During class, the teacher gives quiet time for everyone to read. Sometimes, students also take books home to read in their free time, and the teacher also recommend different books from shop as well as online library. After reading, students may talk about the book, share their ideas and perspectives to each other or draw something from the story, they write some sentences also. The teacher helps and encourages them, but the main goal is to enjoy and understand the books. This way, students read more, learn new words, and become better at reading.

However, In the context of Nepal English is taught as a foreign language at all levels of education, from primary to secondary schools. Despite, the importance of reading comprehension in the curriculum, many students face challenges in developing reading skills. Teachers and students often struggle with a lack of resource, proper training, and strategies that could enhance reading proficiency. Extensive reading is very important for improving English reading skills at the secondary level. It is almost ignored in the secondary level. English in the context of Nepal teachings normally follows the textbook, their activities and exercises are extensively practiced. But students are not motivated to learn extra reading materials with reading habits. As a result, there is a problem to learn extra reading materials, and reading habits, students seem poor at reading.

Even though extensive reading is gaining popularity worldwide, there is not much research on how it is used in Nepal, especially in rural areas like Gorkha. Most studies focused on cities, but there is little information about how rural schools use extensive reading. At St. Mary's School in Gorkha District a private school, which has a good reputation for providing quality education and using modern teaching techniques. This research aims to investigate the current practices of Extensive reading examining how it can be used, and what types of materials they used to improve their students' reading abilities and language proficiency. It was explored whether incorporating more extensive reading practices could motivate students, enhance their vocabulary, improve fluency, and comprehension, and foster a deeper interest in learning English.

Therefore, I have Chosen this topic "Practices of Extensive Reading in English: A Case of Private School of Gorkha District" for several key reasons for me because, extensive reading is a great way to improve students reading skills, vocabulary, comprehension, speed, fluency and overall language abilities. In context of our school, many students in Nepal, even in private schools, struggle with reading, they have problem in vocabulary, they only focused in exam oriented, academic books rather than extra materials, which they always feel English is very difficult for them. It is not widely practiced in many schools especially in rural areas like Gorkha, by focusing on a well-known private school. So I select this topic for my research to explore how extensive reading can be practiced, how effective materials and strategies they use, what challenges they face, and then to understand how extensive reading can help improve student's reading habits, motivation, love for reading, how they address the challenges while they facing in reading.

### **Statement of the Problem**

In the context of Nepal, English is learned as a foreign language. English is taken as a compulsory subject according to the curriculum of Nepal. Extensive Reading (ER) has become an important method in English Language Teaching (ELT) to improve reading skills. However, there is not enough research currently being practiced, especially regarding extensive reading. The shift to using ER in teaching presents challenges, like choosing the right materials, methods, and activities, and whether these materials help improve students' reading skills. Even though ER is

gaining attention, most of the curriculum only focuses on text books, and student face problems in Vocabulary, fluency, and comprehension, day by day students are bookish they only focus on book, and they only read exam-oriented materials, which they feel pressure in reading, students only focus on academic part rather than focusing on extensive reading part, which they feel enjoying in reading text, according to their interest and level. For this reason, I was inspired to do this study because I feel that there is a lack of vocabulary, and reading comprehension on students, most of the research focuses on reading, but they don't deeply focus on extensive reading there is still not enough understanding of how well the current practices and materials are working for the students. This study aims to bridge this gap by exploring the practices and materials used in extensive reading, evaluating their effectiveness, and suggesting ways to improve extensive reading practices and materials.

After reviewing Bhandari (2022), I found that this study focused on intensive reading skills at the secondary level, whereas my study focused on extensive reading at the secondary level targeted at ninth-grade students. Additionally, Lindawati (2021) explored students' perception of extensive reading in EFL contexts in China, but this study did not examine the practices of ER in ELT or the effectiveness of the materials used. Panta (2019) emphasized the effectiveness of content and Language Integrated Learning (CLIL) in developing reading comprehension, but my study focuses on the effectiveness of the materials provided/suggested by teachers and used by students, as well as how they were implemented in the classroom. Dickinson (2017) explored the effect of ER on EFL learners' reading attitudes in a Japanese University; however, my study focused on the practices of extensive reading in ELT classrooms, particularly in private schools. After reviewing Khadka (2017) which described and compared the activities used by secondary-level teachers in rural and urban areas while teaching reading skills, I noted that my study concentrated on students, teachers, their practices, activities, and the use of effective materials for extensive reading. Ojha (2017) focused on teacher perceptions of techniques for developing reading comprehension, but my study focused on actual classroom practices. Furthermore, I reviewed Wisajorn (2017) which focused on the effect of ER on Thai University students, while my study focused on a case of private school. Mikami (2017) examined the status of ER in second-language classrooms in the Japanese EFL context, but my study looked at the practices, activities, materials, and the

effectiveness of those materials used in teaching ER. There is a lack of studies regarding the Practices of ER in ELT in ninth-grade students, particularly in the private school. Therefore, I selected this topic to study practices, effectiveness activities, and implications of ER used in the classroom. As well as after reviewing Edy (2015) and Singh (2016), I found that no study provided a detailed analysis of Practices of Extensive Reading in the classroom, most of the research only focuses on general reading rather than ER, what materials that they used how effectively the materials were and what challenged they faced while reading new materials, and implemented the ER in the classroom. Thus, this study focused on a case of private school, the grade nine students are the case for the study in Gorkha district. This study examined how ER activities were used in the school and how effectively they helped students improve their reading skills. So I selected this topic to understand ER practices and offer ideas for improving the effectiveness of Extensive Reading activities and materials in ELT.

### **Objectives of the Study**

The main objective of this study is to explore how extensive reading can be effective in developing English reading skills in secondary-level students. Within this guidelines other objectives of this study are:

- To explore the practices of extensive reading in English in Grade Nine.
- To assess the effectiveness of the materials being used for extensive reading.
- To suggest some implications for better practices and materials for extensive reading, drawing on the findings.

### **Research Questions**

In order to achieve the specific objectives, set within the main purpose of this study, i.e. Practices of Extensive Reading in English Classroom: A Case of Private School of Gorkha District, the major questions which guide this study are as follows:

- What activities/ strategies and materials are practiced for teaching extensive reading in grade 9?
  - a) What activities are used for teaching ER?
  - b) What materials are used for teaching ER?
- How effective are the materials being used for Extensive Reading?

- Based on the results of the study, what implication can be suggested for better practices and materials for ER in the studied and wider contexts?

### **Significance of the Study**

This research study is important in many ways for English Language Teaching, especially about ER. By looking at how ER is Practiced, the study will provide useful information for teachers and curriculum developers on how ER is being used and whether it helps improve students' Reading skills. As ER becomes more important in ELT, understanding how it is used and the challenges in choosing the right materials and activities will help make ER more effective for better learning Outcomes. The findings will help design better teaching strategies and materials to better support students in improving their reading abilities.

Additionally, this research could improve English Language education by providing suggestions for better practices in ER. This recommendation will be useful for policymakers and schools to improve their programs with the right methods, materials, and assessments. The study will also add valuable information to the existing research on ER. This study is important because it can influence ELT practices and help create a better learning environment that supports student's reading development. By focusing on how ER is used in an actual classroom, this research can change how teachers teach reading and help understand how ER affects student learning.

### **Delimitation of the Study**

This study is limited only to identifying Practices of Extensive. The participants of this study were English language learners and English Language Teachers from the Secondary Level who are going to specialize in the English language.

- The study area was limited to the "Practices of Extensive Reading in English Classroom".
- In this study, the design of this study was a Case study.
- The sample of the population consisted of Grade Nine students and English Language Teacher from the same class.
- Data collection tools included observation guideline, interview guideline, and focus group discussion (FGD) guidelines.

- The major data collection techniques included classroom observation, field notes, semi-structured interviews, FGDs and informal conversation (tea-table talks) with students.
- Data were analyzed and interpreted thematically.

### **Operational Definition of the Key Terms**

The operational definition of the key terms used in this topic are provided for clarity and consistency.

**Extensive Reading:** in this study, extensive reading refers to reading a lot of different texts for pleasure and enjoyment.

**ELT:** English Language Teaching

**ER:** Extensive Reading

**FGD:** Focus Group Discussion

## **Chapter II**

### **Review of Related Literature and Conceptual Framework**

This chapter provides a detailed review of relevant studies and their implication for this research. It explores previous research and related literature on Practices of Extensive Reading, covering both theoretical and empirical ideas. As well as it includes insight from various books and articles on Extensive Reading, making the theoretical foundation of the study. This chapter is structured into different parts, including a review of theoretical literature, an analysis of related empirical studies, an implication review for the research, and a conceptual framework.

#### **Theoretical Literature Review**

This topic includes the main theory related to extensive reading, Understanding the reading, Types of reading (Skimming, Scanning, Intensive, Extensive), Importance of extensive reading, Role of Extensive Reading in ELT classrooms, Role of Extensive reading in language learning, and How Extensive reading helps to develop overall reading skills.

#### ***Understanding Reading***

Reading is both an active and receptive skill; it's how we take in information from written content. When we read, we absorb elements like grammar, vocabulary, and different ways of expressing thoughts, which can help us form better sentences and communicate more effectively in a second language. At its core, reading is about grasping the meaning behind the written words. It helps to learn new concepts, expand our vocabulary, enhance critical thinking, and even boost creativity. Reading is one of the best ways to gather fresh ideas and broaden our ideas through language. As Schmidt (1990) explains reading involves decoding written symbols to comprehend their meaning. It's also about linking the words and ideas in the text to understand the bigger picture (Nation, 2008). Grabe and Stoller (2019) emphasize that reading provides access to knowledge, exposes us to different perspectives, and allows us to explore various forms of literature.

## ***Types of Reading***

There are four types of reading skills. They are skimming, Scanning, intensive, extensive reading which are described as given below:

**Skimming Reading.** Skimming is when a person quickly looks through a text to get the main idea. Sari (2016) stated that, skimming helps to understand the general meaning of a text without reading everything. This method is often used when flipping through a book, magazine or newspaper, it helps to decide which articles or topics are interesting enough to read more closely. Skimming can be used when looking for a specific name or number in a phone dictionary. The main benefit of skimming is that it saves time.

**Scanning Reading.** Scanning is a kind of technique used to find specific information in a text quickly. Asmawati (2015) noted that scanning is useful when looking for particular details, such as name and date. When scanning readers, move their eyes quickly over the text to find the information they need without reading everything. This method is helpful for quickly locating specific facts or date.

**Intensive Reading.** It is a kind of deep reading. Intensive reading is a slow and careful reading technique used to understand a text in detail. Nuttall (1996) explains that this method is used for studying or analyzing text closely, focusing on every part of the text. It's useful for understanding difficult vocabulary and concepts. Intensive reading helps with understanding the text deeply, such as figuring out the order of events or learning the meaning of words in context.

**Extensive Reading.** Extensive reading is a reading a lot of materials for fun and to improve language skills. According to Day (1998), it involves reading different kinds of texts in free time, which helps to improve language abilities. This technique involves reading quickly, which is useful for getting through many texts in a short time. Day and Bamford (2002) outline ten principles for effectively implementing ER including, extensive reading including materials that are easy to understand, and cover a variety of topics, so learners can pick what interests them. The aim is to read as much as possible for fun, general knowledge, and information. The focus is on reading quickly, without worrying about every detail. It's a personal and quiet

activity, where the act of reading is its own reward. Teachers help by guiding students and showing good reading habits as examples.

**Critical Reading.** Critical reading means thinking carefully about what's being read, not just understanding the basic ideas. As Grabe & Zhang (2009) explain critical reading is important in academic work because it helps readers evaluate the arguments, evidence, and reliability of the information. This technique encourages readers to question the text, identify any biases and develop stronger opinions.

### *Understanding Extensive Reading and its Significance*

Extensive Reading (ER) is when learners read a lot of different texts for fun and general understanding. The goal is to get the main ideas, without focusing too much on every single word. This could include books, short stories, newspapers, or magazines that are easy for the students to understand. ER helps learners enjoy reading and improve their language skills at the same time, without stressing over details. As Day and Bamford (1998) said the aim of extensive reading is to help learners read more fluently and understand what they said without focusing on every word”.

Extensive Reading (ER) is a great way for students to improve their language skills in a relaxed and enjoyable way. Unlike intensive reading, which focuses on every single word, ER is about reading for fun and understanding the main idea. As students read more, they naturally start to learn new words, sentence structure, and grammar patterns, which helps them understand the language better over time. According to Day (1998), extensive reading is reading a lot of materials in a foreign language for general understanding, without worrying about every word”.

One of the benefits of ER is that it helps students read faster and feel more confident. By regularly reading different kinds of materials, students get a better understanding of texts and use the language effectively. ER also makes reading fun, which encourages students to keep reading on their own. This helps them develop a love for reading that can last a lifetime. As Day and Bamford (2002) mentioned that, the goal of extensive reading is to make reading enjoyable and help students to develop reading fluency”.

ER also has several benefits, it helps students learn new vocabulary, improve their spelling, understand grammar better, and get familiar with different types of writing. As students read more, they see how words and phrases are used in everyday situations, which improves their overall language skills. ER also helps improve writing by showing different styles and how ideas are organized. It helps to increase general understanding of the world. Day (2011) explains that, extensive reading helps learners to pick up new vocabulary, understand grammar, and learn about different cultures in a real-life context.

