

**Challenges Faced by Basic Level English Teachers In Teaching  
Reading Skills**

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

**By  
Anita Aryal**

**Mahendra Ratna Campus  
Tahachal, Kathmandu  
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**2024**

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### **Dedication**

I dedicate this thesis to my parents, whose unwavering love and support have been the bedrock of my journey, and to my teachers, whose wisdom and guidance have inspired and shaped me along the way.

## Acknowledgements

I would like to take this opportunity to express my heartfelt and profound gratitude to the individuals whose support and encouragement were essential to the completion of this research project.

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I would like to acknowledge the scholars and authors whose works I have referenced throughout this study. Their intellectual contributions have significantly shaped my understanding and perspective on the topic of my study.

Last but not least, I wish to express my deepest gratitude to my family for their enduring support, patience, and understanding during the course of my research and writing. Their encouragement has been a pillar of strength, and I am forever thankful for their love and support.

Anita Aryal

### **Abstract**

This is a study on ‘Challenges Faced by Basic Level English Teachers in Teaching Reading Skills’ It aims to explore the difficulties faced by English teachers at the basic level in teaching reading skills, as well as the possible ways they adopted to overcome the challenges. A qualitative research design was employed, and interview guidelines were used as a research tool to collect the data. The data collected were analyzed and interpreted thematically. The study revealed several challenges faced by English teachers, which were categorized into institutional and student-related factors. Institutional challenges included large class sizes, insufficient teaching materials, limited access to modern technology, and inadequate time allocated for teaching. On the student side, challenges involved teaching mixed-ability classes, low student motivation and engagement, the diverse backgrounds of students, and gaps in students' foundational skills. The research also identified possible ways to overcome these challenges. Institutional solutions included the provision of teacher training programs, adequate teaching time, access to modern technology, and sufficient teaching materials. At the teacher level, effective strategies included the use of student-centered activities, a variety of teaching materials, continuous assessment methods, and making connections between lessons and students' contexts. Additionally, teachers were encouraged to focus on motivating students, avoid the Grammar-Translation (GT) method, and prioritize the development of students' foundational skills. This study highlights the complex nature of teaching reading skills at the basic level and underscores the importance of both institutional support and teacher strategies in addressing these challenges.

The thesis consists of five chapters. The first chapter includes the background of the study, the statement of the problem, objectives of the study with research questions, significance of the study, delimitation of the study, and operational definition of the key terms. Likewise, the second chapter involves the review of related literature including conceptual, theoretical, and empirical review along with conceptual framework of the study. In the same manner, the third chapter constitutes the research methodology used in this research study. The fourth chapter deals with the analysis and interpretation of the data and the last fifth chapter presents the summary of the findings, discussion, conclusion, and the implications of the study followed by references and appendices.

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## **Chapter 1. Introduction**

This chapter consists of the background to the study, problem statement, objectives of the study, research questions, significance of the study, delimitations of the study, and the definitions of key terms.

### **Background of the Study**

Reading is a fundamental skill that serves as the foundation for all learning in school. It plays a critical role in the development of cognitive, linguistic, and social skills, making it a central focus in the early years of education. As such, the teaching of reading skills is a primary responsibility of teachers at the basic level. However, despite the acknowledged importance of reading, teachers in many contexts face significant challenges that hinder their ability to effectively teach reading to their students.

Teaching reading skills at the basic level presents various challenges for teachers. In this regard, Mwanamukubi (2013a) identifies factors that contribute to cause of reading difficulties among grade sixth learners and challenges faced by teachers in teaching them how to read. The study found that most of the grade six pupils were not able to read fluently as expected of their grade level. As they read, they committed errors such as mispronouncing, substituting, adding and omitting some words. In the same line, but more notably, Junias (2009) discusses the factors affecting the teaching of English reading skills in a second language to Grade 3 learners in three primary schools, in Ongwediva town of the Oshana Regional Education Directorate in Northern Namibia. This study found that insufficient reading books, poor teaching methods, insufficient teacher and learner's interaction, and overcrowding were some of the factors that made the teaching of reading unsuccessful.

Additionally, Bosha and Ukute (2019) explore teacher's perception towards the challenges of teaching reading skills using communicative language teaching approach; focus on Wolaita Sodo preparatory school. This researcher recommends that the concerned bodies should give due attention to overcome selected problems that hamper teaching reading skills using a communicative language teaching approach particularly mobilising EFL teachers through continuous capacity building activities which is paramount.

The aforementioned statements by the researchers suggest that learners often struggle with basic reading skills, committing errors like mispronunciations,

substitutions, and omissions, which impedes their fluency at higher grade levels. Another investigation reveals that inadequate teaching resources, such as insufficient reading materials, poor teaching methods, and limited teacher-student interaction, further hinder the development of reading skills, especially in overcrowded classrooms. Additionally, challenges in implementing effective teaching approaches, such as communicative language teaching, are also a concern, as many teachers lack the necessary training and support to successfully engage students in reading activities. These studies suggest that addressing reading difficulties requires a comprehensive approach, including better resource allocation, teacher training, and the use of more effective, learner-centered teaching strategies.

Understanding these challenges is crucial, as the ability to teach reading effectively has long-term implications for student success. This study aims to investigate the specific barriers faced by basic-level teachers in teaching reading skills, focusing on the key factors that impede effective reading instruction and exploring potential strategies for overcoming these challenges. When challenges arise in teaching reading skills, it is essential for teachers to identify these obstacles and actively seek out effective solutions. At this juncture, the present study attempts to explore the challenges faced by basic level English teachers in teaching reading skills.

### **Statement of the Problem**

There are several issues and knowledge gaps in the field of concerning the challenges faced by basic level teachers while teaching reading skills.

The reading comprehension ability of primary-level English teachers and to compare their ability in terms of experience and training (Bhandari, 2009). Other studies have explored factors affecting teaching of English reading skills in a second language of Grade 3 learners in three primary schools, in Ongwediva town of Oshana Regional Education Directorate in Northern Namibia (Junias, 2009). Additionally, research has examined the practices of teaching reading skills in grade nine at Dil-Ber Secondary school in Ababa, Ethiopia (Mulatu & Regassa, 2022).

As a student teacher, I observed several challenges in teaching reading skills. One of the most significant challenges was the wide range of reading levels and abilities among the students. Each student had different strengths and weaknesses, which made it difficult to provide personalized instruction that could meet everyone's needs. Some students struggled with basic reading skills, while others were more advanced, and finding a way to support all of them effectively was often

overwhelming. Another challenge I faced was encouraging students who were not interested in reading to engage with the materials. Many students seemed uninterested or even resistant to reading, and it took a lot of creativity and patience to motivate them. I tried to make reading more appealing by using different kinds of texts and activities, but keeping students engaged was a constant struggle. Balancing the demands of lesson planning, teaching, and assessment was also a significant challenge. As a student teacher, I had to manage multiple responsibilities at once, and it was often hard to find enough time to prepare thorough lessons, teach effectively, and assess students' progress. The pressure of juggling these tasks sometimes made it difficult to give my full attention to any one aspect of teaching.

Additionally, maintaining student focus and ensuring they stayed on task during reading activities was another challenge. Some students were easily distracted, and keeping the entire class engaged during reading lessons required constant effort. I had to use various strategies, like interactive discussions or small group work, to keep students focused and motivated.

Up to now, the previous studies have not clearly addressed the challenges faced by basic-level teachers in teaching reading skills. This research aims to fill this gap by identifying these challenges and offering solutions to support all stakeholders, particularly Basic Level English (BLE) teachers, who are struggling to teach reading skills effectively.

### **Objectives of the Study**

This study's objectives were as follows:

- To find out the challenges faced by BLE (Basic Level English) teachers in teaching reading skills.
- To find out the possible ways adopted by teacher to overcome the challenges.
- To suggest some pedagogical implications.

### **Research Questions**

The research questions raised in this study were as follows:

- What are the major challenges that BLE teachers are facing while teaching reading skills?
- What are the possible ways adopted by teacher to overcome the challenges?

### **Significance of the Study**

The findings of this study will be beneficial to English language teachers by shedding light on the challenges encountered by basic-level Teacher when teaching reading. It also offered insightful and practical information on the current issues faced by English teachers.

The research may contribute to the educators, curriculum developers, and policymakers, too. Educators can utilize the knowledge gained from the study in real field, i.e. in classroom by promoting collaborative learning, reflecting on experiences, and offering mentorship by experienced ones. Curriculum developers may utilize the research findings to integrate relevant resources, materials, and activities that support the unique needs of English teachers. Likewise, policymakers can use the findings of research to identify specific areas where english teachers may need additional support or training and collaborating with educational institutions or organizations to implement specialized training programs for English teachers. It is significant for other researchers too as they can evaluate the empirical literature and serve as a resource for other researchers in the related field. This information is particularly valuable for researchers, as well as for teachers and students who are directly or indirectly involved in the field of teaching and learning English as a second or foreign language.

### **Delimitations of the Study**

This study had the following limitations:

- Geographical boundaries: This research was conducted within the boundaries of the Kathmandu valley only.

- Selection of schools: This research only focused on three English teachers from two community school and one institutional schools.
- Data Collection Tools: All the required data was collected by using interview guidelines.
- Sources of Data: This study included both primary and secondary sources of data during the study.

The above–mentioned delimitations ensure that, the study remains focused and useful to the researcher. It will ensure that after the study the research question will be effectively addressed.

### **Operational Definitions of the Key Terms**

**BLE (Basic Level English):** This term refers to grades 1 to 8 in the Nepalese education system, which is focused on the foundational stages of formal education in Nepal.

**Reading skills:** In the context of this study, reading skills mean not only the ability to decode written text but also the understanding, comprehension analysis of written language that is taught in the BLE classroom.

**Challenges:** This term refers to the difficulties and obstacles in the context of teaching reading skills, example, and limitations of resources, insufficient trainings, workshops, seminars, and pedagogical strategies faced by basic level educators.

**EFL (English as a Foreign Language):** This term refers to learning and using English as an additional language in a non–English speaking country.

## **Chapter 2. Literature Review**

In this chapter, I lay the foundation for the study by reviewing the relevant literature. This includes examining the conceptual, empirical, and theoretical literature related to the study's topic. I also discuss the implications of the reviewed literature for the study and present the conceptual framework for the research.

### **Review of Conceptual Literature**

Conceptual literature refers to a type of academic literature that delves into the theoretical aspects and ideas related to a specific topic or concept. This type of literature involves examining and analyzing existing research to develop a deeper understanding of the concept under study. The primary goal of a conceptual literature review is to categorize and outline the relationships between various theories and empirical research, providing a comprehensive framework that enhances the understanding of the concept.

### ***Reading Skills***

Reading is a receptive language skill that focused on understanding or comprehending written texts. It involves “the task of receiving or constructing message from a series of graphic symbols” in a written text (Sharma, 2010, p. 333). Reading without comprehension is not true reading; it is merely making noise at written words U. N. Sharma (2012). In reading, the reader identifies letters, words, phrases, and clauses. To effectively read, a reader needs to be active and engaged throughout the process.

According to Harmer (2015), extensive reading typically occurs outside of the classroom and has traditionally been promoted not primarily for language study, but for enjoying the reading experience, practicing reading skills, and gradually acquiring language.

Up to the earlier statement signified, studies have shown that extensive reading is generally conducted outside the classroom. It has traditionally been promoted not with the primary goal of language instruction, but to foster a love of reading, improve reading skills, and facilitate gradual language acquisition.

Furthermore, Grabe (2004) explored how teaching reading is as intricate as mastering any language skill. Many factors influence its effectiveness, including the student's proficiency level, age, first and second language dynamics, motivation, cognitive processes, the teacher's approach, available curriculum and materials, the

instructional environment, and institutional support. All these variables play a crucial role in determining how successful reading instruction will be.

Additionally, Marliasari (2017) states that reading is essential for acquiring knowledge from human experience and collective wisdom, which significantly drives human progress. It begins with the written word and culminates in the reader's understanding as they transform the text into meaningful insights that contribute to their personal growth and development.

Thus, reading plays a pivotal role in accessing the wealth of human experience and collective wisdom, which are foundational to our progress. It starts with the written word, yet its true value emerges when readers engage with the text, transforming it into valuable insights that fuel their personal growth and understanding. Through this process, reading not only broadens knowledge but also shapes the development of individuals and society as a whole.

In conclusion, teaching reading is a complex process influenced by various factors, including the learner's background, motivation, and the instructional environment. Reading itself is a multifaceted cognitive activity that combines both decoding and comprehension skills, enabling individuals to transform text into meaningful insights. Ultimately, reading is not just a means of gaining knowledge, but a powerful tool for personal growth and societal progress.

### ***Components of Reading Skill***

Reading is not a singular skill. It has many components also termed as sub-skills or micro skills of reading. Following Tickoo (2003) there are the following micro skills of reading:

1. recognize the distinctive graphemes (letters) and orthographic (written) patterns of English;
2. retain chunks of language of different lengths in the short-term memory;
3. read what is written at an efficient rate of speed according to the purpose;
4. recognize a core of words, and derive meaning from word-order patterns;
5. recognize grammatical word classes (nouns, verbs, patterns, rules and elliptical forms);

6. recognize that a particular meaning may be expressed in different grammatical forms;
7. recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses;
8. recognize the rhetorical forms of written discourse and how they are significant for the way a reader interprets these forms;
9. recognize the communicative functions of written texts, according to form and purpose;
10. work out context that is not explicit (or obvious) by using background knowledge;
11. from events, ideas, etc. described, work out links and connections between events, arrive at an understanding of causes and effects, and recognize features of the text such as main idea, supporting ideas, new information, generalization and exemplification;
12. distinguish between literal and implied meanings;
13. detect culturally specific information and understand it by placing it in a context of the appropriate cultural schemata;
14. develop and use a wide range of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meanings of words from context, and activating schemata for the interpretation of texts. (pp. 30–31)

### ***Teaching Reading Skills***

Generally, children typically learn to read through a consistent process when they have strong language skills and early exposure to reading. Essential steps in this journey include familiarising themselves with books and print, recognising letters, understanding the relationship between spoken and written words, and distinguishing between speaking and writing. Effective teaching and ample practice at school also play a crucial role in developing strong reading skills.

According to N. J. Anderson (2012), good readers have higher success when they have a solid knowledge base that has been developed through wide reading. Good readers have the foundational skills to listen to someone talk about the topic they have read and they have a higher success rate of understanding.

Up to the previous statement signified that good readers achieve greater success when they have a solid knowledge base that has been developed via extensive reading. Good readers have the core skills to listen to someone talk about the topic they have read, and they have a higher chance of understanding.

Furthermore, E. A. Anderson (2020) argues that if a student lacks the motivation to read, it becomes almost impossible to teach them, encourage reading practice, or help them acquire knowledge through reading. In this regard, Mwanamukubi (2013b) states that:

A teacher may have the required skills in teaching reading, but it becomes difficult for him/her to teach effectively if the necessary teaching and learning materials are not in place. Poor staffing levels means teachers have to attend to more than one class hence being overburdened. In turn, they will not be able to pay particular attention to those learners who have difficulties in reading. (p. 31)

Mwanamukubi's (2013b) argument signifies that a teacher may have the appropriate skills to teach reading, but their ability to teach effectively can be compromised if essential teaching resources are lacking. Moreover, when staffing levels are insufficient, teachers are often assigned to multiple classes, leading to an increased workload. This makes it difficult for them to provide focused attention to students who are struggling with reading.