### ***Effective Implementation of Extensive Reading in Language***

Extensive Reading (ER) is a great way to improve language skills, especially when students read materials that match their interests and skill levels. Teacher should choose a variety of books, articles, stories, and novels, that are enjoyable and easy to read. So students' can learn without feeling pressured to understand every single detail. According to Nuttall (1996), the goal of ER is to make reading enjoyable and help students improve fluency by reading a wide range of texts. Allowing students to pick what they read, whether it's a novel, magazine, or short story, makes them more engaged and excited to read.

In the classroom, ER plays a big role in improving student language skills. As they read different kinds of texts, they naturally pick up new vocabulary, grammar and sentence structure because they see these elements used in real life contexts. ER also help students read faster and understand more what they read, making them more fluent. It encourages independent learning, as students can read at their own pace and choose the materials that match their level and interest, without feeling bored. Grabe (2009) highlighted the more they read, the better they become at speaking, writing, and listening too.

A major benefit of ER is that it helps students learn new words and grammar in a stress-free way. When students come across words and phrases that are a little harder than what they already know, they can still understand them without feeling overwhelmed. Krashen (2004) explains comprehensible input like the one found in ER, is important for language learning because it stretches learners just enough to keep them engaged and improving. Additionally, reading different kinds of texts

exposes students to various writing styles and structures, which improves overall language skills.

One of the most important benefits of ER is its ability to help students grow their vocabulary, when students read a lot, they keep coming across new words in different situations. This repetition helps them understand the meaning of words and how to use them correctly in conversations and writing. It also helps them learn idioms and different ways language is used. Which strengthens their understanding of how language works.

ER also improves writing. Reading different kinds of writing teaches students how skilled writers organize their thoughts and use language creatively. As students see how others craft their ideas, they can apply those techniques to their own writing, making it more clear, interesting and effective way, by reading longer texts regularly, students get better at handling more difficult materials in the future, building their confidence and improving their reading skills (Day & Bamford, 2002).

Another great thing about ER is how it motivates students to read more. When students enjoy what they read, they are more likely to keep reading on their own. This motivation not only helps them practice more, but it also sparks a lifelong love for learning. As Nuttall (1996) mentions, the joy of reading is at the heart of ER and helps students develop lasting reading habits.

Finally, ER help students develop prediction skills. As students get familiar with different language patterns and text structures, they start to predict what might happen in the next story or passage. This ability to guess what's coming next makes reading more engaging and helps students understand the text better.

### ***Global and Local Practices of Extensive Reading***

Around the world, many countries use Extensive Reading (ER) to help students learn language better. In countries like Japan, South Korea, and Taiwan, ER is the part of education system. These countries encourage students to read outside of regular lessons to improve their language skills and learn on their own. For example, in Japan, students are asked to read English books and keep reading logs to track their progress. In south Korea, schools offer online tools and fun books to make reading

more enjoyable. As Powell, S. (2005) points out, countries like Japan and South Korea have adopted extensive reading, seeing it as an effective way to help students improve their language skills.

In Nepal, ER is also becoming more popular. Even though there are challenges like limited resources are starting to introduce more reading materials, like short stories, novels, and newspapers, to help students practice English outside the classroom. Teachers are encouraging students to read things that interest them, which helps make learning more fun and independent. As Baral (2015) highlighted in Nepal, teachers are working to promote extensive reading to improve student language skills, despite resources and challenges.

### ***Effective Materials for Extensive Reading***

Well, choosing the right reading materials is difficult for making extensive reading more successful. Where the materials should be very interesting, appropriate for the students' reading level, and varied enough to keep them engaged. Here are some effective materials for ER, they are:

1. **Graded Readers:** according to Day & Bamford (1998), these books are designed for learners at different levels. They help to simplify the language but still provide engaging stories, graded readers come in a variety of genres, which makes it easy for students to find something they enjoy.
2. **Short Stories and Novels:** after gaining confidence with graded readers, students can move on to novels and short stories. This material can offer more complex language and storylines, which helps students improve their reading skills.
3. **Authentic Materials:** Krashen (2004) said newspapers, magazines, blogs, and websites are excellent for ER because they show how English is used in real-life contexts. Moreover, this material helps students to understand different writing styles and learn more about the world around them.
4. **Online Platforms:** Anderson, T. (2017) highlighted different websites provide different information, and Reading A to Z provides a wide range of reading materials at various levels. These platforms are interactive,

allowing students to choose stories, articles, and books based on their interests.

5. **Audiobooks:** Vandergrift (2004) stated audiobooks are a great supplement to extensive reading, which allows students to listen to English while following along with the text. This can help enhance pronunciation, listening abilities, and understanding of natural speech patterns.
6. **Interactive E-books:** According to Vandergrift (2004) said these e-books blend regular reading with multimedia elements like audio, video, and quizzes. They make learning more engaging, keeping students motivated to keep reading and learning.

### **Social Constructivist Theory**

Social Constructivist Theory, developed by Lev Vygotsky, suggests that learning happens through social interaction and is influenced by the culture around us. Vygotsky believed that learning works best when people talk, work together, and share ideas with friends and teachers. His key ideas, like the Zone of Proximal Development (ZPD), Scaffolding, and the role of social interaction in learning. Vygotsky (1987) believed that thinking grows when working together and talking with others. For the (ZPD) he stated that this is the gap between what a learner can do alone and what they can do with help, learning happens when students get support to do things that students can't do by themselves. Wood, Bruner, & Ross, (1976) highlighted Scaffolding is when a teacher or peer gives support to help someone do something they can't do alone. As the learner gets better, the support slowly reduced.

Extensive reading is a discussion-based learning, and during the discussion, there should be sharing and interaction. The teacher can scaffold, and there should be discussions with friends about what they have been read. When this happens, learning takes place through social-cultural perspectives, collaboration, group learning, and pair learning through the discussion, which is beneficial. Therefore, extensive reading provides a platform for discussion, and sharing through mentoring and scaffolding from the teacher, as well as feedback and suggestions from friends. From a Socio-Cultural perspective, learning occurs through feedback, collaboration, and pair and group learning. In this way, extensive reading encourages discussion, sharing, and collaborative learning. Students read at home, in their extra time, and then what they

have learned in the classroom, which is discussed in pairs and groups, solve the problem through interaction, feedback and suggestions are given, and critical thinking opens up minds and they learn. It means that this learning is highly relevant to Vygotsky's theory. According to Vygotsky, learning happens through collaboration, sharing, feedback, discussion in groups and pairs and collaborative learning.

This shows how extensive reading encourages collaboration, how it develops collaborative learning, and how it provides the opportunity for scaffolding. In the Zone of Proximal Development (ZPD), students develop new knowledge beyond what they could do on their own in the classroom, through the teacher's support. This is how it works. I want to connect this with the collaborative work, sharing and scaffolding provided by teacher feedback from the perspective of Vygotsky's socio-cultural theory and how it develops students learning. According to the theory, I will look at how Extensive Reading enhances the collaborative spirit, increases sharing, and promotes discussion in the classroom, and how to connect all these aspects.

### **Review of the Empirical Review**

Many research works have been carried out in the field of Reading in the context of Nepal as well as, in the international forum. Some of the research works that have been carried out previously in the area of Extensive Reading are reviewed below: Edy (2015) carried out research entitled "The Effectiveness of Extensive Reading on Students Reading Comprehension Achievement as observed From Student Motivation". The objective of this study was to find out, to investigate if the extensive reading activity is effective in improving students reading comprehension achievement and if there is any interaction between the extensive reading and the students reading motivation. This study employed an experimental design with a pre-test and post-test non-equivalence group. The sample population consisted of the second semester students of STAIN Curup Bengkulu in the academic year 2011-2012 were selected as sample population. The questionnaires were used as the for data collection tools for this research. The findings revealed that students taught using extensive reading activities scored higher than those taught through conventional methods. Additionally, the study found no significant interaction between student's motivation and the use of extensive reading activities. The research was focused on reading comprehension achievement observed from student motivation but my study

was focused on extensive reading practices, what materials they use, and how effective the materials are.

Ghimire (2015) conducted research entitled “Teacher’s Perception on Testing Reading Comprehension at Secondary Level”. The main objective of this study was to identify the activities practiced in testing reading comprehension. A survey research design was used. As a sample population, 40 secondary-level English teachers were selected from 20 different school of Sindhuli districts. Both close-ended and open-ended questionnaire were used as a tool of data collection. He found that the majority of teachers used objective question to test reading comprehension. They held tests regularly in the classroom. Moreover, all the students participated in the tests. Furthermore, students perceived testing reading and writing equally. This research focused on teacher perception and reading comprehension, but my study was focused on practices of extensive reading.

Budha (2017) carried out research entitled “Strategies Used by The Students of Grade Ten to Develop Their Reading Comprehension”. The objectives of this study were, to find out the strategies adopted by grade ten students to develop their reading comprehension and to compare the strategy adopted by boys and girls. He used a survey research design. 40 students were selected by using a non-random purposive sampling strategy from four different public schools in Banke districts. Five girls and five boys were selected from each school for the study. Close-ended questions were asked, a questionnaire was used as the research tool. The study showed that most of the students use memory and social strategies under direct and indirect strategies respectively to develop their reading comprehension. The study also concluded that the majority of the students set the purpose of reading before actually reading and reviewing the text.

Dickinson (2017) conducted a study on “The Effect of Extensive Reading on EFL Learner Reading Attitudes”. The objectives of his study were to explore the effect of extensive reading activities on aspects of the reading attitudes of EFL learners at a Japanese University. The participants of this study were 344 first-year students at a private Japanese University. The students were three cohorts of international studies majors enrolled in a mandatory. Communicative English course. Most all the participants were L1 Japanese speakers aged between 18-20 years old.

The English proficiency levels of the participants varied widely as indicated by their TOEIC results with participants' scores during the year of the study ranging from 180-750. The findings suggest that implementing ER activities in EFL courses can improve learner motivation and L2 reading attitudes. This research focused on EFL learner reading attitudes, but my research focused on students' practices of extensive reading in ELT classrooms.

Khadka (2017) carried out research entitled "The Activities Used by Secondary Level Teachers While Teaching Reading Skills". The objective of this study was to identify, describe, and compare the activities used by secondary-level teachers of rural and urban areas while teaching reading skills. She used a case study design to complete her research. She selected 2 teachers of secondary level (1 from the urban area and 1 from rural area) of Tanahun districts. Observation, checklist, and diary writing were the main tools used for data collection. Through this research, she found that loud reading, silent reading, skimming and scanning, and answering text-related questions were mostly practiced by both teachers. She also found that the teachers and students in rural areas are facing many problems like: a lack of teaching materials and electronic devices like computers and projectors. They are less exposed to the current issues and less educated parents in comparison to the urban areas students which play a great role in creating a gap in their performance.

Mikami (2017) carried out research entitled "Student Attitudes Towards Extensive Reading in The Japanese EFL Context". The main objectives of this study were to investigate the status of ER in second language classrooms and this study looks at past and current ER practice among Japanese students of English as a foreign language and their motivation towards it. The researcher used a mix-method research design to complete his research. He selected 141 university students in Japan. Questionnaires were the main tools used for data collection and data were analyzed through qualitative analysis. The findings of this research were that the participants' motivation was not fixed or stable and that it was difficult for them to maintain positive motivation using students' responses to the survey this study examines the educational implication of promoting English ER to help EFL teachers' comfort its' unpopularity. This research focuses on the Japanese EFL context but my study focuses on the Nepalese EFL context.

Neupane (2017) carried out research entitled “Strategies Adopted by The Students in Reading Comprehension”. The objectives of this study were to find out the strategies adopted by secondary level students to develop their reading comprehension. He used a survey research design. All of secondary level students from Jhapa district were the sample population among them 30 students were selected from 3 secondary schools. Questionnaires were used for data collection tools. He found that, setting the purpose previewing the text looking for detailed information searching difficult words, scanning the text paraphrasing the text looking for detailed information ask questions oneself. Visualize the events and things guess the meaning of known words were major while reading strategies. Finally, discussing with friends and reviewing the text after reading were the major post reading strategies applied by secondary level students for developing reading comprehension skills.

Ojha (2017) researched the topic of “Teacher’s Perception on Techniques for Developing Reading Comprehension”. The main objectives of this study were to find out the teacher’s perception of techniques in developing reading comprehension and to find out the techniques of different stages used by teachers for developing reading comprehension. She used a survey research design. She selected 30 English teacher from different private schools in Kathmandu valley. Questionnaires were the main tool for data collection (both close-ended and open-ended) data were analyzed through both qualitative and quantitative methods. Through this research she found positive responses to her findings where the majority of the respondents agreed that the teacher should apply the techniques of different stages for developing reading comprehension. Among them, almost all the respondents more agreed than others, such as motivating the students learning for re-read the text while reading and summarizing the text for post-reading.

Rai (2017) carried out research entitled “Reading Comprehension Ability of Secondary Level Students of Private and Public Schools”. The main objectives of the study were to find out the reading comprehension ability of secondary-level students of private and public schools. And to compare and contrast private and public school students. She used a survey research design. 30 students from private and 30 students from public school of Ilam district were selected by using purposive sampling strategy. The test items of unseen reading passages were used for data collection.

Through this research, she found that the reading comprehension ability of private school was better than those of public Schools students. The collected data showed that 30 students out of 30 students passed in the test from private schools whereas only 19 students passed out of 30 students from public school. The private Schools student's lexical literal and applied comprehensions are better than those of public school students.

Singh (2017) carried out research entitled "Analysis of The Studies Carried Out on Reading Skills". The objectives of this study were, to find out the objectives, methodology, findings, and recommendations mentioned in the Department of English Education, and to compare those studies in terms of similarities and differences. All these reading skills of the department of English Education were taken as sample population while carrying out this study. 40 were used as a sample using purposive random sampling procedures. The checklist had been used as a data collection tool. The major findings are that all the research papers have some similarities and differences at the same time on the various premises like the structure, format, genre, and ethnic groups.

Wisaijorn (2017) researched the topic of "The Effect of Extensive Reading on Thai University". The objective of this study was to investigate the effect of extensive reading on the proficiency in and attitudes toward reading English of Thai students. Fifty-one final year students were selected as the sample population pre- and post-tests were used for completing this research study. Pre- and post-questionnaires were used as a tool for data collection. The study shows that Thai student's proficiency in reading English especially those whose proficiency is not highly developed. And the attitudes to reading English can be improved by engaging in ER. This study focuses on the effect of extensive reading on Thai University but my study focus on practices of Extensive reading in the private schools in Gorkha District.

Hidayat and Nurinayah (2018) carried out research entitled "The Effectiveness of the Extensive Reading Approach to Improve Student's Reading Comprehension". The objectives of their study were to figure out the effectiveness of extensive reading approach to improve students reading comprehension. They selected a quantitative research design as in post-test pre-test instruments tools. 20 eleventh students of the AP class were selected. It is found that the test is reliable. The findings indicated that

learning using an extensive reading approach significantly affected the student's reading comprehension. Therefore, extensive reading is suitable for improving students reading comprehension and it is also a strategy that can be used by teachers to make the learning process more effective.

Panta (2019) carried out research entitled "Effectiveness of Content and Language Integrated Learning for Developing Reading Comprehension" The objectives of this study were find out the effectiveness of content and language integrated learning in teaching reading comprehension in class 10. Experimental research was conducted with the help of a test item as a tool. 30 students in grade 10 of a community school in Lamjung was the sample population. Pre-test and post-test were used. It was found that content and language integrated learning was a more effective than usual classroom technique in developing reading comprehension ability. Content and language integrated learning (CLIL) helps to learn both content and language while reading a text.

Chaudhary (2020) carried out research entitled "Reading Comprehension Ability of the Tharu Students". The objectives of this study were to explore the reading comprehension ability of Tharu students of Dang district. Secondary, it had the objective to comparing and contrasting the proficiency of students in terms of seen and unseen texts. Non-random purposive sampling procedures are used to select 60 Tharu students studying in grade 10 in different 5 schools in Dang districts. The test is used as a data collection tool. Data have been presented in the tables; and analyzed and discussed quantitatively in percentile in average. The major findings showed that the Tharu student's overall reading comprehension is average, they had slightly performance in seen passages in comparison to unseen ones.

Dhakal (2021) carried out research entitled "Three Reading Phases Techniques to Develop Reading Skills of Students Studying at Grade -IX Action Research" The main objective of this study was to ascertain the effect of three reading phases technique to develop reading skills. He used action research design. The 22 students of grade ix were selected from Shree Secondary School Bulintar-6, Nawalpur. He used non-random sampling procedures. Pre-tests and post-tests were used as main tools for data collection. Through this research he found that the three reading phases techniques help the students to understand the structure and organization enable them

to deduce the meaning of unfamiliar phrases and words underlying the themes; learners have active roles to develop independence in the way of studying, remembering, storing and use language participating in different activities of reading skills and it is suggested that English language teachers should implement this techniques in the EFL classroom with different practicable reading activities and assessment process that enables learners to understand the ideas and knowledge from reading text. His research focused on action research but my study focus on Case study.

Gautam (2021) carried out research entitled “Classroom Questioning in English Language Teaching: A Narrative Inquiry”. The main objectives of this study were to explore the secondary level English teachers’ understanding and perception of the use of classroom questioning in English language teaching and to explore the roles and affecting factors of classroom questioning in ELT classrooms. He used a narrative inquiry research design to complete his research. He selected 4 English language teachers from four different public schools in the Sankhuswasabha district as a sample population of the study. In-depth interviews were the main tools used for data collection and data were analyzed through qualitatively, using a thematic approach. Through this research, he found positive responses as to his findings, where all the participants had a good understanding and positive attitude on classroom questioning. They perceived classroom questioning as a powerful teaching technique or strategy that can be utilized in ELT classrooms.

Lindawati (2021) researched the topic of “Students’ Perception Towards Extensive Reading in EFL Contexts”. The main objectives of her research were to know the student’s perception of extensive reading in EFL contexts. The researcher used the qualitative research method. The researcher selected 12 senior students of the English language Education department who have already received extensive reading subjects in their previous semester at Universitas Islam Majapahit. The researcher collected data through semi-structured interviews. The results showed that the students had a positive perception towards extensive reading practices. They considered extensive reading as a reading activity for pleasure and information search where they can read material without restraint.

Bhandari (2022) carried out research entitled “Teaching Activities Used by English Teachers in Teaching Intensive Reading Skills at Secondary Level”. The main objectives of this study were, to explore teaching objectives/techniques used by trained and untrained teachers in teaching intensive reading skills at higher secondary levels, and to find out what similarities and differences can be explored in making use of techniques/activities with both trained and untrained teachers at their performance level. Survey research designs were used. All secondary-level English teachers of Pyuthan district were the population of this study. 4 trained and untrained English teachers were selected from different schools in Pyuthan district. Non-random purposive procedures were used. Class-observation checklist and observation not-taking tools were used for data collection. The major findings of this study were that both trained and untrained teachers should use recommended authentic material read the text again to extract its literal meaning, develop intensive reading skills develop vocabulary and grammatical knowledge.

Bohara (2023) conducted a study titled “Strategies Used by Basic Level English Teachers While Teaching Reading Skills in Mixed Ability Classrooms”. Which aimed to explore the strategies by the basic level English language teachers while teaching reading skill in mixed-ability classroom. Both primary and secondary data sources were utilized for this study. Primary data was collected through the observation of 20 classes taught by five teachers in five community-based schools in Kirtipur municipality, and interviews were conducted as the data collection tools the data were analyzed using a statistical method such as averages and percentages and were presented through tables. The study focused on 24 teaching strategies employed during the pre-reading, while-reading, and post-reading stages. Survey research designs were used. It was found that 33.75% of teachers applied the post-reading activities properly the used different strategies like warm-up activities. Asking to search for new words asking exercises from books, follow-up activities summarizing the text, and rarely using the strategies like talking about the poet’s author, paraphrasing, asking to share their relevant experiences, narrating the reading text, and assigning the project work. His research was focused on basic level English teachers, but my study was focused on secondary-level English teachers.

In conclusion, the reviewed studies offer a comprehensive exploration of Reading practices across the diverse educational contexts in Nepal, China, and Japan. After reviewing related literature, it helped me to find out the research gap and helped me to provide suggestions for my future research. After reviewing I found that most of the research focuses on reading comprehension but there is a lack of study of Extensive reading which is activities based, uses of effective material-base reading. While the instructors focus on how extensive reading can improve reading skills and boost students' motivation. These studies show that activities like extensive reading can have a positive impact on learners' reading abilities, especially when learning English as a foreign language. They also stress the importance of keeping students motivated and offering a variety of reading materials to help them improve. The studies in Nepal emphasized the importance of using different teaching methods at each stage of reading before, during, and after. These studies show that teachers need to understand and apply the right strategies to help students develop better reading comprehension, they also point out the lack of resources in rural areas and different performance between public and private schools. To sum up, these studies emphasized the importance of effective teaching strategies and extensive reading to improve reading skills. They also highlight the challenges of limited resources and motivation. Together, these studies give a clear picture of how to improve overall reading skills in different educational environments.

### **Implication of Literature Review**

Reviewing literature is the very essential part of the research which helps the researcher to set the ideas and concepts about the particular research area or topic. Literature review plays an indispensable role in the selection of a topic and drive and drives to the study findings. The entire literature helped the researcher focus on the topic, research problem, methodology, and findings. I have reviewed some research papers which are already carried out. Some of the related articles helped to explore the gap between what has already been researched and what is yet to be explored. So, for my research, the following literature helped me to set the ideas and concepts about particular areas.

After reviewing several pieces of literature regarding Extensive reading, I got more information about reading and its types. As well as I got information about

reading and its importance from the research of Auckerman (2013), I have got some valuable ideas about the definition of reading for making the background of the topic. Similarly, the research carried out by Day (2002) and Day and Bamford (1998) gives me more information about the extensive reading, the importance of reading in the classroom, and the principles, and learning process of ER, it also helped me in my writing good. In the same way, Nuttall (1996) provided me with more knowledge about theoretical ideas regarding my study, such as reading comprehension, writing style, vocabulary, grammar, and spelling, Similarly, from Donaghy (2016) gave me more information about the importance of extensive reading, which focused of students and their interest in reading. Creswell (2017) & Yin (2018) helped me to know about the different methodologies that are used while doing research. Among the different studies, Edy (2015) gave me more knowledge about the effectiveness of extensive reading on students' reading comprehension as well as motivation, this study that I did during the literature review provided me lot of ideas about conducting research on my selected topic which is very helpful for me.

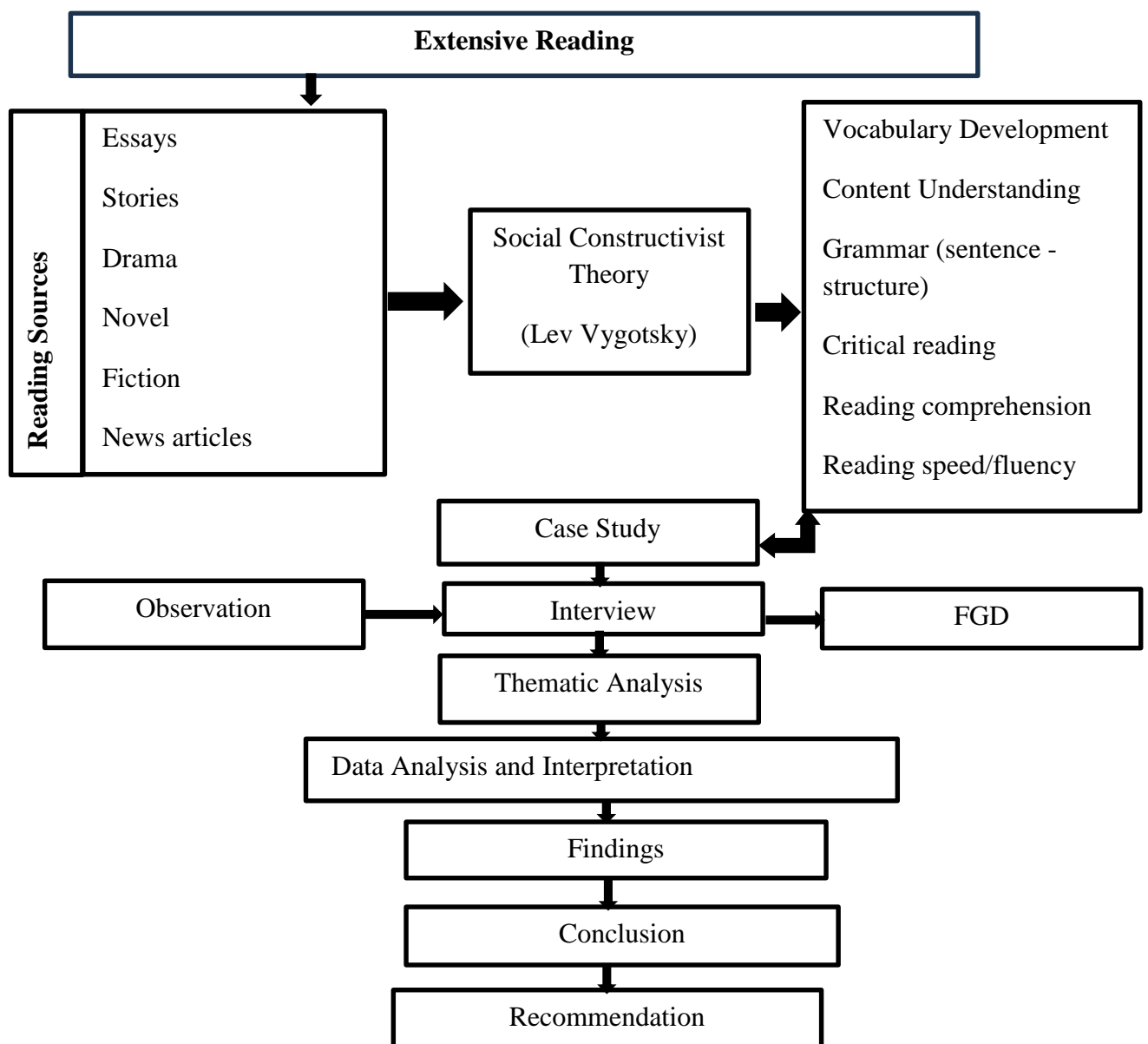
Similarly, Singh (2016) gives me more knowledge about the lower secondary level student's proficiency in reading comprehension. I had reviewed different international articles of different researchers; through the review of Mikami (2017), his research helped me to know about the student's attitudes towards Extensive reading in the Japanese EFL context. From Dickinson (2017) I got some ideas about the effect of extensive reading on EFL learners at Japanese University. Hidayat and Nurinavah (2018) helped me to know about the, effectiveness of the extensive reading approach to improving students' reading comprehension. it is also helpful for me to develop my background knowledge about extensive reading. At last, Bohara (2023) helped me to know the strategies used by basic-level English Teachers while teaching reading skills in mixed ability classrooms.