In conclusion, teaching reading faces several challenges, including a shortage of materials and insufficient staffing, which can impede personalised attention, particularly for struggling students. Addressing limitations such as inadequate resources, insufficient training, and language barriers is crucial for enhancing student engagement. Additionally, embracing technology and digital learning methods can offer greater flexibility and support in overcoming these obstacles.

### ***Techniques of Teaching Reading Skills***

Marliasari (2017) examines two reading techniques skimming and scanning that enable readers to quickly locate information in sources such as books, magazines,

newspapers, or websites without reading every word. Skimming provides a general overview, while scanning focuses on finding specific details.

**Skimming.** Skimming, also known as gist reading, involves quickly scanning a text to understand its main idea. Instead of reading every single word, the reader focuses on identifying the central theme or key points. For example, skimming is commonly used when browsing through magazines or newspapers, or when searching for a specific name in a phone directory.

According to Yusuf et al. (2017), students develop the skill to sift through irrelevant details and focus on what truly matters, which boosts their understanding and memory. With regular practice and guidance, they become proficient at swiftly scanning texts, identifying key terms, and uncovering crucial insights. This ongoing refinement enhances their reading efficiency and effectiveness.

The earlier statement highlighted that students learn to filter out irrelevant information and concentrate on what is essential, which enhances their comprehension and retention. With continued practice and guidance, they become adept at quickly scanning texts, pinpointing key terms, and extracting valuable insights, thereby improving their reading efficiency and effectiveness.

On this matter, Gebhard (1996; as cited in Marliasari, 2017) maintains that:

Skimming is quickly reading to find the general ideas of a text. When you read the newspaper, you are probably not reading it word-by-word, instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research. There are many strategies that can be used when skimming. (p. 111)

In summary, skimming is a rapid reading technique designed to grasp the core ideas of a text without delving into every detail. By concentrating on headings, subheadings, and key sentences, you can efficiently identify main concepts and important points. This method is particularly useful when you need to process large amounts of information quickly, such as during research or meeting preparations. Consequently, skimming is a valuable skill in teaching reading comprehension.

**Scanning.** Scanning is an effective technique for teaching reading skills, particularly when students need to find specific pieces of information quickly. This method involves looking through a text to locate particular details, such as a date of

birth, without reading every word or line. Instead of focusing on all the content, students search for key information efficiently, allowing them to bypass less relevant material.

According to Yusuf et al. (2017), when readers engage with a text, they often look for specific details crucial for comprehension or achieving their objectives. This targeted information typically includes dates, which provide chronological context; names, which help identify significant figures; and locations, which ground the narrative or information geographically.

The statement highlights that readers frequently look for specific details such as dates, names, and locations in a text to deepen their understanding and achieve particular objectives. These details offer chronological context, identify key individuals, and anchor the information geographically.

Furthermore, Gebhard (1996; as cited in Marliasari, 2017) states:

Scanning is a technique quick reading to locate specific information. For examples, we scan telephone books, catalogs, dictionaries, basically any source in which we need to locate specific information. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. (p. 111)

Earlier, it was noted that scanning is an efficient reading technique for quickly identifying specific information. By swiftly moving your eyes across the page, you can easily find what you're looking for and determine whether the resource addresses your questions before diving into a more detailed read.

Thus, scanning is an effective reading strategy that enables students to swiftly locate specific information in a text. By teaching them to recognise key words and visual cues while quickly moving their eyes across the page, scanning enhances their ability to efficiently find relevant details. This technique not only saves time and sharpens focus but is also particularly beneficial for tasks that involve pinpointing facts, such as research and test preparation.

### ***Stages of Teaching Reading skills***

According to B. Sharma (2012), there are three stages for teaching reading. which are outlined below.

**Pre-Reading Stage.** This stage of reading practice is designed to ready students for the upcoming text by enhancing both their background knowledge and

language skills. Teachers can engage students through a variety of pre-reading activities that aim to spark interest, boost motivation, and set the stage for effective reading. These activities are intended to prepare students for the text by activating their prior knowledge and building anticipation.

In the process of engaging with a text, several pre-reading strategies can be employed to activate prior knowledge and set the stage for deeper comprehension. One effective method is discussing any accompanying pictures, figures, or charts, as these visual elements often provide contextual clues and can spark students' curiosity about the material. According to Adhikari (2013), students are asked to write down what they know about the topic and what they want to learn or expect from it. Predicting content based on the title or headline encourages students to anticipate key ideas and themes, setting a purpose for reading. To further activate prior knowledge, students can be prompted to write down what they already know about the topic and what they hope to learn, helping to clarify expectations and guide their focus during reading.

Additionally, Crawford et al. (2005) emphasized the importance of tapping into the prior knowledge that students bring to the classroom, as well as informally assessing their understanding. This includes identifying both what students already know and any misconceptions they may hold. Pre-reading activities might also involve answering a set of questions related to personal experiences or stories, which allows students to connect the topic to their own lives. Finally, discussing the topic in small groups or as a class helps students share ideas and information, creating a more collaborative and interactive learning environment. By integrating these strategies, educators can enhance students' engagement with the material and improve their overall comprehension.

Particularly, this stage of reading practice focuses on equipping students with the essential tools for tackling upcoming reading materials. By boosting their schematic and language knowledge, teachers help make reading more purposeful and effective. Engaging students in varied pre-reading activities and brainstorming tasks ensures they are well-prepared and motivated for the actual reading.

**While-Reading Stage.** While-reading is the stage for actual reading. At this stage, students are reading text to accomplish the tasks that they have been given. This activities are influenced by various thoughts and assumptions related to reading skill.

The process of engaging while-reading several activities can be employed with text to enhance comprehension and retention. According to Adhikari (2013), one critical approach is answering text-related questions, which helps to ensure that readers can extract the main points and their supporting details.

In addition, Crawford et al. (2005) highlighted three key strategies: monitoring one's thinking, making inferences about the material, and establishing personal connections to the lesson. Effective reading also involves identifying main points, monitoring personal thinking, and making inferences about the material, as well as connecting it to prior knowledge. These strategies not only facilitate comprehension but also encourage critical thinking and personal engagement with the content. Choosing the right information and organizing it through methods such as making lists or notes are practical techniques for distilling key ideas and reinforcing retention. Overall, these various approaches work together to support a deeper understanding and a more meaningful interaction with the text.

Thus, while-reading stage is the most crucial part of the reading process, as it involves active engagement with the text to achieve specific tasks and objectives. During this phase, students immerse themselves in the content and employ various strategies and skills to enhance their understanding and retention.

**Post-Reading Stage.** Post-reading activities help students develop higher levels of awareness and cognition by encouraging them to engage in analytical and critical thinking. These activities allow readers to articulate their impressions of the content clearly. The post-reading phase is crucial for expanding, clarifying, connecting, and contextualizing the text that students have engaged with during the while-reading stage.

Several effective activities are recommended for this phase, including engaging with a text involves various critical practices that allow for a deeper understanding and reflection on its content. One key approach is to identify and discuss the major issues presented in the text, synthesizing the core themes and concepts. According to Adhikari (2013), summarizing and interpreting the text in one's own words is crucial for solidifying comprehension and reflecting on personal insights. Critical engagement also requires connecting the text to broader ideological frameworks, recognizing the underlying assumptions and values that shape its arguments. Role-playing and adopting different perspectives can further enhance this

analytical process, encouraging participants to engage with the material in a dynamic, empathetic way.

Additionally, Crawford et al. (2005) emphasize that interpreting and summarizing the main ideas, sharing personal opinions, and making thoughtful responses are essential for fostering a comprehensive understanding. Delving into controversial topics, doing language work, and applying these approaches to the text can stimulate deeper critical thinking and enhance the learning experience.

In conclusion, post-reading activities significantly enhance students' awareness and cognitive abilities. These tasks emphasize analytical and critical thinking, allowing readers to develop a clear understanding of the content. This stage is essential for elaborating, clarifying, connecting, and contextualizing the material covered during the while-reading phase, thereby reinforcing and deepening comprehension.

### **Ways to Improve the Reading Skills and Reading Strategies**

According to Wotsa and Yadav (2023), The suggestions are prepared according to the objectives of the study. Following the authors, some simple and effective ways to improve the ability of the students in their reading skills are as follows.

#### ***Personalize Reading Materials***

Students can deepen their understanding of the content by relating it to their own lives. By making personal connections and reflecting on these insights through writing, they can grasp the material more fully and see how it connects to current events.

Similarly, students can deepen their comprehension by relating the content to their own experiences and current events. By writing about these personal connections, they can better appreciate the material's relevance and significance, making their learning experience more meaningful and engaging.

#### ***Perfection in Problem-Solving***

Integrate real-world problem-solving skills into the program by having students brainstorm potential solutions to a problem individually, then collaborate and discuss their ideas as a class or in small groups.

Likewise, link the lesson topic to a real-world scenario to prompt students to brainstorm and jot down potential answers on their own. Next, facilitate small group discussions where students can share their thoughts and work together to refine their

ideas. This collaborative approach not only deepens their understanding of the material but also enhances their communication and teamwork skills.

### ***Use all Five Senses to Engage Diverse Types of Learners***

Incorporate activities that enhance learning and comprehension by engaging multiple senses during reading. Encourage students to annotate the text with a pen or pencil as they read. Additionally, have students take turns reading words aloud to foster active participation and reinforce understanding.

Particularly, to enhance their understanding and learning, students should engage in reading activities that stimulate multiple senses. They should annotate the text directly on the page using a pen or pencil, which helps deepen their comprehension. Additionally, reading the text aloud periodically can further reinforce their grasp of the material.

### ***Always Keep Objectives of Reading in the Mind***

Students should keep their reading objectives in mind while engaging with English texts, as this focus will enhance their comprehension. By being aware of their goals, they can take proactive steps to improve their reading skills and better track their progress.

Particularly, students should focus on their reading objectives while engaging with English texts. This approach enhances comprehension, actively builds their reading skills, and helps them track their progress more effectively.

### ***Engage with Student-led Reading Activities***

Students process reading material and curriculum in a variety of ways. A teacher should be able to understand what works best for each student individually while applying reading exercises to assist the class to understand complicated concepts.

Likewise, students have unique learning styles, so it's essential for teachers to determine the most effective approach for each individual. By customizing reading exercises to fit these diverse needs, educators can enhance the class's understanding of complex concepts.

### ***Revisiting and Re-reading Confusing Sentences and Texts***

Revisiting confusing sections can help students develop a clearer understanding of the material they are learning. This approach also prepares them to better grasp future concepts. Keeping a record of unfamiliar or challenging words and encouraging students to look them up in a dictionary can be very beneficial. Once

they understand these words, they should practice using them in their own sentences. This technique not only enhances their vocabulary but also reinforces their overall comprehension.

Particularly, to enhance students' understanding and readiness for future classes, it's important to clarify complex passages. Additionally, improving vocabulary can be achieved by maintaining a list of unfamiliar words and consulting a dictionary for their definitions. Students should be encouraged to incorporate these new words into their own writing to reinforce their learning.

### ***Talk it Out***

When the student has finished reading, they should talk about what they have just read together. Teacher should ask the student what he or she learned and his or her thoughts. For longer reading materials, like novels for book reports, make discussion questions you and your student can talk about together after each reading session.

After reading, students should engage in a discussion about the material. The teacher should prompt them to share their insights and reflections. For longer texts such as novels, it's helpful to develop discussion questions for each reading session to guide the conversation and deepen understanding.

### ***Break Down Reading***

Breaking up long and challenging readings into shorter segments can make the material more digestible and engaging for students. By dividing the text into manageable parts, you help maintain student interest and boost their confidence as they tackle complex subjects. Effective reading strategies—such as those that enhance decoding and comprehension skills—benefit all students, but they are especially crucial for beginners, struggling readers, and English Language Learners. These techniques and activities support the development of essential language and reading skills.

This method boosts students' confidence in tackling challenging subjects by maintaining their interest in the material during class discussions. It is especially beneficial for new, struggling readers, and English language learners, as it reinforces essential reading skills like decoding and comprehension, which are crucial for language development and overall reading proficiency.

### **Review of Related Theory: Social Constructivism**

I have connected this study with the theory of social constructivism. The 1968 introduction of Lev Vygotsky's social constructivist theory emphasised that learning happens through social interaction and the support of others. According to Bada and Olusegun (2015), constructivism is an approach to teaching and learning based on the premise that cognition (learning) is the result of “mental construction”. In other words, students learn by fitting new information together with what they already know. Constructivists believed that learning is affected by the context in which an idea is taught as well as by students’ beliefs and attitudes. Constructivism is a learning theory found in psychology that explains how people might acquire knowledge and learn. Furthermore, Suhendi and Purwarno (2018) argue that from the perspective of constructivist theory, students are motivated and directed to learn the main idea through discovery learning. For example, learning vocabulary by playing word strips effectively establishes association between the objects and the subjects of different shapes and sizes, thereby motivating students in learning.

Based on the idea of social constructivism, students do not merely absorb information passively but actively build their own understanding. To enhance their understanding and develop personal meaning, students need to engage in collaboration, communication, and interaction with classmates, teachers, parents, and other members of their social environment.

In order to apply social constructivist theory to my research, I will look at how English teachers' teaching of reading skills is influenced by social interactions and cultural contexts. Through interactions with students, mentors, and more seasoned colleagues, these educators can deepen their grasp of educational ideas and methods. For this reason, while teaching and acquiring reading skills, social interactions, collaborative teaching, and learning environments are essential for both the English teacher and the students.

### **Review of Empirical Literature**

There is several research related to challenges faced by basic-level teachers in teaching reading skills that has been carried out in Nepal and at the international level. Many researchers have studied the area of challenges faced by basic level teachers teaching reading skills. A researcher has to collect related knowledge from the previous studies, which provides him/her with a basic to prepare further study on his

or her topic. In order to make my study meaningful and purposeful, I have reviewed the different studies related to my topic, which is presented below:

Pokharel (2007) carried out research to determine the exact reading speed of the secondary level students of Kathmandu Valley. For the study, nine secondary schools from different locations were selected. Careful attention was paid to select the two forms of school which are private and government-aided secondary schools. The students of secondary level in the academic year 2063 formed the population of the study. In the research, the tool consisted of only objective questions. The text included in the test was an unseen passage. To find out the appropriateness and effectiveness of the test items, a pilot study was conducted. The study was carried out on a sample population of 90 students in grades 9 and 10. The researcher selected 10 students with an equal number of boys and girls from each of the nine schools by stratified random sampling method. The average reading speed of the secondary level students was satisfactory as they could read 163.63 words per minute while good native speakers can read 250 words per minute according to Fry (1963). Another interesting fact found out was that the Nepalese female students are better readers than the male students by 6.19 words per minute.

Junias (2009) conducted a study to investigate the factors affecting the teaching of English reading skills in as a second language to Grade 3 learners in three primary schools, in Ongwediva, town of the Oshana Regional Education Directorate in Northern Namibia. It also investigated the methods and approaches that were used to promote the teaching of reading in English as a second language and the linguistic environment of the classroom in which the teaching of reading occurs. Classroom environments were observed, and telephonic interview was conducted with the circuit inspectors of the three schools selected. Individual interviews were also done with the principals, Grade 3 teachers, and Grade 3 learners of the three chosen schools. A focus group interview was also done with the same Grade 3 teachers.