All the literature reviewed was highly relevant and played a significant role in my study. The other related literature I gathered from various books, journals, articles, reports, websites, and so on was also very helpful in making my research complete.

## Conceptual Framework

Conceptual framework refers to the concepts existing in the mind regarding research which exist as a model or as a mental image in our mind. The conceptual framework had been the representation, either graphically or in a narrative manner, of the main concept or variable. The present research study was based on the following conceptual framework.

### Practices of Extensive Reading in English Classroom: A Case of Private School in Gorkha District



## **Chapter III**

### **Methods and Procedures of the Study**

This topic presented the Research design and method of the study, a case study of the school, study area field, population sample, and sampling procedures, source of data, tools for data collection, data collection procedures, data analysis and interpretation, and ethical considerations.

#### **Research Design and Method of the Study**

Research design is a systematic investigation to find something new from the existing data. A research method refers to the approach researchers use to collect, analyze, and interpret data to answer specific questions or test hypotheses. According to Creswell (2017), it is the process of collecting, analyzing, and interpreting data in research. There are main two types of research methods: Qualitative and Quantitative. Creswell (2017) explains that qualitative methods are used to explore and understand the meaning individuals or groups assign to a social or human problem. Here, research design refers to the research method used to carry out the study in order to achieve the objectives of the research study.

This study adopted a Case Study Design, Case study design is a qualitative research approach that focuses on a thorough and detailed investigation of one or a few specific cases. Yin (2018) noted that this approach helps researchers examine complex issues in their natural context. It is especially valuable when the distinction between the phenomenon and its surrounding context is unclear. According to Stake (1995) case study research is a method where researchers examine an individual or small group in depth to better understand the case in a real-life context. Merriam (1998) stated, that the case study research involves an in-depth exploration of the phenomenon with real life context, it usually focuses on one case or just a few cases to gain deep, detailed understanding of the issue being studied. In this case, the phenomenon is the implementation of Extensive Reading (ER) in English Language Teaching at St. Mary's School, Gorkha District, and the context is Grade nine students in the school. The case study design allows for the in-depth exploration of the research question within the real life setting of the school.

### **St. Mary's School as a Case**

St. Mary's School in Gorkha district is one of the well-known private School known for its academic excellence and holistic educational approach. St. Mary's High School was established on 5<sup>th</sup> February 1992 at the request of the people of Gorkha. It is under the management of the Sisters of the Congregation of Jesus founded by an English Lady, Mary Ward, in 1609. It is an international institution, especially devoted to the education of girls and boys. This institution is open to girls of all communities, irrespective of status, caste, creed, and religion. It imparts not only an academic education to girls but also helps them to form an integrated personality by developing in them a strong character, love of truth, respect, loyalty a sense of justice and the necessity for honest, hard work. This will make them an honor for womanhood and a source of happiness and blessing to all with whom they contact. The schools main aim is to encourage girls to be self-reliant and independent, well-fitted to take their place in the adult world, with confidence in their ability to cope with its challenges and problems. By making possible a wide range of activities, to achieve a balance, reflecting beliefs that academic excellence alone must be the sole criterion for a purposeful life. As well as school provide physical training, and social, cultural and other extracurricular activities are given adequate place in the children's education to make them disciplined and worthy citizens. They said value education, taught to all children, aims at inculcating in them the right values and attitudes.

Additionally, the school is also equipped with modern facilities, including a well-stocked library that plays an important role in supporting extensive reading activities. The library offers a wide range of books, likewise storybooks, novels, newspapers, fiction, and magazines as well, catering a different reading level. Teachers are encouraged to integrate ER into their lessons, and students are provided time for independent reading. The students are from diverse backgrounds, with many students from rural areas and families with limited educational Resources. As a result, St. Mary's school serves as a vital provider of quality education in the region, ensuring equal learning opportunities for all students, regardless of their socio-economic background.

Therefore, St. Mary's School had been choosing for this case study because of the very well performance of the English language in the district the peaceful

environment, as well know private school in the district, and extraordinary language performance of the students in the district, the pass out students also said the school and the teaching system is very good innovative, they are successful for their further study, according to the former teacher of the school they also said that school had very good environment, they are very fluent in speaking in English. I asked some community people about school, they also gave good responses about the school, and they said their children also studied there, and they like the system, school rules and regulations. Students are also very active they participate in different speech and debate programs, which were organized by different schools or districts as well. I also saw that the well structure of school decoration as well as the, location, the well-trained, friendly and cooperative teachers. Moreover, due to its consistently high performance in the Secondary Education Examination (SEE) and its innovative approach to English Language Teaching, particularly through Extensive reading. The school's academic success is clearly demonstrated in its SEE results, which consistently, outperform at the district level. In the 2022 SEE results, St. Mary's Achieved a remarkable 100% pass result, and in 2023 also school achieved a 100% result and the last year 2024, the school achieved 100% result, and get a position in the district, 1st SEE good result ranking in Gorkha district, these make the school an ideal candidate for exploring the impact of ER on academic achievement. The school's commitment to promoting English Language proficiency through Extensive Reading has been a key factor in its student's success, particularly in English, and contributes to their strong performance in SEE. This is the key reason for choosing this school.

I have taken the ninth grade of St. Mary's School in Gorkha as Case. This is the single case, there are in total thirty-five students in the classroom, and all were girls. The teacher who taught English subject in Ninth grade, his name is Budh Bahadur Gurung, from Kiphire, Nagaland, a native of Soti, Aarughat Municipality, Gorkha. He completed his HSLC in 2002 from Loyola Higher Secondary School, Kiphire, HSSLC (+2) in 2004 from Greenwood Higher Secondary School, Dimapur, Under Nagaland Board of School Education. He completed his bachelor of Arts in English Literature in 2007 from Salesian college of Higher Education, Dimpur affiliated to Nagaland University. He completed his professional certification degree (D. El. Ed) for teaching and cleared NET (National Eligibility Test) in 2008. After learning NET

he joined the Nagaland Education Department in 2008 in the capacity of Graduate Teacher (GT) for English. He attended in-service diploma course TEFL-1 for teaching English as a second language from TEFL Kolkatta in 2016. Over his 15-year career, he assumed the role of language trainer and assistant Headmaster. His contribution beyond teaching played a key role in compiling textbooks for Class X secondary standard under the Nagaland Board of school Education (NBSE). He voluntary retired in 2023 and returned for back his native place and joined St. Mary's School, Gorkha as English Teacher for secondary students on 4<sup>th</sup> April 2024 and was on probation till 1<sup>st</sup> April 2025 and was elevated to permanent teacher on 2<sup>nd</sup> April 2025.



*Figure 1: St. Mary's School Gorkha*

## **Population Sample and Sampling Procedure**

The students read in Grade 9, there is a total of 35 students and all were girls and the English language teachers were the population for this case study. Specifically, the grade 9 students and the English language teacher who taught grade 9 at St. Mary's School in Gorkha District were the focus of this study. This school is located in my hometown as well as well renowned private school in the district, and the issue required a case study of a well-known private school in the district. Moreover, the School is considered one of the best private schools in the area.

Since this was a case study research design, I used purposive sampling. The sample for this study was grade 9 students and the English teacher who taught them at St. Mary's School in Gorkha. I selected this group because I wanted to examine their reading skills and how much they practiced Extensive Reading, what activities they did, and what kind of materials they used, as outlined in the study design. I decided to conduct a four-week classroom observation to assess how much they practiced Extensive Reading, and what activities they do. After that, I interviewed the ELT teacher to understand how he taught and motivated students to engage in Extensive Reading. Additionally, I conducted informal talks with some students and formed a Focus Group Discussion (FGD) by randomly selecting seven students. The interview took place as an informal conversation between the researcher and the respondents.

## **Study Area/ Field**

The area of this was the St. Mary's School of Gorkha district, Nepal.

## **Source of Data**

Data are the information that provides evidence to certain issues and helps researchers to come to a conclusion. For this study, I have used primary sources of data because primary sources of data provide me with first-hand data.

To take interview with teachers, classroom observation results and focus group discussion (FGD) informal talks with some students were the source of data collection. Besides this about the School background, environment, and past year results are also used as supportive data for this study.

## **Tools for Data Collection**

To evaluate the effectiveness of the data, the study utilized classroom observation guideline, interviews with the ELT teacher guidelines, and informal discussions with students through Focus Group Discussions (FGD) guideline used as a primary tool to achieve the study's objectives. During the classroom observation, the researcher watched the ELT lessons, took notes, made recordings, and captured photographs to examine how Extensive Reading (ER) was being practiced. In the interview with the ELT teacher, conducted using a prepared guideline, the researcher recorded the conversation. For the FGD, informal discussions were held with students, and recordings were made to gather authentic data.

## **Data Collection Procedures**

In this study the data collection started from this way, I had chosen ST. Mary's School of Gorkha District, first of all, I developed a clear guideline for the classroom observation, interviews with the ELT teacher, and informal talks with the FGD that I was going to implement in the school. Then, I developed a four-week classroom visit schedule, including one day for a teacher interview and one day with students at the school. I knew the teacher of class nine, from the student through then, I informed the subject teacher, then he advised me to get permission from the principal. I informed the manager of the school about my study and obtained oral consent from her, as the principal was not available. Then I informed the ELT teacher and the students of Class Nine about my research and its purpose. After that, I visited the classroom daily to observe how much the students practiced Extensive Reading and keep note their activities daily. During the classroom observation, I made note of everything regarding of their engagement, participation, group discussions, and their interest and enthusiasm for reading. To record and photograph the observation, I sought permission from the manager, who granted it. After receiving permission, I took photos, videos, and recordings of the classroom observation. By the fourth week, I had observed their practices in reading. I also kept a diary record of the classroom observations. In the same fourth week, I interviewed the ELT teacher of Class Nine and randomly selected seven students for informal talks (FGD) about their experiences with Extensive Reading. For this, I developed guidelines for the classroom observation, interview, and FGD. In last I thanked to all the students'

teachers and the manager of the school for helping me in my research and requested that if I have some related work, I will again visit the school.

### **Data Analysis and Interpretation**

in this study, the data were qualitative I transcribed all the data from interviews with ELT teachers, FGDs with students, and classroom observation. After transcribing the all data, I manually wrote everything and created a table. I read through and highlighted all the important sentences in the transcription. Then, in the table, I wrote excerpts on one side and applied open codes to a coding system. I organized the codes into categories and identified themes. And I analyzed the data thematically.

### **Ethical Considerations**

Researcher must maintain ethics while carrying out any research. For this study, firstly, I got an approval from the Department of English Education T.U. and the research guidance committee to carry out this work. I have been very careful while reviewing and consulting the materials that I took help from. I have given proper citations of the works which reviewed. I did this not only the academic standard but also the value of the knowledge they offered me to successfully carry out this research.

As the sole source of data is the students' teachers and school, it is mandatory to maintain ethics with them too. I first informed the manager of the school and the Teacher and students about my research and its purpose. Then made it clear that information about the schools, students and teachers would be confidential. I also took oral consent from the respondents. Furthermore, I made sure that the data they provided me would not be used for other than this study.

## **Chapter IV**

### **Analysis and Interpretation of Results**

This chapter presents the analysis and interpretation of secondary level-students and teachers' practices of extensive reading in St. Mary's School in Gorkha district. The study focused on the practice of extensive reading by students and teacher in the classroom. To explore their practices, experiences, knowledge, and perspectives about ER. The data were collected through observation, interview and FGD with some students, which were transcribed, and analyzed using a thematic approach. This method involved identifying key themes and interpreting the findings based on the research objectives. As a result, I categorized the major themes in alignment with the study objectives.

#### **Practices of Extensive Reading**

Extensive Reading (ER) means reading a lot of easy and fun materials to get better at language like vocabulary, fluency, and understanding. According to Krashen (2004) the more you read, the better you get at reading as well as, and reading for fun keeps interest high in Reading more materials. Nation (2009) highlights that regular reading through ER is a great way to get better at a language. From my research I observed the practices and effectiveness of extensive reading in the St. Mary's School as well as in the classroom, they practiced extensive reading by using a variety of materials, what activities they did after reading extensive reading materials, what kind of schedule did they follow for reading and how teacher helped them for practicing Extensive Reading.