This study found that insufficient reading books, poor teaching methods, insufficient teacher and learner's interaction, and overcrowding were some of the factors that made the teaching of reading unsuccessful. From the interviews of the circuit inspector, principals, and teachers, it was revealed that inadequate teacher training workshops for teachers teaching English reading, lack of parental involvement, low budget allocation to primary education and lack of reading capacity in vernacular affected the teaching of reading negatively. The outcome of learners'

interviews included that phonemic awareness and a lack of comprehension created reading problems.

Similarly, Bhandari (2009) conducted research to investigate the reading comprehension ability of primary level English teachers and to compare their ability in terms of experience and training. For this purpose, he selected the primary level English teachers of Chitwan district. Then he collected data from the sampled population of 50 primary teachers. The primary level English teachers were given three sets of tests in their own schools. Their responses were administered, classifying them into trained and untrained and experienced and inexperienced. Their scores were tabulated on the basis of the test items and were analysed qualitatively and quantitatively. This study found that teachers training and experience affect their performance in reading comprehension.

Mwanamukubi (2013a) conducted research to explore the factors contribute to causes of reading difficulties among grade six learners and challenges faced by teachers in teaching them how to read. The sample comprised of two hundred and six participants drawn from ten schools in Chadiza and Chipata districts of the Eastern province of Zambia was used. The study employed both quantitative and qualitative research designs. Information was derived using a teacher questionnaire, a checklist on reading errors, word list levels 1–5, and reading passages levels 1–4. The study found that most of the grade sixth pupils were not able to read fluently as expected of their grade level. As they read, they committed errors such as mispronouncing, substituting, adding and omitting some words. The teachers had their own perceptions of the causes of reading difficulties, which included language and communication problems, psychological factors, and others. There was also a significant correlation between teachers' ability to identify specific reading errors and the actual performance of learners. The study further revealed that teachers faced a number of challenges in teaching reading to these learners. These challenges included, inadequate teaching, and learning materials, high teacher-pupil ratio, and others.

Additionally, Ismail et al. (2017) carried out research to examine how the implementation of translation can improve the student's reading skill and how the student's responses to the use of the translation method in the teaching and learning process. The research was classroom action research. The participant were 39 students. The finding of the research shows that the implementation of translation improves the student's reading skill in the teaching process and the test result. The

result of elevation, which was carried out at end of the cycle, I obtained that the lowest score is 40 and the highest score is 82, then the average score is 60.9 and cycle III gets the lowest score is 60 and the highest score is 85 and the average score is 65.8. Therefore, it can be concluded that the translation method can improve the student's reading skill in grade VII D of MTs. Muhammadiyah Yogyakarta, and the student's responses were positive when the teacher applied the translation method in the teaching and learning process.

Niraula (2018) conducted research to investigate the reading comprehension ability of the eighth graders. The two unseen reading texts of 40 marks were used as the research tools. This was followed by both subjective answer and objective answer questions. Fifty students from English-medium schools and Fifty from Nepali-medium schools from Kathmandu district were selected by using a purposive nonrandom sampling procedure. From the analysis of the obtained data it was found that the reading comprehension ability of English medium school students was better than that of Nepali medium school students. The average mark of Nepali medium school was 22.27, whereas the average mark of English medium school was 28.28.

Bosha and Ukute (2019) conducted research to explore teachers' perceptions towards the challenges of teaching reading skills using a communicative language teaching approach; focus on Wolaita Sodo Preparatory School. A descriptive research design was employed. The data were collected through semi-structure interviews and classroom observations. Six grade eleven EFL (English as a Foreign Language) teachers of the Wolaita Sodo Preparatory School were selected as of the study using convenience sampling method. The interview data were tape recorded and transcribed into textual form and the teacher have a positive perception in towards teaching reading using a communicative language teaching (CLT). Hence, based on the findings, recommendations were made. In concurrence with this, this researcher recommends that the concerned bodies should give due attention to overcome selected problems that hamper teaching reading skills using a communicative language teaching approach particularly mobilising EFL teachers through continuous capacity building activities which is paramount.

Lu (2022b) carried out research to identify the challenges teachers face in teaching reading among elementary pupils. An in-depth interview (IDI) and focus-group discussion (FGD) were conducted with 14 teachers, 7 for in-depth interviews

and 7 for focus groups. The respondents were elementary teachers, and there were twenty-one pieces of data collected from research question number one, as well as three themes that arose from the findings for research question number two and three themes for research question number three. The data obtained from the study were coded and analysed using data reduction, thematic analysis, drawing conclusions, and verification. The analysis of data from research number one showed that the inadequacy of understanding reading, deficiency of reading development, underdeveloped sounds and word recognition, difficulty attending students needs and insufficient reading materials. It seems that all of it is the challenges faced by the teacher in teaching reading to the pupils. In teachers, coping mechanisms in those challenges they are, three major themes appeared from the data collected on the experiences of the study participants, such as consistent updates on reading progress, extension of patience and attend students' participation. In terms of the participant's insights to teachers on the importance of teaching reading to elementary pupils, the extend teaching reading motivation, value reading, and teach reading gradually are the three key themes that emerged during the interviews.

Likewise, Mulatu and Regassa (2022) conducted research to investigate the practices of teaching reading skills in grade nine of Dil-Ber Secondary School in Ababa, Ethiopia. A descriptive case study research design was used to meet this objective. Out of 347 total student population and 4 English teachers, were selected using lottery and available sampling methods, respectively. The data were collected through classroom observations, semi structured interviews, and questionnaires. The data were analysed qualitatively and quantitatively using frequency and percentages. The findings revealed that teachers did not teach and follow the suggested teaching techniques and procedures, which are the three phases of teaching reading pre-while and post-reading skill phases. Letting good reader students read as a model, immediate articulation error correction of words, and translating reading passages into the student's mother tongue were used as techniques to help learners with low reading skills. Another essential point the researcher deduced from the result of the study was the absence of supplementary reading materials such as magazines, newspapers, and novels. Moreover, the teaching of vocabulary, which is one of key practices in instructing reading skills, was not sufficient emphasis. Accordingly, it is recommended that giving training or a seminar on teaching reading skills specifically and teaching, in general, is significant for dealing with the problem.

The above reviewed literature has primarily focused on various factors influencing the teaching and learning of reading skills, such as reading speed, the factors affecting the teaching of English reading skills, reading comprehension ability, cause of reading difficulties, the effectiveness of different teaching methods, the role of teacher experience and training, and the challenges faced in specific contexts like overcrowded classrooms and insufficient resources .

However, there is less focus on the specific challenges encountered by basic-level teachers in teaching reading skills, especially at the basic level. While studies have addressed reading difficulties in learners, the perspectives and struggles of teachers such as dealing with diverse classroom ,large class size,limited time of period, mixed ability class, divers background students, limited teaching reading materials, and varying levels of student have not been thoroughly explored. My research aims to fill those gap by focusing on the challenges faced by basic-level teachers in teaching reading skills and and provide solutions and help to all stakeholders, especially BLE (Basic Level English) teacher who are struggling to teach reading skill efficiently.

### **Implications of the Reviewed Literature for the Study**

The review of related literature provided me with important ideas for my investigation. It offered existing knowledge, ideas, and experiences regarding the challenges faced by English teachers and helped identify conceptual, theoretical, and methodological research gaps. Through the conceptual review, I gained an in-depth understanding of reading, teaching reading skills, stage of teaching reading skills, and technique of teaching reading and improved way of teaching reading skills. Similarly, the empirical review guided me on methodology, research procedures, data collection methods, sampling processes, and more. Mwanamukubi's (2013a) study of factors contributing to causes of reading difficulties among grade sixth learners and challenges faced by teachers in teaching them how to read, Junias's (2009) research on the factors affecting the teaching of English reading skills in a second language of Grade 3 learners in three primary schools, and the research work of Bosha and Ukute (2019) helped me to identify the research gap.

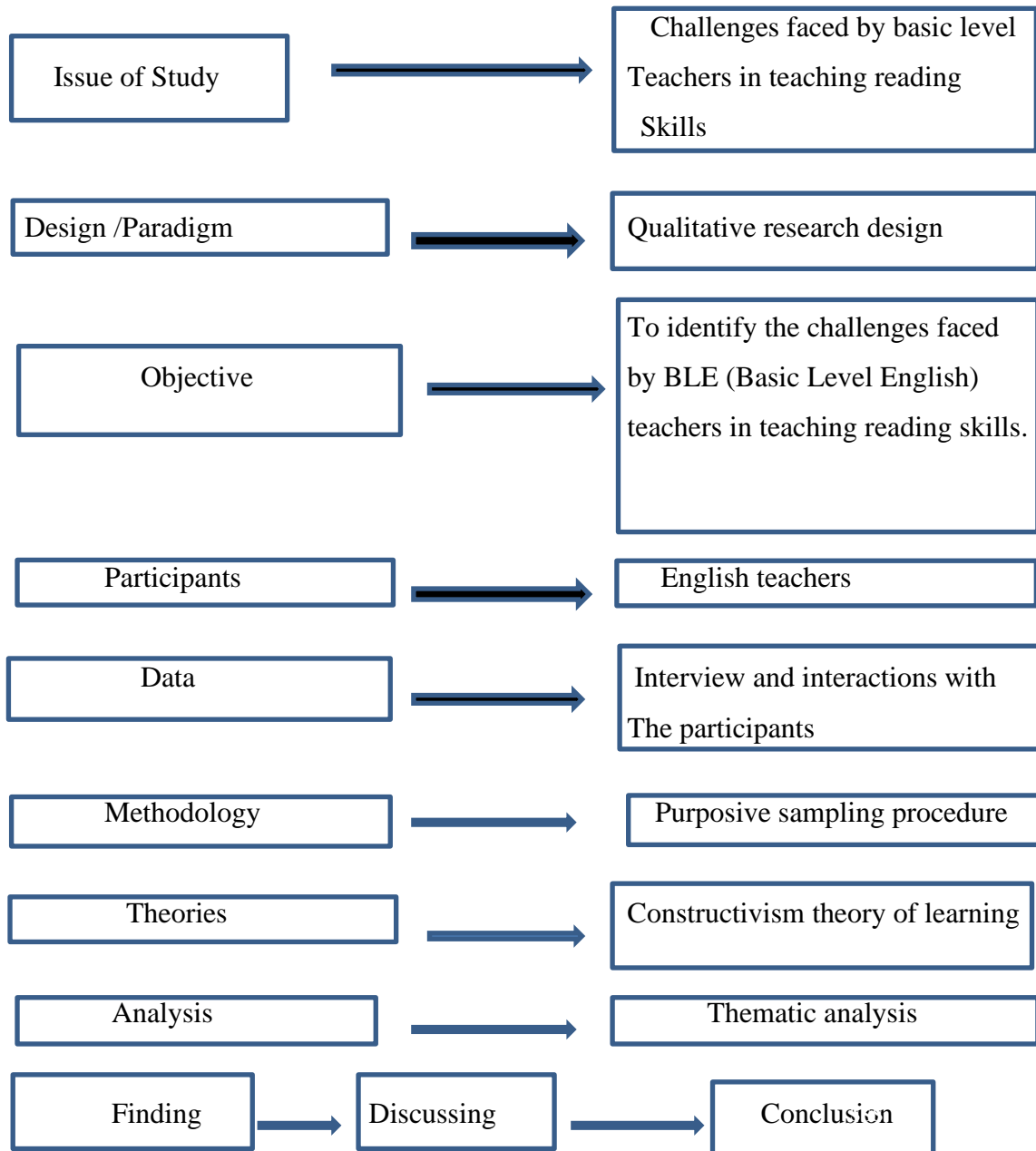
In examining the challenges faced by basic-level teachers in teaching reading skills, social constructivist theory provided me with a valuable lens. Traditionally, many schools have relied on a teacher-centred approach, where the teacher imparts knowledge directly to students. In contrast, constructivist learning theory suggests that

learning is most effective when students are actively engaged in the learning process. This theory redefines the roles of both teacher and student: rather than simply transmitting knowledge, the teacher collaborates with students to co-create meaning. From this perspective, the teacher's role shifts from being a mere provider of information to a facilitator of learning, guiding students in discovering and applying material that is relevant to their individual needs. Similarly, the teacher-librarian's role evolves from being a knowledge custodian to an information facilitator, helping students access and utilise resources that support their learning journey.

### Conceptual Framework of the Study

The conceptual framework of the study has been diagrammatically shown in Figure 1.

**Figure 1.** *Conceptual Framework of the Study*



### **Chapter 3. Methods and Procedures of the Study**

The methodology that was used for the study is covered in this chapter. The present study was employed a methodology that includes the following strategies and procedures to gather the necessary data to meet its objectives.

#### **Research Design**

A research project is a planned activity in which a researcher conducts research and systematically accomplishes the study's objectives. Research design is an approach to investigation that aims to address the goals and research question of the study. To conduct a study successfully, there are numerous research designs available. To accomplish the goal of my research design, I employed a qualitative research design.

The data for this study was gathered from BLE teachers in the Kathmandu valley using qualitative research design. To gain insights into their backgrounds, cultures, and lifestyles, I conducted interviews that allowed participants to share their experiences in a comfortable and reflective environment.

#### ***Research Participants and Site***

The participants were only three purposively selected basic-level English teachers of three secondary schools in Kathmandu district who had at least three years of experience in teaching at basic level, and willing to share their experiences with open mindset. The research site, therefore, includes the schools of Kathmandu where the selected teaches worked.

#### ***Data Collection Tools and Method***

The data collection tool used for gathering the required information was interview guidelines. The researcher conducted interviews with three selected basic-level English language teachers to collect the necessary data. These teachers were purposefully chosen to ensure relevant insights were gathered based on their experience and expertise. The interview guidelines were structured to address the research objectives and facilitate in-depth responses.

#### ***Data Collection Procedure***

Following my research proposal viva on August 2, 2024 (2081-04-18), I refined the interview guidelines and then went to the field to collect the necessary data, keeping the updated guidelines in mind and hand. My first step involved contacting an English teacher, T1, from a government school (Sc1) who is a friend of mine. Although I was aware that she was a teacher, I did not initially know the

specific school where she worked. I asked her for the name and location of her school, which she then provided. After collecting some initial information, I invited participants to take part in my study. I provided a detailed explanation of my research topic and objectives. The first participant was very supportive and agreed to assist me.

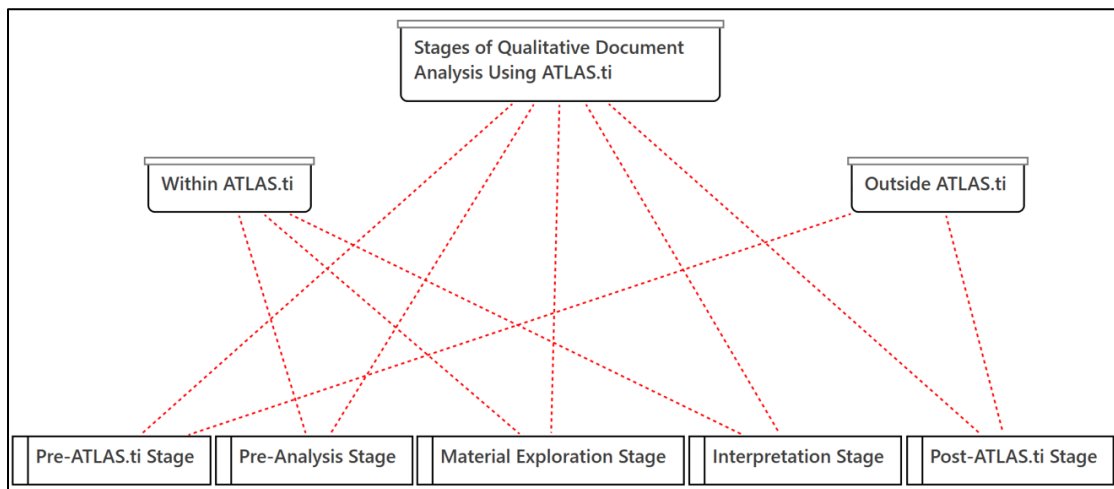
Next, I contacted a friend (T2) who teaches at an institutional school nearby (Sc3). I informed her about my thesis and requested her assistance in gathering data for my research. She was receptive to my request and agreed to help. Subsequently, I reached out to my brother's friend, the founder of a school in Tarkeshwor (Sc3). I sought his recommendations for schools and he encouraged me to visit his institution. He informed me about the location of the school, and introduced me with an English teacher at the school (T3). She was very cooperative and helpful, and I took the time to build a good rapport with her, explaining the purpose and objectives of my study. In brief, I successfully recruited two English teachers (T1 and T3) from government schools and one (T2) from an institutional school for the study. This is how I assembled the participants for my research.

After gathering the basic information, I started by visiting a selected group of schools. I first discussed my research plans with the school administrations and then met with the English teachers to establish good relationships with each of them. Once I had obtained their consent, I provided a brief overview of my study and outlined their roles. Each participant was interviewed twice.

On Shrawan 21, I interviewed T1, a basic level English teacher at a government school, with a follow-up interview on Shrawan 27. The next day, Shrawan 23, I interviewed T2, an English teacher at an institutional school, and conducted the second interview with T2 on Shrawan 28. Similarly, on Shrawan 25, I interviewed T3, another basic level English teacher from a government school, with the final interview taking place on Shrawan 32. I recorded all interviews using my mobile phone.

### ***Data Analysis Procedure***

After collecting the data through interviews, I thematically analyzed and interpreted them using ATLAS.ti, implicitly incorporating Braun and Clarke's (2006) six stages of thematic analysis. More specifically, I adopted the framework shown in Figure 2 for the analysis of the documents.

**Figure 2.** *Analytical Framework*

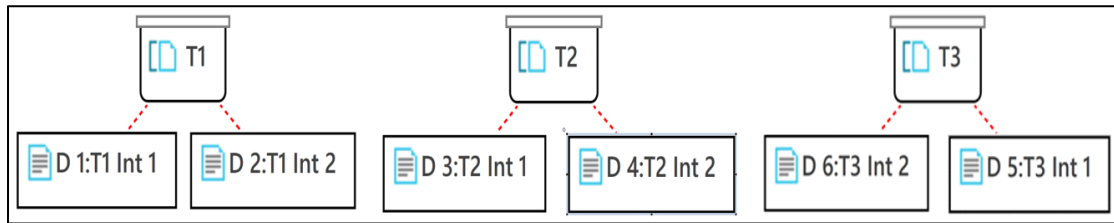
(Sharma, 2024, p. 114)



In the pre-ATLAS.ti stage, I prepared six documents by transcribing the oral data, playing, pausing, re-playing and listening to them time and again. I titled and named the documents as presented in Table 1.

**Table 1.** *Document Titles and Names*

Document titles	Document names
Transcription of First Interview With Teacher 1 (Sc1) 2081/04/21	T1 Int 1
Transcription of Second Interview with Teacher 1(Sc1) 2081/04/27	T1 Int 2
Transcription of First Interview With Teacher 2 (Sc2) 2081/04/24	T2 Int 1
Transcription of Second Interview With Teacher 2 (Sc2) 2081/04/28	T2 Int 2
Transcription of First Interview With Teacher 3 (Sc3) 2081/04/30	T3 Int 1
Transcription of Second Interview With Teacher 3 (Sc3) 2081/04/32	T3 Int 2

In the pre-analysis stage, I created an ATLAS.ti project and added the documents to the project. Additionally, I grouped the documents in terms of T1, T2, and T3, each consisting of two documents, as shown in Figure 3, for the ease of the further analysis.

**Figure 3.** *Grouping the Documents*

Note.  = document group;  = document

In the material exploration stage, I coded the documents in the ATLAS.ti project. For this, I selected the relevant quotations from the documents and named the quotations utilizing ‘Apply Codes’. After initial coding of all the documents, I grouped the codes into “organizing” themes (Attride-Stirling, 2001). I fitted the organizing themes to the “global” themes deductively created from the objectives of the study, namely ‘challenges in teaching reading’ and ‘measures for reducing the challenges’ (Attride-Stirling, 2001). Ultimately, we finalize the process of coding, categorizing them into organizing themes and fitting them to the global themes, involving coding, recoding, merging, splitting, grouping, regrouping, and even renaming iteratively.

In the interpretation stage, I created a number of relevant networks and exported them in the form of Bitmap. I also created document report (see Appendix II) and code reports of various types, including the themewise code report with comments and quotations (see Appendix III).

In the last stage, namely post-ATLAS.ti stage, I wrote the analysis and interpretation part of the thesis by utilizing the reports and networks obtained during the interpretation stage.

### **Ethical Considerations**

Ethical considerations are a critical aspect of any study, and I made it a priority to adhere to every guideline to ensure the highest ethical standards were maintained throughout my research. To ensure the study was conducted with the utmost thoroughness and ethical standards, I took several key steps:

To make sure the study was done thoroughly and ethically, I took several important steps. Before the interviews, I met with the participants to explain the purpose of the study and to get to know them. I assured them that they could leave at any time if they felt uncomfortable, but none of them chose to do so. They all agreed to take part in both interviews. I also scheduled the interviews at times that worked for

them, considering their busy personal and professional lives. On the day of the interviews, I arrived with all the necessary materials. I made sure the teachers knew their answers would be kept confidential. I promised to protect their identities and the names of their institutions, so they could speak freely. Before starting, I explained the goals of the study and what I hoped to learn from the interviews. The information I collected was used only for the research and was not altered in any way. I made sure to avoid any bias and stayed impartial throughout the process. In this way, the study was conducted with respect for the participants and their privacy, ensuring the data is honest and reliable.

## **Chapter 4. Analysis and Interpretation of Results**

In this chapter, I present the analysis and interpretation of the collected data, along with the study's analytical outcomes. Additionally, I provide insights into how the participants' responses relate to the research objectives and questions. I analyzed the data taking insight from Braun and Clarke's (2006) thematic analysis and U. N. Sharma's (2024) analytical framework. The activities involved were coding the data inductively, categorizing the codes into organizing themes, and associating the organizing themes with the global themes deductively derived from the objectives, utilizing the ATLAS.ti. software. Overall, this chapter presents the thematic analysis and interpretation of the results under the cover term, 'result and discussion'.

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

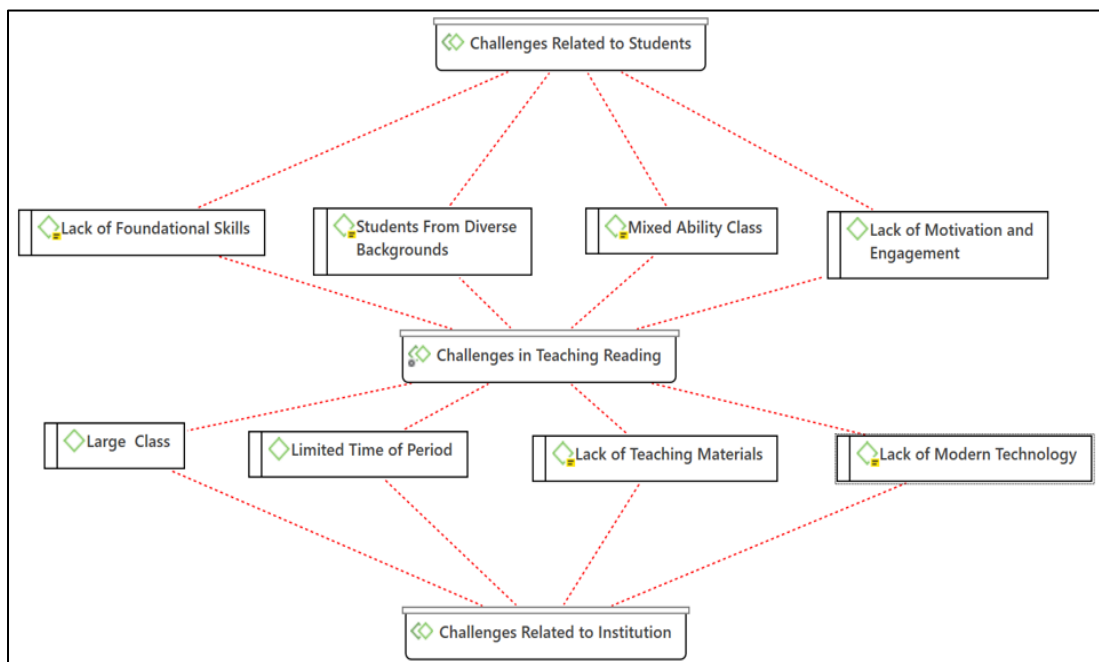
Adding and organizing the set of six written documents, prepared from the oral information, to a project in ATLAS.ti library, and analyzing and synthesizing the information using the software as a tool, this study identifies challenges faced by basic level English teacher teaching in reading skills in both institution and government school of Kathmandu. Therefore, in this section I have described the overall findings from the field data under global themes: challenges in teaching reading skills and measures for reducing teaching reading challenges (see Figure 4). As shown in the figure, the first global theme incorporates two organizing theme: student related challenges and institution related challenges. First organizing theme incorporate four basic theme: mixed ability class, lack of motivation and engagement, lack of foundational skills and students from divers background and second organizing theme also incorporate four basic theme: large class, lack of teaching material, lack of modern technology, and limited time of period. Second global theme incorporates two organizing theme: the role of the institution for overcome the challenges and the role of the teacher for overcome the challenges. First organizing theme incorporate four basic theme: need of sufficient time, provision of teacher training program, provision of modern technology, and provision of sufficient teaching materials. Second organizing theme incorporate eight basic theme: use of student centered-activities, use of divers teaching methods and techniques, use of continuous assessment system, use of divers sorts of materials, avoidance of GT method, connection with the context, focus on foundational skills, and need for motivating students.





### ***Challenges in Teaching Reading***

Teaching reading is the process of helping students develop the skills needed to understand, interpret, and enjoy written text. It involves several key components: phonemic awareness and phonics, for decoding and spelling, fluency to read smoothly and with expression, vocabulary development to enhance understanding, reading comprehension strategies to grasp and retain meaning, and engagement with texts to foster a love for reading.

The theme related to the challenges faced by the participants in teaching reading skills is supported by two organizing themes, namely challenges related to students and institution, each of which is further supported by four codes or basic themes grounded to the data, as depicted in Figure 4.

**Figure 4.** *Themes Supporting Challenges in Teaching Reading*

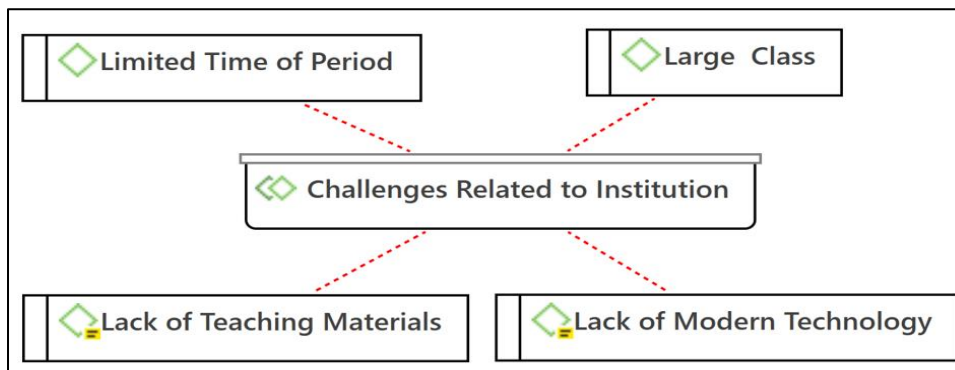


Note.  = global theme;  = organizing theme;  = commented 'code' or 'basic theme';  = normal 'code' or 'basic theme'

### ***Challenges Related to Institution***

The institution-related challenges refer to the challenges that emerge due to some shortcomings or lacks in the institution. This theme is supported by four codes or basic themes grounded in the data, namely lack of modern technology, lack of teaching materials, large class, and limited time of period, as depicted in Figure 5.

**Figure 5.** Codes Supporting Institution-Related Challenges



Note. = organizing theme; = commented 'code' or 'basic theme;' = normal 'code' or 'basic theme'

The basic themes are described and interpreted connecting with the existing literature as follows.

**Lack of Modern Technology.** Modern technology refers to any equipment or app related to information communication technology. It may incorporate tools such as computers, smartphones, tablets, software applications, and internet resources that facilitate communication, information sharing, and interactive learning. The participants regard the lack of modern technology as one of the challenges in teaching reading to basic level students in the researched context. T1, for instance, shared her experience:

Educational apps can offer interactive reading exercises that adapt to a child's skill level. For example, apps like Starfall provide phonics-based activities where children can practice the sound-spelling correlation and word recognition through games and animated stories. E-books with read-aloud features and interactive elements can help young readers improve their reading skills. But, we have no such materials in school. (1:26 ¶ 51 in T1 Int 1)

In regard to the importance of modern technology, Biancarosa and Griffiths (2012) emphasise maximising e-reading technology for addressing practical challenges in teaching reading skills. The authors further argue that schools must strengthen infrastructure by investing in teacher training, technology maintenance, and secure data systems to fully realise the technology's potential.

This argument implies that the lack of sound infrastructure, teacher training, technology maintenance, and secure data systems existed in the authors' context, as in the context of my research site.

**Lack of Teaching Materials.** Teaching materials refers to a wide range of resources that educators use to facilitate learning and enhance the educational process. These materials are designed to support instruction, engage students, and help convey content effectively. The participants of this study realized that lack of teaching materials causes challenges in teaching reading to the students in their schools. For example, one of the teachers stated that they have some materials, which are not sufficient for their needs (3:5 ¶ 11 in T2 Int 1). In her works, “With approximately 40 students, we do not have enough resources to effectively support everyone” (3:5 ¶ 11 in T2 Int 1). In this context, T1 also indicated the lack of “digital reading resources including e-book and educational apps” (1:19 ¶ 39 in T1 Int 1).

Regarding this argument lack of teaching materials, Lu (2022a) argues that students may have low reading ability due to school heads is not availing the necessary course books for practice reading, a lack of appropriate curriculum to help improve pupils reading abilities. The use of teaching aids in the teaching and learning can have a good impact on students.

Previous statements suggest that school administration is not availing of the necessary course books, there is a lack of appropriate curriculum, there is a lack of sufficient teaching materials for support everyone, and there is a lack of digital resources for teaching reading skills.