#### **Variety of Materials Used for Extensive Reading**

To practice extensive reading the school offered a variety of materials for the effective learning of the students in both inside and outside the classroom. In the classroom, while practicing extensive reading the students frequently used to read materials like novels (To kill mockingbird, The giver) fiction (Monsoon, Saya) and poem (the road not taken, A dream with in a Dream) Biographies (mahatma Gandi) they were read these materials for their Extensive reading, that match their interests and levels. while observing one of the classroom, I saw them, reading novels (Muna Madan, Summer love, Wonder) with love stories with strong characters, biographies

of famous people (Auto biography of BP Koirala, Mahatma Gandhi, who was Albert Einstein) and interesting books for their Extensive reading on which they stay focused. They were sitting in the classroom, sometimes in the corner of the library, they were reading different poem, stories (Thankyou Mam, the lottery) for their Extensive reading.

Similarly, In FGD, while asking Participant, they respond “ Sometime we friends, sit together discuss the materials, sometimes collect the books from library, sometime we bring them from outside” According to the Participant 1 “Materials like short stories (the child bride, the room without windows) from the library, novels from online library (Animal Farm, The giver) short fiction (Summer love, Saya) mystery books, articles (the role of women in Nepali society) poems (Still I rise) magazines (The Himalayan Times), adventure books, motivational books, love story books, biographies that we usually read for our Extensive reading”. In the classroom, some of the Respondent said “some time we usually read those materials like a short story, poem, newspapers, which are easily found in the library but for those materials which are not found in library teacher suggested us to read those materials from online resources, where we found whatever we like to read for developing our Extensive Reading.

In the same Case, while I took interview with English Teacher, The teacher said, “ my students are active, they do their ER in their own way, I always encourage them to read different material like novels ( Wonder, The Giver) fiction, biographies (Mahatma Gandhi, autobiography of BP Koirala, The Legacy of Martin Luther King Jr) newspaper ( The Kathmandu Post, The Himalayan Times, Rising Nepal) in the classroom or at home also, then I connect to the text which engaged them in reading”. I found that, the teacher always encouraged students to read different materials and he connected those readings to their academic text for the Extensive Reading, and the students often read a variety of materials that match their interests and levels, and the teacher also suggests the same kinds of materials that fit students’ levels as well as interests for the ER.

### **Extensive Reading in a Routine**

In St. Mary’s School, there are different activities in every class for effective learning for the student. The School provided different materials for an effective

learning environment. Sometime one period in one week and some daily. In my Case, while observing the classroom, I found that, in nine class at the beginning of everyday class, they shared what they had read for their ER and they shared their ideas about their reading like if they study, stories (The Lottery) then they discussed about the story (plot, character, them, what they learned, main idea) then the teacher started the regular lesson. At the end of the class, the teacher would either suggest the materials or choose to read what they like and the next class would start with students sharing what they had read”.

In the same concern, in FGD According to the participants they said, in our class extensive reading classes, the school initially followed a weekly routine. The participant 2 shared “The extensive reading class was held one whole period in a week, during the whole one period we both teacher and students completely focused on ER, we read to discuss, shared our ideas about materials which we read and also connected to the topics also. Participant 3 mentioned “The Teacher provided materials magazines, poems (The Rising Nepal, The Himalayan Post) for us from the library and shared with the groups of students, we read in groups and shared our perspectives with each other. Over time, the routine evolved, the teacher sometimes gave specific reading materials like story books, and journals while at other times, students were allowed to choose their own favorite materials according to their interest and level. The Participant 5 shared “At the beginning of the class, we would share what we had read, if we had faced any problem in reading, we asked the teacher for help, and the teacher also listen to the problem and helped us”. This helped students understand the reading better and improve their skills. St. Mary’s school placed a strong emphasis on developing students reading ability. What started as a weekly activity eventually became part of the daily routine.

In the same Case, while took interview with English Teacher, the teacher said “in our school, at beginning of the session, one whole class in every week was for extensive reading completely but now it is used in a daily class”. It means that extensive reading is one of the significant parts of the learning and in the classroom extensive reading practices are continuing the cycle of sharing in the daily session.

## Activities Used

In the extensive reading practice, the teacher used various methods and the student participated in different activities, the teacher provided and suggested some reading materials like fiction (The Alchemist, Holes) stories (The sound of Thunder, The lottery, The Necklace) and magazines ( The Rising Nepal, The Himalayan Times) and asked individual perspectives on what they understood from the materials which they had read, the teacher asked the same question to other students and they shared their individual perspectives also. In my Case, while observing the classroom, In the classroom there were many group discussions, pair discussions, and interaction. The teacher provided the materials in group, and they read the materials and shared what they had read with other groups. I also found that, different student had different choices, but they also enjoyed reading Extensive Reading. they occasionally worked on projects related to their reading such as creating presentations and posters like biographies of BP Koirala, and novels (The Diary of Young Girls, Holes) for the effective and engaging reading. During the reading activities in the classroom, student highlighted the key points, took notes, skimmed for main the idea, and scanned for details as suggested by the teacher, sometimes they predicted while reading.

In the same concern, In FGD with students, Participant 1 said “The teacher encouraged us to debates on certain topics from the reading materials, and allowed us to express our opinion, views, and critical thinking, about materials”. Most of the Participant said, “The Teachers divided us into groups and gave us different parts and paragraphs of the reading materials (sometimes novels, fiction, biographies) then we discussed in groups interacted with each other, and shared in the classroom, and the teacher connects those ideas to the text”. All of this sharing helped students learn from each other. The teacher also conducted reading practice focused on difficult vocabulary and engaged students in loud reading, which increased their involvement.

In the same Case, while took interview with English teacher, the teacher shared “Sometime I allowed students to read whatever they liked I found that “the majority of students selected novels (summer love, Saya, Muna Madan, Moonsoon) with love stories”. Some selected short stories (the lottery, the necklace, the open window), mystery books, short fiction, biographies (autobiography of BP Koirala,

mahatma Gandhi) and a few students selected fairy tales and I always encouraged them while reading materials always highlight and underline the key points.

### **Effectiveness of Extensive Reading in Language Learning**

Extensive reading is a useful way to learn a language. According to Nation (2009) By reading a lot of easy materials, learners improve their vocabulary, reading speed, and understanding of the language. Grabe (2009) stated that extensive reading helps learners feel more confident because they can enjoy reading without stressing over every words. Extensive reading is effective in language learning. According to Day & Bamford (1998) extensive reading boosts writing, listening, and speaking skills, at it helps learners to pick up language patterns naturally because it helps learner pickup new words, get better at language, have fun while reading, get support based on their needs, and make reading easier. By focusing on this things, extensive reading makes learning the language enjoyable, personal and helpful. Overall, extensive reading is a fun and effective way to get better at language.

### **Learn and Use New Words**

Engaging in extensive reading students found it is easier to learn and use new word they said when they started reading novels (Wonder, Animal farm) and stories (The Sound of Thunder, The Gift of the Magi) they found that many new words that, they didn't know, they wrote them and search and learn their meanings after that, they felt more confident using those words in their writing and conversation". In my Case, while observing the classroom I found, most of the respondent said they love to read biographies of BP Koirala, Albert Einstein, reading biographies helped them to learn new words. Whenever we found difficult words that we didn't know, we would look it up and use it in our own sentences at the end, we were able to talk more confidently about people's life stories and achievements using these words. few respondents shared that they like to read fiction (The Giver, Animal Farm) fairy tales and mystery books because they were full of interesting words, the more we read the more words we were able to remember and used when describing theme and characters.

In the Same concern, FGD with students, they said "sometimes we friend like to reading love story books, some time stories, (Love Stargirl, Everything Everything) because they introduced us to many new words related to emotion and relationship,

we frequently find it hard to learn vocabulary. But after reading those books, we naturally started using these words talking about feelings and describing characters”.

In the same case, I took Interview with English Teacher, the teacher said“ I believe that the materials that I use in classroom or that I suggest for outside of the classroom are very useful and effective that students learn and use for building comprehension and vocabulary, novels ( To Kill mockingbird, The Giver, Animal farm, Wonder) helps improve fluency, they learn new word and use in their daily life which is related to real life story and event”. Teacher believed the materials used are very effective to learn and used new words in enhancing students understanding in comprehension and vocabulary. It means that extensive reading not only helped students but also enabled them to use naturally in their conversations and writings, and the teacher also helped them to read the materials that match their interest and level.



*Figure 2: Focus Group Discussion (FGD)*

### **Learn with Fun**

Extensive reading means learning with fun, where students read books that interested them and matched their level, without focusing too much on every detail, words, sentences and spelling, compared to academic books. Extensive reading materials were much more enjoyable, and fun in reading. students read wide range of materials from school library or online resources which match their interest and levels. In my Case, while observing the classroom, I found, that, the best part of

extensive reading was that students didn't feel pressured, from what they read, everyone learned something new. They enjoyed learning without the fear of pronunciation spelling and vocabulary, teacher also provided freedom to choose materials, some time they learned different materials like newspapers (The Kathmandu Post, The Rising Nepal) from Library and some time they learned online materials different novels at home.

In the same Concern FGD with students, the Participant 1 said "I like to read novels (wonder) which helped me read faster" while another respondent shared "I like to read fiction (Monsoon), because it has improved my reading skills. additionally, most of the respondent said that they enjoyed reading, biographies of famous people (BP Koirala, Albert Einstein) which helped them to learn new words, and the teacher also connected those topics to their lessons. Other Participant said they liked reading love story books (Everything Everything, Twilight, A little Love song) because they were engaging and kept them interested, and few of the students enjoying fairy tales.

In the same Case, I took Interview with English Teacher, the teacher responds "I always try to engage the students in reading, I mostly focus those reading which they enjoy and read freely". For the effective and enjoyable learning, the teacher gave freedom to choose the materials for the students, that they read freely and learn without feel stressed and learned something new. After reading extensive reading their reading skilled had improved and they said they had learned new words and developed their vocabulary as well.

### **Suitability of Materials (for grade nine students)**

The reading materials were appropriate for the learning level of grade nine students. materials like novels (To Kill Mockingbird, The Giver) fiction (Monsoon, Saya) and poem (the road not taken, A dream with in a Dream) Biographies (BP Koirala, mahatma Gandi) Newspaper, (The Kathmandu Post, The Himalayan Times, The Rising Nepal) they were read these materials for their Extensive reading, that match their interests and levels. In my Case, I found that students responded well to materials that are age appropriate in terms of themes and content, they read novels (The Giver) and fiction (Moonsoon) they said that novels tell about someone story this materials appropriate were for them and match their level and they discussed and interact much. when the materials match student interest and level they are actively

participated in group discussion, different activities in the classroom, however more complex texts seem to caused confusion distraction among the students who need more help.

In the same Concern, In FGD with students the Participant 1 said “some readings are easy and fun, but some readings their grammar are difficult to understand. I feel that novels (Wonder) and fiction (Monsoon) are okay because they tell about the someone story, but articles (The role of Women in Nepali Society) are difficult, especially when there is many unfamiliar words and difficult grammar”. Where most of the Participants shared that “some readings are really good for grade nine students because they teach us new things that are interesting, relevant and matching to our level. However, when it gets too hard, we could read simpler materials for practice. Students enjoy some readings more than others, particularly novels (Muna Madan, Summer Love, Saya, Everything Everything), but sometimes find articles (Protecting Nepal’s Natural Heritage) more difficult due to challenges vocabulary. They appreciate when the teacher provided simpler materials to support their language.

In the same Case, I took Interview with English Teacher, the teacher also said “the materials I choose are appropriate for grade 9 in terms of language complexity, content and themes. I try to balance both challenging and accessible materials to cater to student levels”. The teacher ensures the materials chosen were appropriate for grade 9, balancing both challenging and accessible texts. He adapts materials when needed any gaps in student abilities. It was also found that students enjoy literary text more than academic text, which they enjoy much, suitable for their level also, while matching it with more or simpler literary text, it will be more effective and beneficial for secondary level students' as it will encourage and develop better interaction. The teacher adjusts the pace and student level of the materials based on their abilities, offering different support to the students for the clear understanding of the texts.



*Figure 3: Interview with English Teacher*

### **Got Experienced of Individual Support**

After engaging in extensive reading many students shared their experiences of receiving individual support which helped them significantly improve their language skills. In my Case, while observing the classroom I saw that, students actively participated in group discussions and individual tasks. The teacher actively monitored these discussions, offering guidance and extra help when necessary. This individualized attention ensured that all students received the support they needed to succeed in their reading activities with these experiences.

In the same Concern, FGD with students, Participant 1 shared, “sometimes I struggled with the vocabulary of the Extensive Reading text novels (animal farm, Wonder) fiction (The Lottery) which I had read, I explain my problem to my teacher and he solved things in a way that made it easier for me. He always encouraged me to keep trying and not to be discouraged”. R2 shared “Even when I struggled with sentence or difficult words, the teacher was always there to help me. Most of the respondents shared that “They felt more confident in reading because they understand the material better, and the teacher also helped them with difficult parts”.

In the same Case, I took interview with English teacher, the teacher said “I incorporated both group and individual activities, depending on the reading materials, group activities foster collaboration, while individual tasks allow students to reflect more deeply on their learnings”. the personalized support allowed students to feel

more comfortable with new vocabulary and complex texts. It was clearly seen that individual support provided by teacher played a crucial role in helping students overcome difficulties, reinforce their learning, and feel motivated throughout the extensive reading process.

### **Teacher Support and Role in Extensive Reading**

This focused on improving teacher's guidance resources and feedback to better support students in their reading journey. In my Case, I found that, while observing the classroom, the teacher was actively engaged in the classroom, circulating and providing support to all students. He also encouraged in skim the texts first to get the main idea and then scan for details. He encouraged the students and give timely feedback during activities.