**Large Class.** Large class refers to a classroom with a high numbers of students. In large classes, it can be challenging for educators to provide personalized instruction, feedback, and support to each student. One of the teacher (T2) regards that, teaching is often significantly more effective with a smaller number of students for several reasons, spanning from individualized attention to classroom dynamics. For instance, teaching is much more effective with a smaller number of students. To enhance learning and develop reading skills for each student, it's crucial to have well-defined sections or groups within the class (3:39 ¶ 38 in T2 Int 1).

In regard to the large classes, Kewaza and Welch (2013) found that the number of pupils in each class was so high that it became overwhelming for teachers to manage effectively. As a result, the situation for both teachers and students deteriorated, likely leading to a decline in student performance. This overcrowding probably also impacted the teaching of reading skills, as the large class sizes made it challenging to provide individualised attention and support. Similarly, Adamu et al.

(2022) explore large class sizes present a significant obstacle to effectively delivering reading instruction in the classroom.

I can connect this context with constructivist perspectives . Bekiryazıcı (2015) explored that considering the large number of students, teachers may find it difficult to have control over the situation, and there is usually complaint among the students. Students with higher levels may feel that they do not learn anything and they are wasting their time, on the other hand, there may be students who think that they cannot understand anything at all. It is not always possible for teachers to meet each student's needs in these multi-level and crowded classes.

The previous statement explored that it is difficult for teachers to manage large classes, difficult to maintain student engagement with the course content, and large classes significantly hinder the teacher's ability to provide individualised attention and support. The high number of pupils per class overwhelmed teachers, leading to a decline in student performance and difficulties in teaching reading skills. Overcrowding prevented effective individualised support, highlighting the need for smaller class sizes to improve educational outcomes.

**Limited Time of Period.** In educational settings, the 'limited time of period' refers to the restricted duration available for delivering instruction and achieving learning objectives. This constraint is a common challenge faced by educators, students, and institutions. The implications of limited instructional time are significant and multifaceted. One of the participant (T1) realized that, facing the challenge of a 45-minute period where we need to check homework and cover speaking, writing, and listening skills can be difficult. For example, I faced is time consuming. We have limited time only a 45 minute period. At that time we have to check homework and also teach other skills like speaking, writing, and listening together 1:5 ¶ 16 in T1 Int 1). In this context, T2 stated that, leading to time management issues. As a result, it can be hard to ensure that each student receives the attention they require (3:8 ¶ 13 in T2 Int 1). Similarly, T3 also realized that, even if time is limited, dedicating around an hour to reading these types of materials can be highly beneficial. This approach helps in developing their overall reading proficiency and language (3:38 ¶ 36 in T2 Int 1).

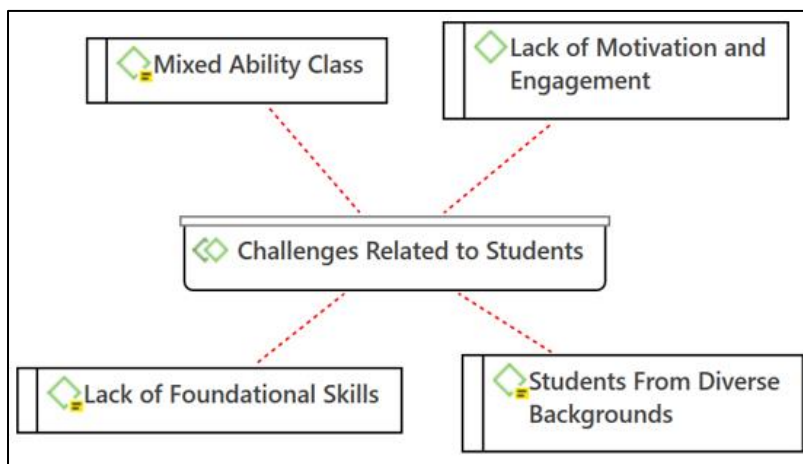
Hence, managing the limitations of a 45-minute class period presents significant challenges in balancing homework review with the development of speaking, writing, and listening skills. Time management issues can hinder the ability to provide individual attention to students. However, investing additional time,

particularly in reading, can enhance overall language proficiency and benefit students significantly. Thus, while limited time poses obstacles, strategic planning and prioritization can lead to more effective learning outcomes.

### ***Challenges Related to Students***

Students are a crucial aspect of teaching and learning. This organized theme supported by four code or basic theme including mixed ability class, lack of motivation and engagement, lack of foundational skills and Students from diverse background, as depicted in Figure 6.

**Figure 6.** *Codes Supporting Students-Related Challenges*



Note. = organizing theme; = commented 'code' or 'basic theme'; = normal 'code' or 'basic theme'

**Lack of Foundational Skills.** Foundational skills are the essential building blocks that support more advanced abilities and knowledge. Core competencies such as basic literacy and numeracy, critical thinking, and problem-solving are vital for effective teaching and learning.

The participant (T1) realized, in teaching reading skills, they have problems with pronunciation. For instance, “a student might read the word ‘think’ as ‘sink,’ because they haven't yet mastered the /θ/ sound. This can cause misunderstandings and make it harder for them to connect the spoken word to the correct written form” (1:6 ¶ 20 in T1 Int 1).

In this context, T2 also shared her experience that many students lack foundational skills such as phoneme recognition, phonics, and fluency, which can impede their progress and lead to diminished attention and engagement (3:1 ¶ 7 in T2 Int 1).

Similarly, T3 realized that basic level students may lack proficiency in correct pronunciation, understanding of rising and falling intonation, and proper syllable stress. As a result, they often struggle with fluent reading, accurate pronunciation, and appropriate pauses (5:2 ¶ 5 in T3 Int 1).

T3 further explored her concept of foundational skills. For example, pronunciation, fluency, and the strategic use of pauses significantly impact the effectiveness of teaching reading skills by enhancing comprehension, engagement, and learning efficiency (6:1 ¶ 5 in T3 Int 2).

Regarding this theme, Zorfass and Urbano (2008) explored the idea that a lack of foundation skills is a major cause of poor performance in struggling readers. Students who do not acquire foundation skills early in elementary school, when the skills are typically taught can not identify words or comprehend text as they move up the grades.

A previous statement argued that the absence of foundational reading skills during the early stages of elementary education has profound and lasting effects on a student's ability to succeed academically. When students do not acquire these critical skills such as phonemic awareness, phonics, vocabulary, and fluency they struggle significantly with word identification and text comprehension as they advance through the grades. This foundational gap creates a cumulative disadvantage, making it increasingly difficult for these students to keep up with grade-level expectations and more complex texts.

**Lack of Motivation and Engagement.** Motivation is the drive that encourages students to read and learn. It is shaped by their interests, how relevant they find the material, and how much they enjoy it. Motivated students put more effort into reading, improving their skills and understanding. Teachers can boost motivation by offering varied reading materials, setting reachable goals, and giving positive feedback.

Engagement in teaching reading is about capturing and maintaining students' interest and involvement in the reading process. When students are engaged, they are more likely to actively participate, make connections, and retain information. Teachers can enhance engagement by using interactive and varied reading activities, incorporating students' interests into reading selections, and creating a supportive and stimulating classroom environment. The participant (T1) expressed that, It is very difficult to keep student engaged and motivated all the time (1:32 ¶ 16 in T1 Int 1). T1

T1 reflected on the varying levels of motivation in the classroom: “in our classroom, some of the student found highly motivated and some of the student less motivated but we should try to motivate all students equally” (2:13 ¶ 18 in T1 Int 2).

Regarding this theme, Buchanan (2009) highlighted that when students start to dislike reading, they often begin to see it as a boring task rather than something enjoyable. This change in attitude can make reading feel like just another school requirement. As students move from middle to high school, these negative feelings about reading can grow stronger. This makes it important to study how to boost motivation and engagement in reading for students.

Up to the earlier argument signified that, when reading starts to feel like just another obligation rather than something enjoyable, students often lose motivation and interest. It is very difficult to keep students engaged and motivated all the time. By making reading more enjoyable and relevant, students are more likely to stay motivated and engaged in their learning. If students are not motivated and engaged in reading, they will not effectively comprehend the meaning of the text.

**Mixed Ability Class.** A mixed-ability class is a classroom where students with different skill levels and abilities learn together. This means students may have varying levels of understanding and different learning styles. In such a setting, teachers face the challenge of meeting each student's needs.

The participant T1 recognised that students come from various backgrounds and learn at different rates, which can make it difficult to address everyone’s needs effectively. For example, students from rural areas often enter the classroom with less foundational knowledge in reading compared to their urban counterparts(1:1 ¶ 7 in T1 Int 1). The participant T1 further explored motivating students to read in a mixed-ability classroom can be challenging (2:1 ¶ 5 in T1 Int 2). She also acknowledged that teaching reading in mix ability classes is very difficult (2:8 ¶ 10 in T1 Int 2).

In this context, Bremner et al. (2008) explored the idea that, teaching a mixed ability class will work if all students are allowed to experience success and to learn as individuals. It is less likely to be successful if teachers insist on whole class teaching and teaching to the average child.

In this argument, Kewaza and Welch (2013) state that teachers in mixed-ability classrooms face several challenges: students come from diverse cultural backgrounds and have different learning styles, emotional maturity levels, and interests. Academic

readiness varies both between and within subjects and can change over time, making it difficult to address each student's needs effectively.

The earlier statement explored that students come from various backgrounds and learn at different rates, which can make it challenging to meet everyone's needs. Students from rural areas might start school with less basic reading skills compared to those from urban areas. Teachers in mixed-ability classrooms struggle with diverse student backgrounds, varying learning styles, and fluctuating academic readiness, making it hard to address individual needs effectively.

**Students From Diverse Backgrounds.** Students from diverse backgrounds come from a variety of different experiences, cultures, and perspectives. This diversity can include differences in ethnicity, nationality, socioeconomic status, language, religion, gender, sexual orientation, and more.

The participant T1 realized that students come from various backgrounds and learn at different rates, which can make it difficult to address everyone's needs effectively. For example, students from rural areas often enter the classroom with less foundational knowledge in reading compared to their urban counterparts (1:1 ¶ 7 in T1 Int 1).

In this context, T2 also shared her idea: every student is different in terms of their family background, language, and more. So, we have to know each student's diversity for teaching reading effectively (3:26 ¶ 29 in T2 Int 1).

Similarly, T3 noted that one major issue was the diversity among students, who came from different cultural backgrounds and spoke their mother tongues as their first language (5:1 ¶ 3 in T3 Int 1). In her school, she faced challenges with reading skills due to the diverse linguistic backgrounds of her students. Our students come from various communities, including Tamang, Gurung, and Newar, each with their own native languages (5:29 ¶ 38 in T3 Int 1).

Regarding this theme, Mvududu and Thiel-Burgess (2012) state that teaching a classroom with diverse learners and varied language backgrounds presents a significant challenge. English Language Learners require not just language instruction, but also support for cognitive and cultural adjustments. These students come with a broad spectrum of academic skills and English proficiency levels, and their diverse cultural backgrounds can impact their classroom success.

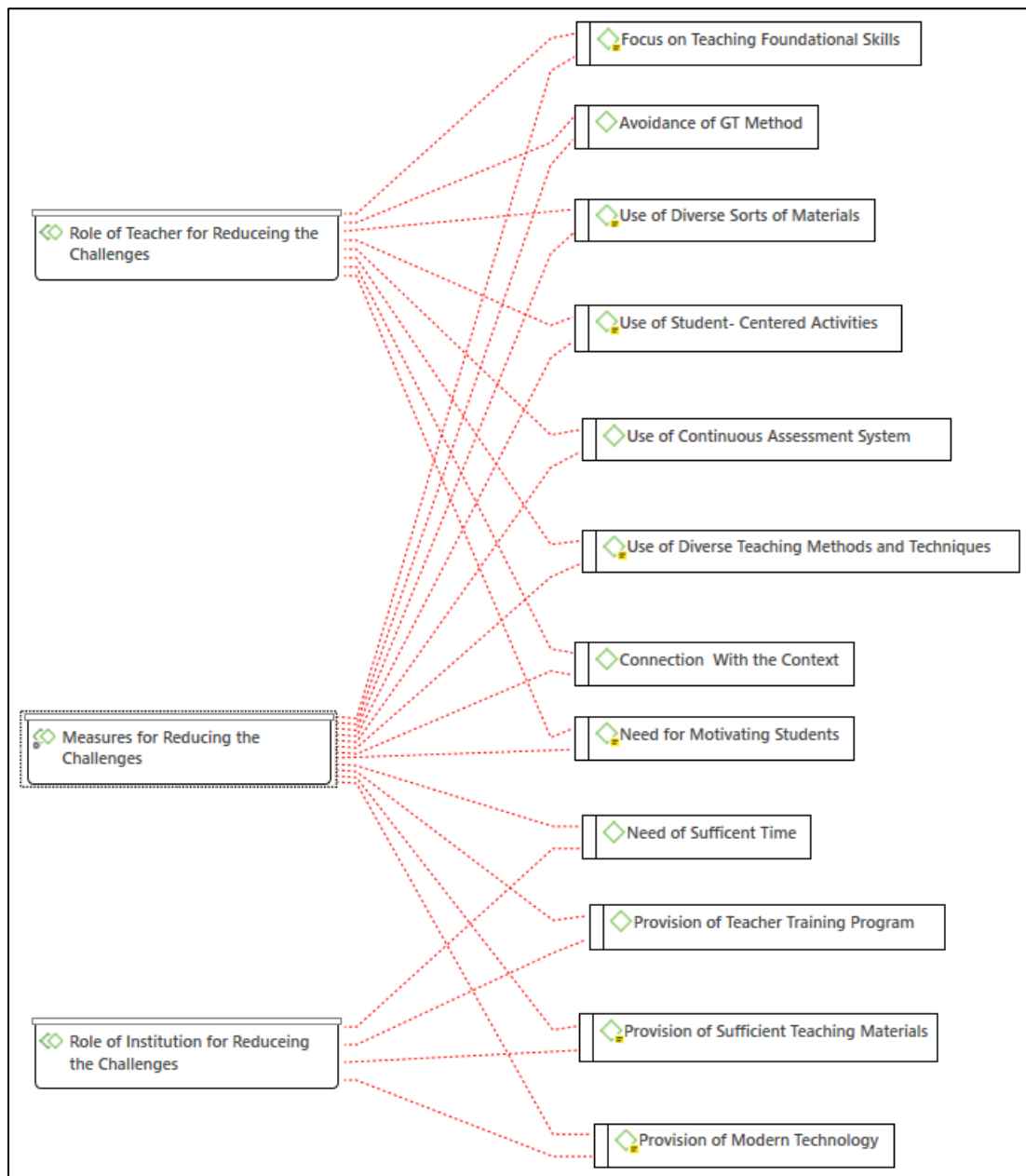
As the previous statement highlighted, teaching a classroom with students from a variety of family backgrounds, cultural settings, and language proficiencies,

among other factors, can be very difficult. English Language Learners face not just language problems but also issues adjusting to new ways of thinking and different cultures. Their varied skills and backgrounds can make it hard for them to succeed in class.

### **Measures for overcome the Challenges**

Teaching reading is a foundational aspect of education, pivotal to a student's academic success and lifelong learning. Yet, many educators encounter significant challenges in this area. The global theme measures for reducing the challenges incorporate two organize theme: First organize theme, the role of institution for overcome reading challenges and the second organize theme, the role of teacher for overcome reading challenges. First organize theme incorporate four code or basic theme: organizing theme incorporate four basic theme: need of sufficient time, provision of teacher training program, provision of modern technology, and provision of sufficient teaching materials. Second organizing theme incorporate eight basic theme: use of student centered-activities, use of divers teaching method and technique, use of continuous assessment system, use of divers sorts of materials, avoidance of GTmethod connection with the context, focus on foundational skills, and need for motivating students, as depicted in Figure 7.

**Figure 7.** Themes Supporting Measures for Overcoming the Challenges



Note. = global theme; = organizing theme; = commented 'code' or 'basic theme'; = normal 'code' or 'basic theme'

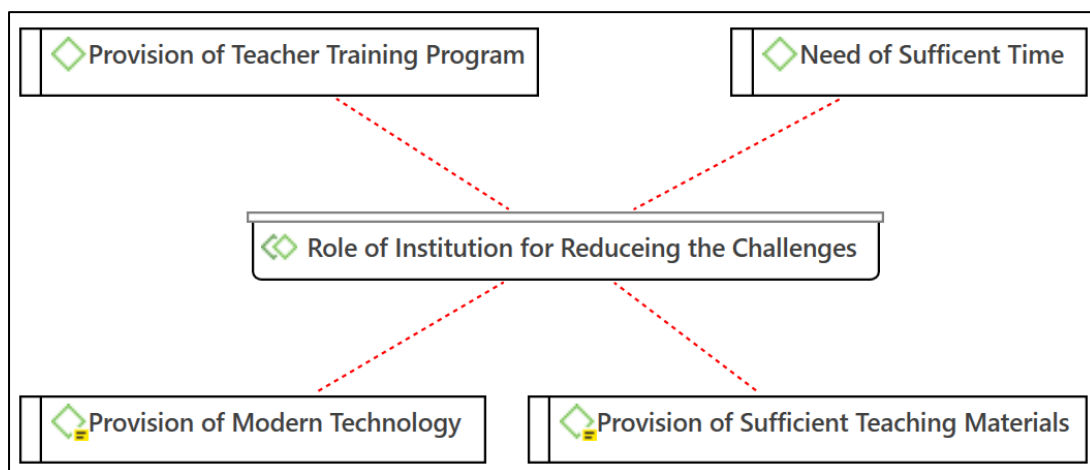
### ***Role of Institution for Overcoming the Challenges***

Reading is a foundational skill that opens doors to knowledge, opportunities, and personal growth. Many people struggle with reading, which can affect their success in school and work. These problems can come from learning disabilities, not having enough resources, or weak early literacy skills. To help, schools, libraries, community groups, and other organizations need to work together.

These institutions are key in overcoming reading challenges and promoting literacy. Schools can use special teaching methods to help students who have trouble reading. Libraries provide books and programs to encourage reading for everyone. Community groups offer support and resources to those who need them most. By working together, these institutions can create an environment that supports all readers.

This organized theme incorporate four code or basic theme: need of sufficient time, provision of teacher training program, provision of modern technology, and provision of sufficient teaching materials, as depicted Figure 8.

**Figure 8.** Codes Supporting Roles of Institution for Overcoming Challenges



*Note.* = organizing theme; = commented 'code' or 'basic theme;'; = normal 'code' or 'basic theme'

**Need of Sufficient Time.** To teach reading effectively, educators need to allow plenty of time for several key reasons. First, each student has unique needs and abilities, so instruction must be customized for each learner. This requires a careful, step-by-step approach. Additionally, reading skills improve with repeated practice and reinforcement, which takes time and cannot be rushed.

The participant T1 recognised that time also play very vital role in teaching reading skills. So, we have sufficient time need for same purpose (1:33 ¶ 16 in T1 Int 1). In a similar context, T2 also expanded on this idea, “sufficient time and support are allocated for reading instruction and intervention” (4:24 ¶ 22 in T2 Int 2).

Regarding this theme, Mora and Bueno (2024) argue that adhering to scheduled class hours is essential for providing adequate time for effective teaching and learning in graduate schools. Research has consistently shown that maintaining a strict schedule significantly enhances educational outcomes. When class time is

respected, it allows for deeper engagement with the material, more meaningful interactions between students and instructors, and better opportunities for collaborative learning. Ensuring sufficient time for teaching activities ultimately fosters a richer academic experience and promotes student success.

Earlier arguments implied that adhering to scheduled class hours is crucial for fostering effective teaching and learning in graduate schools. Research highlights that respecting these timeframes enhances educational outcomes by promoting deeper engagement with the material, facilitating meaningful interactions, and encouraging collaborative learning. Ultimately, ensuring sufficient time for teaching activities not only enriches the academic experience but also significantly contributes to student success, underscoring the importance of maintaining a structured approach to educational time management.

**Provision of Modern Technology.** In the evolving landscape of education, the integration of modern technology has emerged as a transformative force in addressing the challenges of teaching reading. As educators strive to meet the diverse needs of learners, technology provides innovative solutions that enhance reading instruction, offer personalized learning experiences, and support diverse literacy skills.

The participant T1 realized that integrating technology is crucial in education, as it can significantly enhance student motivation and learning. By incorporating various technological tools and interactive activities, we can create a more engaging and effective e-learning environment (1:25 ¶ 49 in T1 Int 1).

T1 provide a more in-depth exploration of her idea. She stated that if smart boards and other necessary equipment are installed in every classroom and provided promptly, it would significantly enhance our educational experience and support a more effective learning environment (2:21 ¶ 28 in T1 Int 2).

In this context T2 explored that students feel very happy to see video and singing song and rhymes by seeing video on T.V. They can understanding the text by seeing and watching video rather than listening (3:54 ¶ 42 in T2 Int 1).

T2 further developed her idea, improving reading skills among struggling students, several types of audio-visual materials have been found to be particularly beneficial. E-books with interactive features, such as read-aloud options, clickable words, and multimedia elements, can help engage struggling readers (4:7 ¶ 10 in T2 Int 2).

T3 also realized that various audio-visual materials can significantly enhance the teaching of reading skills at the basic level for example; , interactive e-books are a valuable resource. These e-books often feature read-aloud options where the text is highlighted as it is spoken, helping students connect spoken and written language. They may also include interactive elements like clickable words or images that provide additional context or definitions (5:16 ¶ 20 in T3 Int 1).

T3 further elaborated on her idea, technology enhances accessibility, motivation, and personalized learning in reading instruction. So, technology help to reduce teaching reading challenges if we use properly and effectively (6:30 ¶ 26 in T3 Int 2 T3).

Regarding this statement provision of modern technology, Biancarosa and Griffiths (2012) state that using e-reading technology for educational purposes to proliferate, school systems are struggling to provide equitable access to e-reading devices, texts, and appropriate technological supports. A system of governance that needs to protect limited funds faces the need to continually upgrade technological supports and infrastructure.

**Provision of Sufficient Teaching Materials.** Provision of sufficient and well-designed teaching materials plays a crucial role in addressing and overcoming reading challenges. By ensuring that educators have access to diverse, engaging, and appropriately leveled resources, we can better support students in developing strong reading skills, enhance comprehension, and foster a love for reading.

The participant (T1) emphasized that timely access to textbooks, teacher guides, and supplementary materials is crucial for effective teaching and learning (2:20 ¶ 28 in T1 Int 2). Similarly T2 highlighted that schools should ensure they provide adequate teaching materials to support the learning needs of all students. This includes a variety of resources that can enhance students' understanding and engagement (3:55 ¶ 46 in T2 Int 1).

In this theme, provision of sufficient teaching materials Akakandelwa and Munsanje (2011) emphasize that school libraries and resource centres are crucial in providing instructional materials to students. Despite their importance, many of these facilities face significant challenges due to limited budgets, inadequate facilities, and insufficient resources. This often hampers their ability to deliver comprehensive information services to the school community. While there are some provisions for

teaching and learning materials for learners with visual impairments, these are not always adequately supported or consistently available.

The above-mentioned statement signified that enhancing the support for school libraries and resource centres is not just a matter of addressing immediate educational needs but also investing in the long-term success and inclusivity of our educational system. Ensuring that all students, regardless of their individual challenges, have access to comprehensive and well-supported teaching materials is crucial for fostering an equitable learning environment and promoting educational achievement for every student.

**Provision of Teacher Training Program.** Teacher Training Program has been meticulously designed to equip educators with the knowledge, skills, and tools necessary to overcome obstacles in reading instruction and foster a more inclusive and effective learning environment. The training will also emphasize differentiation techniques to support diverse learners, including those with learning disabilities and English language learners. By providing educators with interactive workshops, and collaborative opportunities, aim to enhance their instructional practices and ultimately improve student outcomes in literacy.

The participant (T1) emphasized that providing professional development for teachers on integrating technology effectively in reading instruction can improve teaching outcomes. For example, workshops on using Seesaw to track student progress and provide feedback can empower teachers to support students more effectively (1:20 ¶ 39 in T1 Int 1).

T1 further elaborated that a school district might offer a series of in-service training sessions on classroom management techniques, differentiated instruction, or using technology in the classroom (2:25 ¶ 32 in T1 Int 2).

In this context, T2 also highlighted that administration can play a vital role by providing access to professional development opportunities and resources, such as targeted reading programs and assessment tools (4:23 ¶ 22 in T2 Int 2).

In this regard, Freeman (1989) states that training is a strategy for direct intervention by the collaborator, to work on specific aspects of the teacher's teaching. The intervention is focused on specific outcomes that can be achieved through a clear sequence of steps, commonly within a specified period of time.

Further, Omar (2014) states that in-service training is important for teachers in school as a tool for professional development and to enhance their knowledge and

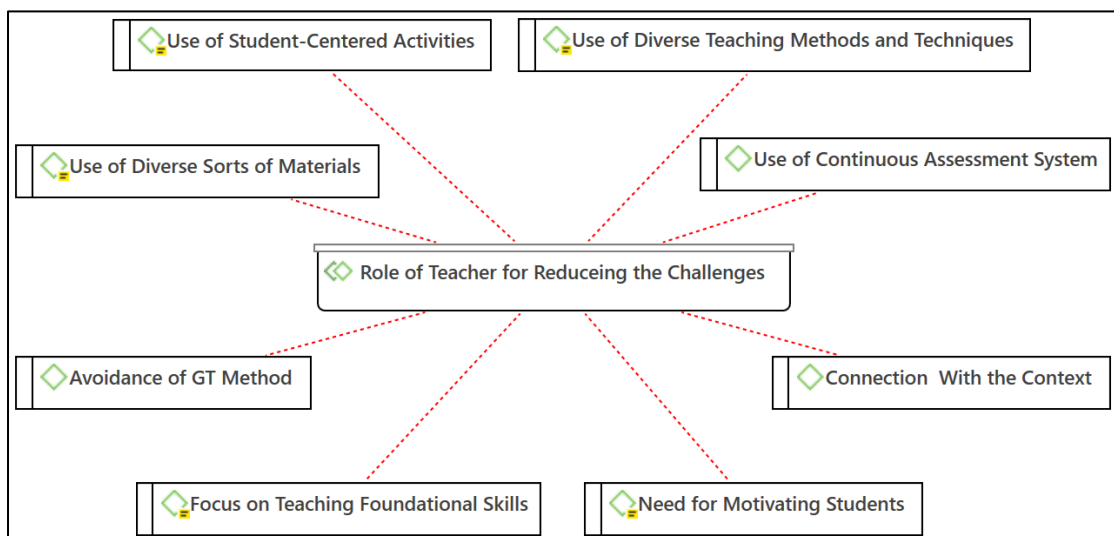
quality of teaching and learning. Teachers are facing new challenges and changes in the education world and it's important for teachers to equip themselves with new knowledge and skills by attending in-service training in order for them to play an important and effective role as educators.

Hence, teacher training is an important strategy for addressing specific aspects of a teacher's practice through a well-organised and time-sensitive process. In-service training, as a key component of professional development, is indispensable in helping educators stay current amidst the rapid changes and challenges in the educational field. By participating in these training programs, teachers can continually refine their skills and knowledge, which enhances their effectiveness in the classroom. Ultimately, this ongoing professional growth allows educators to adapt more effectively to new demands and significantly improve student learning outcomes.

### ***Role of Teacher for Overcoming the Challenges***

Teachers play a crucial role in overcoming reading challenges, which are important for student success and literacy development. As reading is foundational for academic and lifelong learning, educators must address challenges. This organized theme incorporate eight code or basic theme: use of student centered-activities, use of divers teaching method and technique, use of continuous assessment system, use of divers sorts of materials, avoidance of GTmethod connection with the context, focus on foundational skills, and need for motivating students, as depicted in Figure 9.

**Figure 9.** Codes Supporting Role of Teacher for Reducing the Challenges



Note. = organizing theme; = commented 'code' or 'basic theme'; = normal 'code' or 'basic theme'

**Avoidance of GT Method.** The Grammar Translation Method is a traditional language teaching approach that emphasizes learning grammar rules and vocabulary through translation exercises and rote memorization. It typically involves translating sentences between the target language and the native language, and focusing on grammatical accuracy rather than communicative skills.

The participant (T1) state that in my classroom, speaking Nepali during my period is not permitted. If students use Nepali, they incur a fine: 5 rupees for each word, 10 rupees for each sentence, and 20 rupees for extended conversations. As a result, students make a concerted effort to speak English throughout the class (1:34 ¶ 18 in T1 Int 1).

T1 further develop her idea, using traditional method is better than using newly innovative method is better than using ICT in learning helps for learning (2:37 ¶ 26 in T1 Int 2).

In this context, T2 explored that by blending traditional teaching methods with innovative technology, we can create a more effective and responsive reading curriculum that adapts to the needs of each student (3:31 ¶ 33 in T2 Int 1).

T2 provided a more in-depth exploration of her idea, I would like to change traditional grammar translations method that method made students passive and students depend on teachers. We have to provide them creative way. Learning should be effective if they learn from themselves, student can research , create, and generate their own idea will beneficial for develop their reading skills. One key improvement would be the integration of interactive and technology-enhanced tools into reading instruction (3:31 ¶ 33 in T2 Int 1).

In this context, Chang (2011) argues that traditional grammar teaching methods focus heavily on the teacher, who spends most of the class explaining grammar rules in detail. This means students mostly listen and take notes and don't get much practice in actually using English to communicate.

The earlier statement examined that the grammar translation method, with its emphasis on detailed explanations of grammar rules and translation exercises, places the teacher at the centre of the learning process. This traditional approach often results in students spending a significant portion of their time listening to lectures and taking notes rather than actively using the language for communication. While this method can be effective for developing a deep understanding of grammatical structures and

written language skills, it tends to limit opportunities for students to practice speaking and listening in real-life contexts.

**Connection With the Context.** Connection with context refers to understanding how context influences reading is essential for developing strong reading skills. Context helps readers decipher the meaning of words and phrases based on their surrounding text and the broader situation. By focusing on context, readers can better interpret unfamiliar words, grasp the author's intent, and connect different parts of the text. This is not only improves comprehension but also deepens engagement with the material. In this lesson, we will explore how to effectively connect reading with context, helping you become a more insightful and confident reader.