In the same Concern, in FGD with Students, many respondents said that "we highlighted key points, took notes, and looked up words that we didn't understand to improve our comprehension" where Participant 1 stated that "The teacher help me in difficult of reading in vocabulary he made it easier to remember the materials and understand it better". where most of the respondents shared that "teacher play the important role in guiding us through the reading process, he explains difficult parts and make sure that we understand the text moving before, he is supportive, giving us constructive feedback during group activities, and offered extra helps when necessary". It seems clear that students also appreciate how teacher explained difficult parts of the text, gave helpful feedback and offered extra support when needed. Student valued teacher support which helped them feel more confident and engaged in their reading.

In the same Case, I took Interview with English Teacher, the teacher also said "I keep the students engage by regularly changing the reading materials and incorporating fun activities like quiz, book sessions, I help them analyzed text, provide necessary vocabulary support, I also give them positive feedback". The teacher sees his role as a guide, helping students analyzed text provided vocabulary support, and facilitating discussion to deepen understanding, he also encouraged and praised the students.



*Figure 4: the teacher is teaching in the classroom (Classroom Observation)*

### **Increasing Student Engagement in Extensive Reading**

Increased engagement in language learning through extensive reading helped students improve their language skills. After engaging in extensive reading, students said their language had improved. In my case, while observing the classroom, I saw that students are actively involved in both reading and discussions; they seem eager to share their ideas about the materials. There is a sense of excitement as students engage and interact with one another, showing their involvement in the learning process.

In the same concern, in FGD with students, Participant 1 mentioned, “After reading extensive reading materials, mostly novels (*Wonder*, *The Giver*) and fiction (*Saya*), my reading confidence had developed.” While Participant 2 said that “I understood text better”. Additionally, most of the participants said that after reading different materials (novels (*Wonder*), fiction (*Monsoon*), poem (*Still I rise*), stories (*The room without windows*)) they felt more comfortable with new words, and they could read and write confidently. A few participants even said they had started reading more challenging books also. This showed that, through extensive reading, their confidence and language skills had greatly improved. Getting students involved in extensive reading (ER) helped improve their language abilities, critical thinking, and fosters a love for reading. One of the respondents said that “I’m actively involved because I get to choose the materials that I like most; I read and discuss with my friends, to help me understand text better” where other students said that “it’s fun to talk about the

materials to each other it makes us feel more connected to the materials, and we enjoy the materials that we read novel, fiction because they are related to our class topics and often link to real-life experiences. Students enjoy being actively involved in the process, particularly because they have said in their reading materials, and group discussion help them to understand text better and foster deeper connection to the materials.

In the same Case, I took interview with English Teacher, the teachers also shared about student engagement in ER “ I make sure that students are actively involved by encouraging them to choose their own reading materials, I also ask for their opinions and feedback on the materials we use. I also create environment where students feel comfortable and share their perspectives”. The teacher actively involves students by letting them choose their materials and seeking their feedback on what they enjoy. This creates a classroom culture where students feel comfortable and share their ideas. There is sense of excitement as students engaged and interact with one another, showed their involvement in the learning process.



*Figure 5: Nine class students, and all were girls.*

### **Material Quality for Language Growth**

This focuses on how well the materials contribute to language development in students. In the classroom both students and teachers frequently used to read different kinds of materials, for their language growth. In my Case, while observing the classroom I saw that the reading materials which they used contributed significantly,

novels (Muna Madan, Summer love, Wonder) with love stories with strong characters, biographies of famous people (Auto biography of BP Koirala, Mahatma Gandhi, Who was Albert Einstein) to student language growth. They frequently use newly learned vocabulary in discussion, and their comprehensions improves as they engage with increasingly challenging texts.

In the same concern, In FGD I found that, Participants 1 said “I feel that the novels (Animal Farm), stories (The Open Window) and fictions (Monsoon) are really good to improving my language. And they’re well written, interesting to read, as well as I learned a lot of new words, sentences by reading ER materials. Most of the respondents said that “the best materials are those that helped us to learned new words and we also understand that how they’re used in different sentences. We can see the improvements in our vocabulary, especially when we can read books with new and interesting words. Students found that the well-written novels and stories are most beneficial for their language development. Moreover, these materials are not only introduced new vocabulary but also help them understand how to use words in different contexts.

In the same Case, I took interview with English Teacher, the teachers also said “I focus on provided materials that not only challenge students but also contribute to language growth. I choose materials based on the quality of language they offer. I prioritize well-written stories and texts that help the students to grow their vocabulary and improved their understanding of grammar and syntax as well”. The teacher prioritized high-quality materials that challenged students while contributed to their language growth. These materials exposed students to new vocabulary and diverse sentence structures, facilitating overall language development. They frequently use newly learned vocabulary in discussion, and their comprehensions improves as they engage with increasingly challenging texts.

### **Minimized Reading Challenges**

After practicing Extensive Reading (ER) many students shared how certain reading challenges were minimized due to effective strategies and teacher support. However, many students noted improvements in their reading skills. In my Case, while observing the classroom I saw that, students were actively involved in

discussions, which helped them to understand text better, they shared ideas and helped each other with challenging sections of the reading.

In the same Concern, in FGD with students, Participant 1 mentioned, “Since Extensive Reading started, I can now read longer texts and understand them easily, as I feel confident in reading English”. It means that the consistent practice helped them to build confidence and tackle longer and complex text. Participant 2 shared, “I learn many new words from novels and articles, and seem them in context made it easier to remember”. Participant 3 shared that “sometimes, the vocabulary is difficult, and it takes time to understand the main ideas, but I had trying to use the different strategies which the teacher teaches give me to work through the difficulties”. Many of the Participants shared that “the teacher always helped with difficulties parts and gives extra resources when needed”. The diversity of materials allowed them to encounter vocabulary in different context, making learning more effective. Most of the Participants shared that they work in group, understand difficult part of the text and try to solved by discussing, that made the reading more interesting and easier. The teacher played a crucial role in minimizing reading challenges by using various teaching strategies.

In the same case, I took interview with English teacher, according to teacher “I use a mix of strategies like reading a loud, group discussion, and peer feedback to engage students. I also connect the materials to their interest and reading levels” by incorporating group discussions, debates and individual perspectives on reading, the teacher helped students engaged deeply with the materials, and making it easier to overcome challenges. It means that the combination of teacher support, diverse strategies, and student collaboration helped minimize reading challenges during the extensive reading process.

### **Key Findings**

- Students were more interested and motivated to do Extensive reading because the school provided a variety of reading materials that matched their interests and levels, and the teacher supported them by encouraging different types of reading both in classroom and at home.

- At St. Mary's School, Extensive Reading started as a weekly activity but later became a daily routine where students shared what they read, discussed ideas, and got help from teacher, which made reading easier and improved their skills.
- The teacher used a variety of engaging activities like group discussions, peer discussion, debates, presentations, and reading strategies to support Extensive Reading, allowing students to choose materials they enjoyed and helping them to improve their understandings, vocabulary and critical thinking.
- Extensive Reading helped students learn and use new words more easily by reading books that matched their interests, and with the teacher's support, they became more confident using those words in speaking and writing as well.
- Extensive reading made learning enjoyable for students by allowing them to choose materials that matched their interests and levels, helping them improve reading skills and vocabulary without feeling pressured.
- The reading materials for grade nine students were well-suited to their interests and levels, with the teacher balancing both challenging and accessible texts to enhance learning.
- Individual support from teacher played a crucial role in helping students overcome challenges, build confidences, and improve their language skills during Extensive Reading activities.
- The teacher's support, including constructive feedback, vocabulary assistance, and fun activities, was a key in helping students understanding their reading, feel confident, and stay engaged in extensive reading process.
- Student engagement in Extensive Reading significantly improved their confidence, language skills and understandings of texts, with active participation in reading, discussions, and choosing materials that matched their interests.
- Materials that matched their interest and level, such as novels, stories, fiction and biographies significantly contributed to student's language growth by enhancing vocabulary, comprehension, and understanding of grammar and sentence structure.

- Effective strategies, teacher support, and collaborative group work helped students overcome reading challenges, improve their comprehension, and build confidence in handling complex texts.

## **Discussion**

This study aimed to explore the practices of Extensive Reading in English Language Teaching. Evaluate the effectiveness of the reading materials used, and suggest ways to improve the practices and the materials of ER. The review of previous studies provided helpful insights into how ER is used and how these findings could apply, by connecting these studies to the findings, this discussion offers a better understanding of what's working well and what improvements are needed. The discussion integrates the key theme from the previous research with the finding of this study provide a comprehensive understanding.

A major theme that came up to both the research and practice of letting students choose their own reading materials. Studies like those by Lindawati (2021) and Dickinson (2017) show that allowing students to select texts which they enjoy helps them engage more with their reading, in my study, when the students read the materials I found that, students also enjoyed having the freedom to pick books that interested them. However, Bohara (2023) points out that its also important to have activities before, during and after reading to improve understanding and memory. It is confirmed that, in my study also students liked choosing their books, the study found that, St. Mary's school could improve by adding more activities after reading, such as discussions or reflection exercises, to help deepen their understandings. In addition, the study was the effectiveness of the reading materials used, researched by Hidayat & Nurinayah (2018) and Gautam (2021) emphasizes the importance of choosing materials that are both interesting, relevant and at the right level of difficulty for the students. In the findings of my study, it is similar that the students generally liked the books they were given, there was a mismatch between the difficulty of the materials and the students language abilities. The findings align with Ghimire (2015), who suggests that reading materials should be challenging but not too difficult. But, In my study it was little much different that the teacher choose the materials that better match the student language levels, as recommended by Bhandari (2022) and Khadka (2027), to keep students motivated and engaged, in the same line, the finding of my

study shows that, students are engaged and motivated to choose the materials that match their interest and level, as well as supported and guided by teacher also.

The need to improve the practices of ER, the review of previous research stresses that the teachers play a key role in supporting ER activities. Studies by Singh (2016) and Mikami (2017) noted that providing structure and activities from feedback from teachers can significantly improves students understanding and improvements. In my findings it mentions that the teachers did offer support, feedback and give guidance, motivate them stay always engaged in reading to the student. This agrees with the findings of the Chaudhary (2020) and Bohara (2023), who also highlight need more consistent and structured feedback, to address this, in my study also recommends adding more activities after reading, like, group discussion, vocabulary exercises to improve understanding and keep students engaged with the materials.

In Vygotsky's theory, just like here in extensive reading, students engaged in learning during extra time, and later they shared what they have learned in the classroom, and they work in groups, in pairs, interact and solve the problems. Through problem-solving, there is interaction happens, and during interaction, sharing takes place. This helps in further developing concept of proximal development, where scaffolding is provided through input, and from this, learning occurred. Socio-cultural perspectives are reflected, and this is experienced in the use of extensive reading and their practices in the classroom.

In conclusion, this study found that extensive reading program at St. Mary's school is very helpful, there are still areas that need improvements. The review of previous research supports the ideas that successful ER practices depend on selecting the right materials, involving teachers in the process, and having structure reading activities. By focusing on these areas, St. Mary's school can improve its ER program and provide students with more engaging and effective learning experiences. Choosing better reading materials, making sure the difficulty level matches the students abilities, and giving more teacher support through activities and feedback will help students to improve their overall language skills.

## **Chapter V**

### **Conclusion and Recommendations**

This chapter provides highlighting the key findings and insights gained from the study. It presents the conclusions drawn based on the analysis and interpretation of the data. Additionally, this chapter offers a recommendation for future research and practical applications, suggesting ways to improve or further explore the topic.

#### **Conclusion**

Extensive reading (ER) is a widely recognized method in English Language (ELT) where students read a lot of materials for fun and general understanding, rather than focusing on every detailed of the study. The goal is to help students improve their reading skills, reading speed, fluency, comprehension vocabulary and language abilities by encouraging them to read variety of text based on their interest and level. ER is all about reading a lot of materials, rather than analyzing a small amount in detail. So students are encouraged to read as much as they can and explore different materials which helps to grow their reading. ER play the vital role developing language growth, for that it is necessary to see that how ER is practiced in the classroom, most of the students told that they enjoy picking their interested materials, which helps them understand better and improve their reading skills, teacher also agree that students are more motivated when they choose books that interest them, it means that the Teacher giving students freedom to choose their reading materials boosts their interest and language growth. Students feel supported by teachers who offers variety of materials and encouraged them for reading, teachers believe they are essential in guiding students by recommending books and keeping them motivated, in the classroom the teacher actively help the students select materials and stay focused on reading. most of the students told that they enjoy being involved in reading and discussing books, which helps them learn more, teacher also notice students engage more when activities like group discussion are the part of reading process. When the students share their thoughts about what they read, they become more engaged and learn better. Students said that sometimes they faced challenges in new words and ideas but the teacher help them by explaining. Teacher also recognizes the challenges and provide extra help and provide simpler materials to the students.