In this context, T1 explored that consider implementing several effective strategies. First, allow students to choose their own books to foster a sense of ownership and enthusiasm. Additionally, connect reading material to real-life experiences to make it more engaging and relevant ( 2:2 ¶ 5 in T1 Int 2).

This theme can be related to the social constructivism perspective in that an individual gains knowledge through life experiences, while learners acquire academic knowledge by drawing on their prior experiences to enhance their learning (Deeba et al., 2021). Following Deeba et al. (2021), this process involves understanding and interpreting the significance of new information in relation to what they already know. For adult learners, especially, this connection is crucial. Their learning is deeply influenced by their real-life experiences, which provide context and meaning to what they study. In teaching reading, this means that educators should connect new material to learners' personal experiences and contexts, making the learning process more relevant and impactful.

Deeba's (2021) argument implies the children learn best when they connect new information to their own experiences. For students who have rich life experiences, tying new knowledge to these experiences makes learning more meaningful. So, when teaching reading, it's important for educators to link new material to what learners already know from their lives. This approach helps make learning more relevant and effective.

**Focus on Teaching Foundational Skills.** Foundational skills refers to reading starts with basic skills that help kids learn how to read well. These include recognizing sounds in words (phonemic awareness), matching sounds to letters (phonics), understanding new words (vocabulary), reading smoothly (fluency), and

making sense of what is read (comprehension). Teaching these skills early on gives children the strong start they need to become confident and capable readers. By prioritizing these foundational skills, educators provide students with the critical tools needed for successful reading and lifelong learning.

Connecting this theme T1 argued that many student I have in my class they struggle with basic and I used them different strategies. I used rhymes, songs and games to help students recognize and manipulate sounds and next one I deal with their vocabulary and ask them to read aloud to expose their new words and concept. Next one guided reading not only that they do repeated reading also for comprehension practice. I do questioning and practice (1:35 ¶ 24 in T1 Int 1).

Related to the same theme, T2 added that when teaching reading skills to students who struggle with the basics, I adopt a patient, individualized approach that focuses on building their confidence and foundational skills (3:12 ¶ 17 in T2 Int 1).

Connecting this theme, T2 further explored that I also use small group instruction and one-on-one support to address specific skill gaps. I implement structured reading programs that provide a systematic approach to teaching foundational skills, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension (4:3 ¶ 6 in T2 Int 2).

In the same manner T3 also explored that if teaching the difference between rising and falling tones, I might use sentences like ‘Are you coming?’ (rising tone for questions) and ‘I’m going.’ (falling tone for statements). Students repeat these sentences in unison, paying close attention to the tonal differences (5:4 ¶ 7 in T3 Int 1).

T3 indicated that for teaching correct pronunciation, I use a combination of direct instruction and interactive practice. For instance, when focusing on pronunciation and intonation, I might use a technique called "choral repetition." And using model with the correct pronunciation of words and sentences, emphasizing the rhythm, stress, and intonation patterns (5:3 ¶ 7 in T3 Int 1).

In the same manner T3 added that accurate pronunciation is important. For example, if a teacher consistently pronounces the word ‘cat’ with the correct short ‘a’ sound, students will learn to recognize and pronounce the word correctly themselves. Mispronunciation, on the other hand, can lead to confusion and hinder a student's ability to decode words. For instance, if ‘cat’ is pronounced like ‘cot,’ students might

struggle with word recognition and comprehension, especially if they encounter similar-sounding words (6:3 ¶ 5 in T3 Int 2).

T3 further elaborated that accurate pronunciation is crucial for teaching reading because it helps learners correctly decode and recognize words. Clear pronunciation models correct articulation and phonetic patterns, aiding students in developing their own reading accuracy (6:2 ¶ 5 in T3 Int 2).

T3 also noted that falling tones in reading skills play a crucial role in conveying statements, finality, and emphasis. They typically signal the end of a declarative sentence or a complete thought, helping to clarify the meaning and structure of the text. For example, in the sentence ‘The meeting is at 3 PM,’ a falling tone on ‘PM’ indicates a straightforward statement or fact. This use of a falling tone helps students understand that the sentence is providing information rather than asking a question or expressing uncertainty. Teaching students to recognize and use falling tones correctly aids in delivering clear, emphatic statements and enhances overall reading fluency and comprehension (6:32 ¶ 13 – 14 in T3 Int 2).

Regarding this statement, focus on teaching foundational skills, Williams (2013) emphasizes the important that teachers provide students with the support they need, targeting specific foundational skills. Teachers need to provide students with opportunities to participate in activities that allow for the development of foundational skills through explicit, systematic instruction and repetition.

The previous study signified that if students struggle with pronunciation, fluency, and vocabulary, it can hinder their overall reading proficiency. Addressing these gaps early on with targeted support and practice is essential for building a strong educational foundation and fostering long-term academic and personal growth. Therefore, starting with a strong emphasis on pronunciation, fluency, and vocabulary is vital for building a solid foundation in reading.

**Need for Motivating Students.** Motivating students in reading is essential for developing their skills and instilling a lifelong love for literature. Engaging students with interesting materials and connecting reading to their interests can enhance their comprehension and critical thinking. By using effective motivational strategies, educators can create a more dynamic and successful learning experience.

The participant (T1) stated that we need to focus on motivating the students, as motivation is essential for effective learning (1:22 ¶ 45 in T1 Int 1). T1 further

signified that when students engage in pair or group work, they often find motivation through collaboration with their peers (2:31 ¶ 14 in T1 Int 2).

In this context T2 realized that I motivate the student then i encourage them to read. I used rhymes, songs and games to help students recognize and manipulate sounds and next one I deal with their vocabulary and ask them to read aloud to expose their new words and concept (3:20 ¶ 21 in T2 Int 1).

T2 added added that audio- visual materials are useful for teaching reading. We have ICT in our school. Some time we use ICT for audio and visual materials. Visual aids like charts, flashcards, and posters are useful for reinforcing vocabulary and sight words. I also integrate digital resources, such as reading apps and interactive e-books, which offer interactive elements that keep students engaged and motivated (3:22 ¶ 23 in T2 Int 1).

T2 further explored that motivate students to enhance their reading skills (2:34 ¶ 12 in T1 Int 2). T2 added regular progress monitoring and the use of engaging, age-appropriate reading materials help to keep students motivated (4:18 ¶ 28 in T2 Int 2).

T3 stated that motivating them can be achieved through various classroom activities, such as friendly competitions and inviting them to participate actively. Creating a positive and supportive environment can help build their confidence and improve their reading skills (5:10 ¶ 11 in T3 Int 1). T3 added, motivating all students to actively participate in reading activitie (5:24 ¶ 30 in T3 Int 1).

In this context, Ahmadi and Ismail (2013) emphasize that reading motivation is essential for learners in both classroom and extracurricular settings. For students learning English as a foreign language (EFL), motivation plays a crucial role in enhancing their reading comprehension and overall engagement with the language. Effective reading motivation not only encourages students to read more but also improves their ability to understand and interpret texts meaningfully. In this context, fostering a strong sense of motivation is fundamental to the learners' success in reading and comprehending English.

Privious statement explored that, motivation is a key driver in improving reading skills for EFL students. It enhances their comprehension and engagement with English texts, making it essential for their overall success in reading and understanding the language.

In conclusion, motivation is one of the most essential factors that has a direct impact on the development of reading comprehension, but the teachers need to know

that the students are motivated differently. They should make the classroom an enjoyable space to motivate them and increase their confidence, spontaneity, autonomy, and self-stimulation. Teachers need to pay attention to students' interests and their requirements. Students are very interested in any reading material that is with humour, fun, enjoyment, and pleasure.

**Use of Continuous Assessment System.** Continuous assessment systems have emerged as a powerful tool for addressing the challenges of teaching reading. Unlike traditional assessment methods that rely heavily on infrequent, high-stakes tests, continuous assessment involves regular, formative evaluations that provide ongoing feedback to both students and educators. This approach allows for real-time monitoring of students' reading progress, enabling tailored instruction that can address individual difficulties more effectively.

Connecting this theme T2 explored that I regularly monitor students' progress through ongoing assessments and provide timely, constructive feedback (4:2 ¶ 6 in T2 Int 2). In the same manner, T2 expressed more ideas, I use a variety of assessment tools, such as running records, reading inventories, and informal observations, to gain a comprehensive understanding of each student's abilities (4:20 ¶ 8 in T2 Int 2).

Based on the same theme, T3 also realized that technology and digital resources impact the students progress. Students showed marked improvement in their vocabulary retention and reading fluency. For example, John, who previously struggled with decoding new words, demonstrated better comprehension and quicker word recognition after engaging with the vocabulary station (6:22 ¶ 22 in T3 Int 2). Regarding this theme, Nxumalo (2007) states that continuous assessment goes beyond simply assigning marks and ranking students. It plays a crucial role in helping educators pinpoint areas where learners may need additional support. By identifying these areas, educators can tailor their approach and provide targeted remedial activities to help students improve and succeed.

This statement implies that continuous assessment is more than just assigning grades; it is crucial for identifying students' specific needs and tailoring instruction to support their growth. By providing ongoing feedback, educators can pinpoint areas where students struggle and implement targeted interventions to help them improve. Research shows that this approach not only enhances learning outcomes but also boosts student motivation and engagement by offering real-time insights into their

progress. Thus, continuous assessment plays a vital role in fostering a supportive and effective learning environment.

**Use of Diverse Sorts of Materials.** The use of diverse materials in teaching reading is crucial for addressing the varied needs of students. Traditional reading instruction often relies on limited resources, which may not engage all learners effectively. By incorporating a range of materials such as printed texts, digital media, visual aids, and interactive tools educators can create a more inclusive and dynamic learning environment. This approach not only caters to different learning styles and cultural backgrounds but also enhances comprehension and motivation. Embracing diverse materials allows educators to better support each student's unique learning journey and foster a deeper, more engaging reading experience.

The participant T1 argued that create bingo cards with different letters, sounds, or simple words in each square. As the teacher, you call out a sound or word, and students must find and mark the corresponding square on their bingo card (1:7 ¶ 26 in T1 Int 1). For example, If you are focusing on the ‘a’ sound, you might say ‘apple,’ and students would mark the square that has the word ‘apple’ or the letter ‘a.’ This game helps reinforce letter-sound associations in a fun and engaging way. there is language game also and language games motivate and encourage students using different technology make their learning essay (1:8 ¶ 27 in T1 Int 1).

T1 added that I do in interactive work like pair work, group work for the same purpose. I used language game likes bingo and other game for teaching reading skills (1:15 ¶ 35 in T1 Int 1).T1 further suggested that we should not rely only on English texts for this purpose. Instead, we can incorporate a range of materials such as newspapers, magazines, and other books into the classroom. This approach allows students to read from diverse sources and better grasp their meanings (1:41 ¶ 43 in T1 Int 1).

T1 explored more idea, I use leveled reading stations in the classroom. Each station focuses on different aspects of reading skills, such as vocabulary building, fluency practice, or comprehension exercises. Students rotate through these stations, allowing them to work at their own pace and focus on areas where they need more support or challenge (2:7 ¶ 8 in T1 Int 2).

In this context, T2 also realized that I used different kinds of language games in classroom like interactive games that focus on phonics, vocabulary building, and comprehension are particularly effective (3:15 ¶ 19 in T2 Int 1). T2 added that

providing them with a variety of reading materials such as newspapers, magazines, and reference books can significantly enhance their reading skills. These resources not only improve their vocabulary but also contribute to better pronunciation and reading habits (3:37 ¶ 36 in T2 Int 1).

T2 added more idea, I select and use a diverse range of reading materials that cater to different interests and reading levels. This helps to engage students and foster a love for reading, while ensuring that all students have access to texts that are appropriate for their skill level (4:1 ¶ 5 in T2 Int 2).

Regarding this theme, T3 stated that educational games on platforms like Starfall or ABCmouse make reading practice fun and interactive. For example, I use Starfall's interactive phonics games to help early readers build foundational skills. These games provide immediate feedback and adapt to students' skill levels, offering personalized practice opportunities (6:19 ¶ 20 in T3 Int 2).

Regarding this theme, Babayev (2021) states that whether teachers use textbooks, institutional resources, or materials they have developed themselves, these resources serve as tools for lesson planning rather than representing the teaching process itself. It is important to collect data on how teachers implement these materials in the classroom to gain insights into their practical use and effectiveness.

Hence, we can conclude the theme of the use of divers sorts of materials textbooks and other teaching materials are helpful tools for planning lessons, but they don't define how teaching actually happens. To really understand their effectiveness, we need to look at how teachers use these materials in their classrooms. While standard resources offer a basic structure, materials created by teachers can better address students' individual needs. By studying how these resources are used in practice, we can see what works best and improve teaching methods for better learning outcomes.

**Use of Diverse Teaching Methods and Techniques.** In today's diverse classrooms, using various teaching methods is crucial for effective reading instruction. By incorporating strategies like phonics, guided reading, and interactive storytelling, educators can address different learning styles and needs. This approach not only meets individual challenges but also fosters an engaging and inclusive environment, helping all students build strong reading skills and a lasting love for literature.

The participant (T1) highlighted that I use repetition and the "trill" technique to help them practice speaking and reading. I also utilize visual aids to support their

reading comprehension. Additionally, I incorporate role-playing activities: I first read the text aloud, and then students follow along to practice their (1:14 ¶ 33 in T1 Int 1).

T1 added that teachers can employ a variety of strategies, including mimicry, controlled reading, guided reading, intensive reading, extensive reading, and reading for pleasure. By integrating these approaches into instruction, we can effectively support and develop students' reading abilities (1:21 ¶ 41 in T1 Int 1).

T1 argued that incorporating technology into the classroom can enhance the reading experience, providing students with valuable tools and resources that support their learning (2:12 ¶ 14 in T1 Int 2). T1 added, some of the techniques are silent reading, reading for pleasure, intensive reading, extensive reading, independent reading these reading techniques these reading techniques used in the classroom (2:17 ¶ 20 in T1 Int 2).

T1 further explored that all techniques are valuable, but from my perspective, reading aloud is especially effective for improving students' pronunciation, confidence, reading fluency, and speed, particularly at the basic level (2:26 ¶ 36 in T1 Int 2).

Connecting with theme, T2 also realized that I have discovered that a variety of strategies can be highly effective for teaching reading, including repetition, the drill technique, role play, reading aloud, and group work, among others. Relying on just one approach is rarely sufficient (3:23 ¶ 27 in T2 Int 1).

T2 added that I used different kinds of teaching reading strategies and techniques like role play, mimicry, group work and pair work. For example, if you notice that some students struggle with decoding words while others have difficulty with comprehension, you can create small, targeted groups (3:41 ¶ 42 in T2 Int 1).

T2 stated that more arguments on her second interview, I use scaffolding techniques to support students as they develop their reading skills. This includes providing step-by-step guidance, modeling strategies, and gradually increasing the complexity of reading tasks as students gain confidence and competence (4:4 ¶ 8 in T2 Int 2).

T2 further suggested that use a systematic phonics program to reduce reading challenges by providing students with a structured and sequential approach to learning how to decode words. The program begins with teaching the most basic letter-sound correspondences and gradually progresses to more complex phonics patterns, ensuring

that students build a strong foundation in understanding how letters and sounds work together (4:19 ¶ 30 – 33 in T2 Int 2).