For reviewing the right reading materials, students like having a variety of reading options and feel free to choose the books which are at the right level for them, teachers also carefully selected the materials that are suitable for their students reading abilities, the materials chosen for are appropriate, helping students stay engaged and learn effectively. Students used variety of materials novels, stories, fiction and they said the materials help them to learn new words and improve their reading skills. Teacher also agreed that the materials are effective in helping students to develop their language skills. It means that the materials significantly help students to improve their vocabulary and reading fluency. Students agreed that the materials for class nine are just right no too hard not to easy, which helps them stay motivated. Students believed that the ER materials help them improve their language by showing how language is used in real life. For the improvement of the ER they suggest that adding more digital books, audio books, articles which make reading more interesting. Most of the students said that they would like to read modern and relevant texts that relate to their lives and interest. Students appreciate the teachers, when they give clear guidance and feedback, helping them stay on track with the reading. students enjoy when they share ideas, perspectives about what they read and participating in discussions which keep them engaged. Most of the students said that they feel ER positive effect on their reading, which helps them improve their vocabulary and reading fluency. Students said that some difficulties in ER likewise, lack of time, difficulty in vocabulary but teacher help them to overcome the issue, by providing extra time, extra resources, support, guidance and help individually. Overall, extensive reading working well, and play the significant role at St. Mary's school Gorkha. Students are engaged with the materials and their language skills, to supportive teacher for always helped to well-chosen effective materials. Adding more digital resources, as well as modern texts, which is relevant and interesting which match the student level. It means that the student performance in the classroom, how teacher taught in the classroom, what materials he provided, how he engaged the students and teachers showed that they agree that extensive reading is beneficial and can be even more effective with some improvements.

## **Recommendations**

The findings and the recommendations of this study will be valuable for English Teachers, student evaluators, textbook writers, researchers, and anyone interested in conducting research in the field of English Language (ELT). Based on these findings and conclusions, I have drawn key recommendations and pedagogical implications at three different levels, which are detailed below:

### ***Policy Related***

Based on the findings of this study, there are several suggestions for improving Extensive Reading (ER) practices in schools. Policy makers should focus on providing students with a wide variety of reading materials, both books and digital resources, to help them develop their reading skills. To support this, teachers should be trained on how to use these materials effectively in the classroom. Schools should also make sure that there are enough resources available, such as digital reading platforms and audiobooks, so that students can enjoy and access reading materials more easily.

Additionally, improving technology and internet access in schools, especially in rural areas is important. This will make digital reading tools more accessible to all students. Policy makers should also encourage the creation of online reading communities where students can collaborate and discuss what they read. Finally, curriculum developers should include interactive elements in the ER program to make the learning experiences more engaging and suited to students' interests.

### ***Practice Related***

The study shows that extensive reading can significantly help students improve their language skills and stay engaged with learning. Teachers play an important role in motivating students and choosing the right reading materials. To improve the practice of ER, teachers should give freedom to the students to choose their own reading materials. When students can pick books they like, they are more likely to be motivated. Teachers should also include activities like group discussion and peer reading sessions to make the reading experience more interactive and engaging.

It's important for teachers to choose reading materials that are neither too easy nor too difficult for students. This way, students will be challenged but not overwhelmed. Teachers can also use digital resources to make reading more exciting and accessible. Regular training should be provided to teachers so they can learn how to best use these tools in their classroom. Finally, challenges like difficult vocabulary or limited time for reading can be overcome by using additional support materials or strategies to help the students.

### ***Further Research Related***

This study provides useful information about how Extensive reading works in schools, but more research is needed to learn even more. Future study could look how digital resources like e-books, audiobooks help to improve student's engagement and language skills in ER. It would also be helpful to study more in different areas of different schools, especially in rural or remote places, to see how location affects the success of ER programs.

Further research could focus on how ER improves student language skills overtime, like their vocabulary and fluency. It would also be useful to understand the challenges that students face with ER, such as finding the right materials or dealing with reading fatigue, and how these challenges can be solved. Researcher might also want to look at how both students and teachers feel about ER and how these opinions change in different schools. Doing surveys, action research or ethnographic studies in various schools could help improve ER practices and make them even more effective.

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## **Appendices I**

This classroom observation guidelines had been prepared a complete research work entitled Practices of Extensive Reading in English Classroom: A Case of Private School in Gorkha District. It consists open ended questionnaire for observation guidelines based on my research study. I am interested to use this observation guideline tools with English teacher from St. Mary's School Gorkha. which aims to explore the practices of extensive reading in English in Grade nine and to assess the effectiveness of the materials being used for Extensive Reading.

### **Classroom Observation Guideline**

- i. How does the Teacher introduce Extensive Reading activities to students?
- ii. What specific strategies are used to engage students in the Extensive Reading activity?
- iii. What materials do teacher recommend or provide students to read?
- iv. Are students actively participating in the Er activities (e.g., discussing, reading aloud, working in groups)?
- v. How does the teacher encourage students to stay engaged during the Extensive Reading activity?
- vi. Does the teacher use any reading strategies (e.g., skimming, scanning, predicting, note-taking)?
- vii. How do students apply these strategies during their reading?
- viii. What types of reading materials are provided (e.g., books, newspapers, magazines, online articles)?
- ix. Are the materials are printed or digital?
- x. Are the materials suitable for grade 9 students in terms of difficulty and content?
- xi. How does the teacher ensure that materials align with students interests and proficiency level?
- xii. How do students engage with the materials? Do they seem interested or motivated to read?
- xiii. Are there any signs of difficulty (e.g., students struggling with vocabulary or comprehension)?
- xiv. As students working in groups or individually during the reading activity?
- xv. How do group discussion or individual tasks enhance the ER process?



**Observing the classroom then made notes, recorded on mobile devices and transcribe them are bellows:**

1. How does the teacher introduce ER activities in students?  
⇒ The teacher introduces the ER activity by first explaining its importance in developing language skills. the teacher makes sure to engage students by discussing the benefits reading outside books, like improving vocabulary, comprehension, fluency. The teacher provides a brief overview of the available reading materials and encourages students to choose books that match their interests.

2. What specific strategies are used to engage students in the ER activity?  
⇒ The teacher used various strategies to engage students in ER. This includes allowing students to choose their own reading materials. Which increase their interest and motivation. The teacher also conducted group discussion, presentation, peer discussion, where students share their thoughts of the books that they read. Additionally, students are encouraged to read aloud in class to improve pronunciation and fluency.
3. What materials do teacher recommend to provide students to read?  
⇒ The teacher provides a diverse range of materials including novels (To kill Mokingbird, The giver, Animal farm, Wonder) fiction (summer love, Saya, Monsoon, Everything Everything) Biographies (BP Koirala autobiography, who was Albert Einstein, mahatma Gandi, The legacy of Martin Luther King Jr) Articles (The role of women in Nepali society, protecting Nepal's Natural Heritage) poem (still I rise, a dream with in a dream) short stories (the lottery, the necklace) newspaper (The Kathmandu Post, The Himalayan Times, The Rising Nepal) stories (the room without windows, Muna Madan), and others more informational and relevant text related to the academic parts, catering to different students interests level and reading preference.
4. Are students actively participating in the ER activities (e.g. discussing, reading aloud, working in groups)?  
⇒ Yes, students are actively participating, during group discussions they engage in meaningful conversations about the texts they are reading. many students volunteer to read aloud, and their peers listen attentively, following along. There is also collaboration in group activities where students help and support to each other and understand the challenging parts of the reading materials.
5. How does the teacher encourage students to stay engage during the ER activity?  
⇒ The teacher uses a combination of praise and encouragement to maintain student engagement. Positive reinforcement is provided when students make insightful comments to show progress in their reading. the teacher also uses interactive activities like quizzes and reflection exercises to keep the students interest high.

6. Does the teacher use any reading strategies (skimming, scanning, predicting, note-taking)?  
⇒ Yes, the teacher teaches several strategies including skimming to get the gist of the text, scanning for specific information, and predicting, the plot in stories. Students are also encouraged to take notes on key ideas and new vocabulary to help them better understand and remember the materials.
7. How do students apply these strategies during their reading?  
⇒ Students apply these strategies effectively, for instance they skim through chapters to get an overview of the story then scan the text for specific details when needed. Some students take notes or highlight important words while reading, and they use these notes during group discussions or while answering questions about the materials.
8. What types of reading materials are provided (e.g. books, newspapers, magazines, online articles)?  
⇒ The teacher provides a mix of materials, including both printed and digital formats, this includes traditional books, newspapers, magazines, novels, which are easily found in the school library some time he shows, suggest different novels and articles from smart board/ online resources. The variety ensure that student have access to diverse content which helps maintain interests and cater to different learning preferences.
9. Are the materials are printed or digital?  
⇒ The materials are both printed and digital printed books are provided for in-class reading and online materials (novels, articles) are available for students to access at home. The blend of formats ensures flexibility and accessibility for all students.
10. Are the materials suitable for grade nine students in terms of difficulty and content?  
⇒ Yes, the materials are well-suited to grade 9 students. The teacher ensure that the texts are not too difficult but still challenging enough to push student's reading abilities the content is age appropriate and often includes topics that resonate with the student interest, such as adventure personal development and cultural relevant topics.

11. How does the teacher ensure that materials align with students interests and proficiency level?
  - ⇒ The teacher regularly checks in with students to ask about their reading preference and any challenges they may be facing, based on this feedback, the teacher select materials that match students interests and proficiency level. Moreover, the teacher observes students' progress and adjusts the difficulty level of the texts accordingly.
12. How do students engage with the materials? Do they seem interested or motivated to read?
  - ⇒ Students are highly engaged with the materials. They actively participate in discussion, often sharing their excitement, curiosity about the stories, they are reading the ability to choose their own materials seem to increase their motivation, as they can pick up topics that interest them. Many students seem motivated to continue reading on their own time.
13. Are there any sign of difficulty (e.g. students struggling with vocabulary or comprehension)?
  - ⇒ While most of the students are unable to engage with the materials, some do face challenges particularly with more complex vocabulary or unfamiliar phrases. However, the teacher addresses these difficulties by providing explanations and encouraging students to use context clues. The teacher also suggests using dictionary and provides additional vocabularies exercise to support comprehension.
14. As students working in groups or individually during the reading activity?
  - ⇒ Students alternate between working individually and in groups. While they read individually, they often collaborate in groups afterward to discuss the materials. The group discussion allows students to share their understanding and help one another clarify any confusion about the text.
15. How do group discussion or individual tasks enhance the ER process?
  - ⇒ Group discussion and individual tasks enhance the ER process by providing students with opportunities to engage with the text in different ways. In group discussions, students are express their opinions and compare their interpretations of the materials, which deepens their understandings individual tasks allow students to reflect independently and improves their critical thinking skills, reinforcing what they've learned during the reading.

## **Appendices II**

This interview guidelines had been prepared a complete research work entitled Practices of Extensive Reading in English Classroom: A Case of Private School in Gorkha District. It consists open ended questionnaire for interview guidelines based on my research study. I am interested to use this interview guideline tools with English teacher from St. Mary's School Gorkha. which aims to explore the practices of extensive reading in English in Grade nine and to assess the effectiveness of the materials being used for Extensive Reading.

### **ELT Teacher Interview Guideline**

- i. Can you describe your experience with teaching Extensive Reading in grade 9 at St. Mary's School?
- ii. How long have you been incorporating ER into the curriculum?
- iii. What specific strategies do you use to teach ER to your students?
- iv. How do you motivate your students to participate in extensive reading activities?
- v. Do you use any particular classroom activities (e.g., group discussion, book reports) to enhance the ER process? If so, please explain.
- vi. What types of materials do you use for extensive reading in your classroom?
- vii. How do you select or choose these materials (e.g., books, online resources)?
- viii. Do you think the materials you are using are appropriate for the grade 9 level? Why or why not?
- ix. How effective do you think the current materials are in improving your student's reading skills?
- x. Have you received any feedback from students about the materials used? What is their response to the materials?
- xi. Are there any materials that you think would work better for extensive reading?
- xii. What challenges do you face when implementing extensive reading in the classroom?
- xiii. How do you address these challenges?
- xiv. What changes or improvements would you suggest for the current ER practices at St. Mary's School?
- xv. Are there any additional materials or resources that you think would be helpful in improving in effectiveness of ER?

**I conducted interview then recorded on mobile devices and transcribe them are bellows:**



Me: Good Morning Sir, I' m Kritika Basnya, from Central Department of English Education Tribhuvan University, Kirtipur Kathmandu. Well, the reason behind I m here is for my thesis, for collecting data, the topic of my thesis is Practices of Extensive Reading in English Classroom: A case of private school in Gorkha District. We know that Extensive Reading helps to developed our overall language skills, moreover reading is one of them, many people even in private school, student face different problem in reading English as well as in vocabulary. This study aims to explore the practices of extensive reading and, to assess the effectiveness of the materials being used for extensive reading. so that, I select this topic for my thesis. Let's start our interview. First of all, please sir give me you introduction.

Sir: My name is Budh Bahadur Gurung, from Kiphire, Nagaland, a native of Soti, Aarughat Municipality, Gorkha. So your thesis topic is about extensive reading?

Me: Yes, sir.

Sir: ok mam, start your Interview, I will try my best to give my answer.

Me: Sure Sir, ok, can you describe your experience with teaching ER in grade 9 at St. Mary's School?

Sir: My experience teaching (ER) in grade 9 at St. Mary's school has been incredibly rewarding. Student have shown great enthusiasm for exploring a wide range of texts, and its been exciting to watch their reading fluency and comprehension improves as they engage with books that interest them. The classroom environment is very supportive, with students actively discussing and sharing their thoughts on their reading it was wonderful to see how ER has positively impacted their confidence in both reading and speaking skills.

Me: Ok, and How long have you been incorporating ER in to the curriculum?

Sir: I've been incorporating ER into the grade 9 curriculum for about last 10 month, because I am fresher in the school, over this I've noticed significant improvements in the student's reading habits and their overall engagement with the English language. This has become an integral part of the learning process.

Me: What specific strategies do you use to teach ER to your students?

Sir: I use several strategies to make ER enjoyable and effective, one of the main strategies is setting aside dedicated reading time during class, allowing students to immerse themselves on their chosen texts. I also encourage them to select books based on their interest and reading levels, which has made the learning process more personalized, to enhance comprehension, incorporate group discussion where students share their insights and challenge thinking. Lastly, I offer quizzes or reflection to help students track their progress and stay engaged.

Me: next question is, How do you motivate your students to participate in ER activities?

Sir: I motivate my students by making the reading process fun and rewarding setting personal reading goals and celebrating achievements, no matter how small, help keep them engaged, I also ensure that there's variety of books to choose from, including genres that appeal to different tastes creating a positive and supportive atmosphere, where students comfortable to share their thoughts on the books, also keep them motivated.

Me: Sir, Do you use any particular activities (e.g. group discussion, book reports) to enhance ER process? If so, please explain?

Sir: Yes, I use group discussion as one of the key activities to enhance ER process. After reading a book students are encouraged to participated in group discussions, where they can share their thoughts, summarize what they learned

and also debate certain aspects of the story this helps them deepen their understandings of the materials while improving their listening and speaking skills.

Me: What types of materials do you use for ER in your classroom?

Sir: I use variety of materials for ER, including graded readers, novels (To kill Mokingbird, The giver, Animal farm, Wonder) fiction (summer love, Saya, Monsoon, Everything Everything) Biographies (BP Koirala autobiography, who was Albert Einstein, mahatma Gandhi) Articles (The role of women in Nepali society) poem (still I rise, a dream with in a dream) short stories (the lottery, the necklace) newspaper (The Kathmandu Post, The Himalayan Times, The Rising Nepal) stories (the room without windows, Muna Madan). I ensure that the materials cover different genres. Also occasionally incorporate digital texts and online resources to add variety and give students more option to explore.

Me: How do you select or choose these materials (e.g. books, online resources)?

Sir: I select materials based on a few key factors: students' interest, appropriate reading level, and thematic relevance I always ensure that the materials cater to various reading levels so all students can find something that challenges them while still being accessible. Additionally, I chose books and online resources that cover broad range of genres and topics, which helps the reading experience engaging and relevant to students lives.

Me: Do you think the materials you are using are appropriate for the grade 9 level? Why or why not?

Sir: Yes, I use the materials are very appropriate for the grade 9 level. They provide just the right balance of challenges and readability. The books and resources I select encourages students' strength their reading abilities without becoming overwhelming by offering a range of option, I can ensure that every students' the can find materials that fits their proficiency level while still pushing them to improve.

Me: How effective do you think the current materials are in improving your students reading skills?

Sir: The materials I've been using highly effective in improving students reading skills. they have greatly enhanced their reading fluency, comprehension and vocabulary. Students are also becoming more comfortable with different types

of texts, which has broadened their overall understandings of the language I've noticed a marked improvements in their ability to discuss and analyse what they've read, which is a clear indicator of how much their skill have grown.

Me: Have you received any feedback from students about the materials used? What is their responses to the materials?

Sir: Yes, the feedback from students has been positive, they enjoy the variety of materials offered especially when they can choose books based on their own interests, many students have mentioned that they feel more confident in their reading and even look forward to the reading time in class. They have also expressed how much they appreciate the opportunity to share their thoughts with peers which deepens their engagement with the materials.

Me: Are there any materials that you think would work better for ER?

Sir: While the materials we currently use are great, I believe adding more contemporary, real-world resources like articles from popular magazines or even social media post, could further enhance the relevance of the materials. It would also be beneficial to incorporate more multimedia option such as audio books or interactive e-books to accommodate different learning styles and preferences.

Me: What challenges do you face when implementing ER in the classroom?

Sir: One challenges I face is varying levels of students' engagement with reading while some students are very motivated, others sometimes struggle to stay interested or find the reading materials challenging. Additionally, there are occasionally time constraints as students often have busy schedule outside of school, however these challenges are manageable and I am always looking for ways to overcome them.

Me: How do you address these challenges?

Sir: To address the varying levels of engagement, I try to provide a wide range of materials so every student can find something that excited them. I also allow students to set personal reading goals and reward progress to keep them motivated. Time constrain can be tackled by creating more in-class reading time and encouraging students to use small pockets of time throughout their day for reading.

Me: What challenges or improvements would you suggest for the current ER practices at ST. Mary's school?

Sir: One improvement could be created more structured reading schedules, where students have specific weekly goals and check ins on their progress.

Additionally, incorporating more interactive and collaborative activities like books clubs, could make the experience even more engaging I also suggest expanding the range of digital materials available to students, as they can be a fun and assessable way to keep them motivated.

Me: Are there any additional materials or resources that you think would be helpful in improving in effectiveness of ER?

Sir: Additional materials that could further enhance ER would include a wide selection of digital texts library books and audiobooks. Online reading platforms when students can track their progress and even participate in virtual books discussion would be beneficial, moreover, it could be helpful to include more materials that reflects current events and trends to make reading even more relevant to their everyday lives.

Me: ok, thank you so much sir for your valuable time.

Sir: thanks, to you to mam for giving me this sharing opportunity.

Me: once again, thankyou sir.

### **Appendices III**

This FGD guidelines had been prepared a complete research work entitled Practices of Extensive Reading in English Classroom: A Case of Private School in Gorkha District. It consists open ended questionnaire for FGD guidelines based on my research study. I am interested to use this FGD guideline tools with some students of nine class from St. Mary's School Gorkha. which aims to explore the practices of extensive reading in English in Grade nine and to assess the effectiveness of the materials being used for Extensive Reading.

#### **Focus Group Discussion (FGD) Guideline**

- i. How often do you practice Extensive Reading outside classroom?
- ii. Can you describe a typical ER session in your class? What activities do you usually do?
- iii. What kinds of reading materials have you used in ER so Far?
- iv. How do you feel about the materials you read during ER? Do you find them interesting and relevant?
- v. Are there any specific materials you enjoy reading more than others? Why?
- vi. Do you use any specific strategies while reading the materials (e.g., highlighting, taking notes, summarizing)? How do these strategies help you in understanding the text?
- vii. Do you ever discuss the materials with your classmates? How does that help you in understanding the reading better?
- viii. Do you think your reading ability has improved since you started ER? In what way?
- ix. Have you notice any improvements in your vocabulary or understanding of English through ER? Could you give examples?
- x. What do you like most about the ER sessions? What would you change if you could?
- xi. Are there any types of reading materials you would prefer to use more often in the future? Why?
- xii. How can the teacher or school make ER more enjoyable or useful for you?

**Focus Group Discussion some students then, recorded on mobile devices and transcribe them are bellows:**



Me: Good Morning everyone, I' m Kritika Basnya, from Central Department of English Education Tribhuvan University, Kirtipur Kathmandu. Well, the reason behind I m here is for my thesis, for collecting data, the topic of my thesis is Practices of Extensive Reading in English Classroom: A case of private school in Gorkha District. Extensive Reading is very important for developing our overall language skills, it helps to develop our vocabulary, comprehension, we read extensive reading for pleasure. many students even in private school, student face different problem in reading English as well as in vocabulary. This study aims to explore the practices of extensive reading and, to assess the

effectiveness of the materials being used for extensive reading. so that, I select this topic for my thesis. Let's start our discussion, I will ask some question to you all, you individually share your perspectives ok. Ok let's start our discussion.

Me: How often do you practice Extensive Reading outside the classroom?

P1: 2-3 times in a week.

P2: daily for 15 minutes.

P3: once a week.

P4: 3-4 times in a week.

P5: when I get free.

P6: after completed homework.

P7: before going to sleep.

Me: Can you describe a typical ER session in your class, what activities do you usually do?

P1: 20 minutes reading, group discussion.

P2: quiet reading followed by class discussion.

P3: reading and sharing thoughts.

P4: reading for 20 minutes followed by quiz.

P5: silent reading followed by presentation

P6: reading then pair discussion.

P7: reading individually, then group sharing.

Me: What kinds of materials have you used in ER so far?

P1: novels (To kill Mokingbird, The giver, Animal farm, Wonder)

P2: fiction (summer love, Saya, Monsoon, Everything Everything)

P3: Biographies (BP Koirala autobiography, who was Albert Einstein, mahatma Gandhi)

P4: Articles (The role of women in Nepali society)

P5: poem (still I rise, a dream with in a dream)

P5: short stories (the lottery, the necklace)

P6: newspaper (The Kathmandu Post, The Himalayan Times, The Rising Nepal)

P7: stories (the room without windows, Muna Madan,)

Me: How do you feel the materials you read during ER? Do you find them interesting and relevant?

P1: yes, I find interesting when it is kindly of that mystery and super natural.

- P2: yes, I find interesting as it is removes our boarden and warden develop our thinking ability.
- P3: yes, I find them interesting that I get to learn many new words and sentences.
- P4: yes, it is interesting because it intends our knowledge develop our vocabulary power.
- P5: yes, I find them relevant it broadens thinking power.
- P6: yes, I find them interesting because by that book we can do exercise we can increase our brain power.
- P7: yes, I find them relevant because it increased our vocabulary and increase our reading speed and reading fluency as well as comprehension.
- Me: Are there any specific materials you enjoy reading more than others? Why?
- P1: a mystery books, which keeps me guessing.
- P2: Biographies, which inspired us.
- P3: adventure stories, which are very exciting.
- P4: Detective novels, which are always curious.
- P5: motivational books, inspires me.
- P6: novels with strong characters.
- P7: magazines and newspapers fast and easy to read.
- Me: Do you use any specific strategies while reading the materials (e.g. highlighting, taking notes, summarizing) how do these strategies help you in understanding the text?
- P1: sometimes I highlight the main points of that text, and I summarize it in my mind and try to understand it.
- P2: I summarize and highlight the interesting parts, and I can understand the next time better.
- P3: I give more importance to the main point more than others.
- P4: I read the 1<sup>st</sup> half and summarize all to myself, so that I can understand the second part in better way.
- P5: after reading the books I prefer summarizing the text and I can also read and learn.
- P6: while reading I prefer to highlight the main points.
- P7: while reading the materials I should take notes of important things and summarize later.

Me: Do you ever discuss the materials with your classmates? How does that help you in understanding the reading better?

P1: yes, helps in understanding the text better.

P2: discussion gives new insights.

P3: clarifies doubts.

P4: group discussion is helpful.

P5: learning from peers helps a lot.

P6: yes, it enhances my understandings.

P7: yes, peer discussions improve learning, and generate new ideas.

Me: Do you think your reading ability has improved since you started ER? In what way?

P1: yes, I read faster now.

P2: yes, more confident with difficult texts.

P3: yes, I understand text better.

P4: yes, I read more fluently now.

P5: yes, my reading has improved a lot.

P6: yes, I now read more challenging books.

P7: yes, I feel more comfortable with new words.

Me: Have you notice any improvements in your vocabulary or understanding of English through ER? Could you give Examples?

P1: yes, I've notice improvements in my vocabulary, I've learned some new words understanding the English is also better than before.

P2: yes, it has improved my vocabulary and understanding of English I got to learn new words with their different meanings, and also the facts about the worldwide.

P3: yes, I find some improvements in my vocabulary and understanding of English, I get to know.

P4: yes, I have notice improvements in my vocabulary and understanding of English through ER as I have learned some words and slanks, while texting with my friends and some English essays.

P5: yes, I notice some changes in my vocabulary and understanding of English as in academic time we have to write essays and use new words while writing the essays.

P6: yes, because of my vocabulary has been improved in such that, I've learned many new words and meaning of different words which helps to make my English better.

P7: yes, I've notice improvement in my vocabulary and understanding.

me: What do you like most about ER sessions? What would you change if you could?

P1: enjoy in choosing books, more discussion.

P2: a variety of books.

P3: getting chance to choose books that I like most.

P4: discussion and learning from peers.

P5: the freedom to choose the materials what to read.

P6. Enjoyable discussion and books.

P7: I love the variety of materials, which we feel free in reading and we enjoy a lot.

Me: Are there any types of reading materials you would prefer to use more often in the future?

P1: a more mystery books, they keep me intrigued.

P2: more biographies to inspire me.

P3: more adventure stories, they are exciting.

P4: more detective novels, I love the mystery.

P5: more motivational books, they help me stay focused.

P6: more novels with complex characters.

P7: more magazines and newspapers, easy to read and understanding.

Me: How can the teacher or the school make ER more enjoyable or useful for you?

P1: allow us to pick up books that interest us.

P2: increase time for reading sessions.

P3: have more interactive activities after reading.

P4: allow group reading discussion.

P5: gives us wider range of genres to choose.

P6: include more digital resources, visual aids in the material.

P7: provide more relevant online/library resources.

Me: ok, thank you so much dear students.

Participants: thankyou Maam.