T3 stated that the most effective teaching strategies I've encountered involve building on students' existing knowledge (5:13 ¶ 16 in T3 Int 1).

In this theme, Irkinovich and Izatullaevna (2022) explored that to enhance reading skills, a single method would not work for everyone. It is essential to experiment with different methods and adapt based on each child's unique needs.

Regarding this with social constructivism, Saleem et al. (2021) argue that an effective teaching method involves the teacher taking on the role of a facilitator. Instead of simply delivering lectures, the teacher guides students through a process of self-discovery and understanding via interactive dialogue. By engaging in collaborative learning, students work together in discussions, enhancing attention, retention, and participation. This approach fosters democratic thinking, reflective skills, and communication abilities by promoting free debate and mutual understanding. It helps students improve their tolerance and analytical skills through group activities and discussions.

Previous arguments highlighted that an effective teaching method transforms the teacher into a facilitator who promotes self-discovery and understanding through interactive dialogue. By guiding students in collaborative learning, this approach enhances attention, retention, and participation while also fostering democratic thinking, reflective skills, and communication abilities. Through engaging group activities and discussions, students develop greater tolerance and analytical skills, benefiting both their academic and personal growth.

**Use of Student-Centered Activities.** Student-centered activities foster a more engaging and personalized learning environment, encouraging students to take an active role in their own literacy development. By incorporating strategies that emphasize student choice, collaboration, and critical thinking, educators can create dynamic reading experiences that cater to diverse learning styles and promote a deeper understanding of texts. This introduction explores the role of student-centered activities in reading instruction and their impact on fostering a more effective and enjoyable learning process.

The participant (T1) argued that I have manage my mix ability class for effectively teaching reading. First of all, students are grouped based on their reading levels, and each group receives tailored materials and tasks. For lower-level readers, I

provide simplified texts with guided reading questions and interactive phonics activities (2:6 ¶ 7 in T1 Int 2). T1 added her idea, encourage social interaction by facilitating discussions and group activities around reading. Create a reading-friendly environment that invites exploration and enjoyment (2:32 ¶ 5 in T1 Int 2).

In this theme T2 argued that using an app that allows students to practice phonics through interactive activities can cater to different learning styles and provide immediate feedback. This not only keeps students engaged but also helps in identifying and addressing individual areas where they may need extra support (3:34 ¶ 34 in T2 Int 1). T2 added that while systematic phonics programs provide a strong foundation in decoding skills. Small group interventions enable focused attention on students who need extra support, allowing for more personalized guidance (4:17 ¶ 28 in T2 Int 2).

T3 explored that we can also organize various competitions to enhance reading skills, such as speech contests and spelling bees (5:19 ¶ 24 in T3 Int 1). T3 added that dictation exercises were also a regular part of our routine. Occasionally, we held debates, dialogue competitions, drama performances, and spelling contests to further develop our abilities (5:34 ¶ 34 in T3 Int 1).

In this regard, from a constructivism perspective, Tang (2023) maintains that a student-centred approach is based on the concept of constructivism that learners confer meanings to what they learn by relating new information to what they have already known. This approach to teaching and learning focusses on learning through small-group discussions, project-based and problem-based learnings, argument-based curriculum, technology-learning, student-centered feedback and adaptive teaching.

From the earlier statement, it can be concluded that the student-centred approach, grounded in the principles of constructivism, emphasises that learners construct their own understanding by connecting new information with their existing knowledge. This pedagogical method prioritises active learning through strategies such as small-group discussions, project-based and problem-based learning, and argument-based curricula. By integrating technology, providing tailored feedback, and adapting teaching methods to individual needs, this approach fosters a more engaging and personalised learning experience. Ultimately, student-centred activities not only enhance comprehension but also encourage students to take ownership of their learning, thereby promoting deeper and more meaningful educational outcomes.

## Chapter 5. Findings, Conclusions, and Implications

Chapter five is concerned with the summary of the findings, and conclusions and implications on the basis of the findings at policy, practice and further research levels.

### Findings

I present the findings derived from the data under two global theme: challenges in teaching reading and measures for overcoming reading challenges. To each of the global theme, I have four organized theme and twenty code or basic theme.

The overall thematic findings have been summarised in Table 2.

**Table 2.** *Tabulation of the Overall Thematic Findings*

Global themes	Organizing themes	Basic themes
Challenges in teaching reading	Challenges related to institution	Large class
		Lack of teaching materials
		Lack of modern technology
		Limited time of period
	Challenges related to students	Mix ability class
		Lack of motivation and engagement
		Students from diverse background
		Lack of foundational skills
Measures for overcoming the challenges	Role of institution for overcoming the challenges	Provision of teacher training program
		Need of sufficient time
		Provision of modern technology
		Provision of sufficient teaching materials
	Role of teacher for overcoming the challenges	Use of student-centered activities
		Use of diverse teaching methods and technology
		Use of diverse sorts of materials
		Use of continuous Assessment system
		Connection with the context
		Need for motivating students
		Avoidance of GT method
		Focus on teaching foundational skills

Table 2 presents a detailed analysis of the two global themes identified in the study: challenges in teaching reading and measures for overcoming these challenges. These themes are further broken down into organized themes and basic themes that highlight the various factors influencing reading instruction. The first global theme, challenges in teaching reading, is divided into two organized themes: challenges related to institutions and challenges related to students.

Under the organized theme of challenges related to institutions, several basic themes are identified that reflect institutional constraints. One major challenge is large class sizes, where teachers struggle to provide individualized attention to each student due to overcrowded classrooms. Another significant factor is the lack of teaching materials, which includes a shortage of essential resources such as textbooks, reading aids, and visual tools that support effective reading instruction. Furthermore, many institutions face the challenge of inadequate modern technology, which limits teachers' ability to integrate digital tools into their lessons and enhance the learning experience. Finally, limited instructional time is another critical challenge, as insufficient time dedicated to reading instruction reduces the opportunity for in-depth learning and practice.

On the other hand, challenges related to students focus on the diverse needs and characteristics of the learners themselves. One key issue is the presence of mixed ability classes, where students with varying levels of reading proficiency are grouped together, making it difficult for teachers to cater to the individual needs of each student. Lack of motivation and engagement is also a common problem, as many students show little interest in reading, which significantly hampers their learning progress. Additionally, students come from diverse backgrounds, with different cultural, linguistic, and socio-economic experiences that can influence their ability to engage with and comprehend reading materials. Lastly, insufficient foundational skills, such as basic phonemic awareness or vocabulary knowledge, can prevent students from progressing in their reading development.

The second global theme, measures for overcoming reading instruction challenges. These measures are categorized into two organized themes: the role of institutions and the role of teachers. Under the role of institutions, key actions include the provision of teacher training programs to ensure educators have the skills and knowledge needed to effectively teach reading. Institutions can also address the issue of limited resources by providing sufficient teaching materials and modern

technology, which can significantly enhance the learning environment. Additionally, ensuring that teachers have sufficient time to focus on reading instruction is essential for improving teaching outcomes.

In terms of the role of teachers, several strategies are highlighted that can help overcome the challenges in teaching reading. These include the implementation of student-centered activities, which engage learners in interactive and meaningful reading experiences. Teachers are also encouraged to use diverse teaching methods and materials, including multimodal resources, to cater to different learning styles. Establishing a continuous assessment system is another important strategy, allowing teachers to monitor student progress and provide targeted support where necessary. Additionally, it is crucial for teachers to make connections to students' contexts, linking reading materials to the students' own experiences, interests, and backgrounds to increase engagement. Teachers can also motivate students by avoiding traditional grammar-translation methods and focusing instead on more communicative, interactive approaches. Lastly, emphasizing the development of foundational skills in reading, such as phonics, vocabulary, and comprehension strategies, is vital for ensuring long-term reading success.

### **Conclusions**

After analyzing and interpreting the information gathered from participants, I have come to a conclusion that teaching reading skills at the basic level requires a multifaceted approach to address the various challenges teachers face. Large class sizes, lack of teaching materials, and insufficient modern technology present significant obstacles that need to be addressed through the provision of adequate resources and training. Limited instructional time and the diverse abilities and backgrounds of students further complicate the teaching process, emphasizing the need for a tailored approach that includes student-centered activities and diverse teaching methods.

To overcome these challenges, it is important to prioritize foundational skill development and adopt a continuous assessment system that allows for ongoing evaluation and adjustment of teaching strategies. Teacher training programs should be implemented to equip educators with the skills and knowledge necessary to manage mixed-ability classrooms and utilize modern technologies effectively. Motivating students and connecting lessons to their real-life contexts can enhance engagement and foster a positive learning environment.

Ultimately, avoiding traditional teaching methods in favor of more dynamic and personalized approaches will better support students' varied needs. By addressing the lack of foundational skills and incorporating diverse materials and technology, educators can create a more inclusive and effective reading instruction framework, setting students up for long-term success in their literacy development.

### **Implications of the Findings**

Every study has its implications. The implications of this research study at policy, practice and research level are as follows.

#### ***Implications in Policy Level***

To enhance reading instruction, policymakers need to focus on several crucial areas. First, it is important to increase funding for essential educational resources, such as textbooks, reading materials, and technology, to ensure that schools have the tools necessary for effective teaching. Additionally, reducing class sizes, especially in early grades, will allow teachers to provide more individualized attention to students, addressing their diverse needs more effectively. Teacher professional development is another key area; policymakers should ensure that teachers receive ongoing training in the best practices for reading instruction, with a particular focus on strategies for diverse classrooms, where students may have varying levels of reading proficiency.

Curricula should be adjusted to dedicate more time specifically for reading instruction, as current timetables often limit opportunities for in-depth literacy learning. At the same time, policies must address the challenges faced by students, particularly those from disadvantaged backgrounds. This includes promoting inclusive education practices and ensuring equitable access to reading materials and resources, so that every student has the opportunity to engage with high-quality content. Teachers also need support in adopting student-centered, engaging teaching methods that keep students motivated and involved in the learning process, as well as in building essential foundational reading skills such as phonics, vocabulary, and comprehension.

Furthermore, continuous assessment systems should be implemented in schools to monitor students' reading progress and identify those who may need additional support. These assessments can guide targeted interventions and ensure that no student falls behind. Finally, fostering collaboration between schools, families, and communities will be essential for creating a supportive and encouraging environment for reading, both inside and outside the classroom. By making these changes at the

policy level, significant improvements in reading instruction can be achieved, helping all students develop the necessary skills to succeed.

### ***Implications in Practice Level***

To address the challenges in teaching reading, institutions must prioritize adequate teacher training programs and ensure the provision of sufficient time, modern technology, and teaching materials. Teachers can mitigate these challenges by employing student-centered activities and a variety of teaching methods and technologies tailored to diverse learning needs. Implementing a continuous assessment system and connecting reading content to students' contexts can further enhance engagement and motivation. Avoiding traditional method (GT) and focusing on foundational skills are crucial for accommodating mixed-ability classes and diverse student backgrounds. Ultimately, fostering a supportive learning environment with these measures can significantly improve reading instruction outcomes.

### ***Implications in Further Research Level***

For further research, this study offers several important implications. It provides a foundation for exploring additional aspects of the challenges faced by elementary teachers in teaching reading skills. Researchers can build on this work by examining related topics and employing similar methodologies to analyze deeper into other factors affecting reading instruction. Additionally, the study highlights existing gaps in the current literature, which can help direct future research efforts towards addressing these areas. By identifying and investigating these gaps, future studies can contribute to a more comprehensive understanding of the issues at hand and inform the development of more effective teaching strategies and interventions.

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## Appendices

### Appendix I: Interview Guidelines

The following will be the guidelines for taking interview with the selected participants for the collection of the intended data.

#### **Preliminary information.**

Name of the school:

Date:

Name of the teachers:

#### Questions

1. What are the most significant challenges you face when teaching reading skills to the basic level students?
2. How do you approach teaching reading skills to students who may struggle with the basics reading concepts?
3. What materials do you recommended for effectively supporting the development of reading skills among students?
4. What changes or improvements do you like to see in the way to enhance the effectiveness of teaching reading skills at the basic level?
5. What strategies have you found effective in reducing the challenges you face in teaching reading skills?
6. What solutions can be explore to reduce the obstacles in teaching reading skills ?

## Appendix II: Document Report

Project: Challenges Faced by Basic Level English Teachers in Teaching Reading Skills

Report created by Anita Aryal on 11/12/2024

### Document Report

All (6) documents

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#### 1 T1 Int 1

Transcription of First Interview of Teacher 1(Sc1) 2081/04/21

R: Now, let's start our interview.

T1: Ok, how many questions you have prepared.

R: I have prepared six questions.

T1: Ok, you may start.

T1: What are the most significant challenges you face when teaching reading skills to the basic level students?

T1: Thank you for your question about the challenges I have faced in teaching reading skills. One significant challenge is working with mixed-ability classes. Students come from various backgrounds and learn at different rates, which can make it difficult to address everyone's needs effectively. For example, students from rural areas often enter the classroom with less foundational knowledge in reading compared to their urban counterparts. This disparity can make it challenging to create a cohesive learning environment where all students can progress together.

R:Ok, what kinds of challenges you have to deal in your classroom?

T1: The student comes from a village where they struggle with pronouncing even simple words and have difficulties with comprehension. This poses a significant challenge.

R:yes

T1: The next challenge we face is the limited resources at our school, including a lack of books, teaching aids, and technology. This shortage is the second biggest obstacle to effectively teaching reading skills.

R: Ok, have you faced other challenges also?

T1: Students face several challenges in reading comprehension, particularly due to language barriers and vocabulary issues. For instance, interference from the Nepali language can complicate understanding English text. Additionally, students often struggle with pronouncing unfamiliar words, which can hinder their grasp of the overall meaning of sentences. This difficulty can lead to

frustration and disengagement. A lack of motivation and engagement further compounds these issues, making it challenging to teach reading effectively.

R : Do you have an example about lack of motivation and engagement?

T1: For example, A student who often makes mistakes might feel shy or nervous about reading out loud in class because they are worried about being embarrassed.

It is very difficult to keep student engaged and motivated all the time. It is a bit difficult task to deal with and last challenges I faced is time consuming. We have limited time only 45 minute period at that time we have to check homework also, we have to teach other skills also like speaking, writing and listening together. Time also play very vital role in teaching reading skills. So, we have sufficient time need for same purpose.

R: In Nepal, teaching English can be quite challenging for Nepali instructors, as learners often expect the teacher to translate English texts into Nepali. Have you encountered this issue in your classroom?

T1: Yes, I did face this issue. In my classroom, speaking Nepali during my period is not permitted. If students use Nepali, they incur a fine: 5 rupees for each word, 10 rupees for each sentence, and 20 rupees for extended conversations. As a result, students make a concerted effort to speak English throughout the class.

R: Did you faced pronunciation problem?

T1: Yes, while teaching reading skills when they found difficult words they really have problems with pronunciation. For example, A student might read the word 'think' as 'sink,' because they haven't yet mastered the /θ/ sound. This can cause misunderstandings and make it harder for them to connect the spoken word to the correct written form. but I help them using difficult strategies and method.

R:Ok, now can I ask another question?

T1: ok

R: How do you approach teaching reading skills to students who may struggle with the basics reading concepts?

T1: Ok, many student I have in my class they struggle with basic and I used them different strategies. I used rhymes, songs and games to help students recognize and manipulate sounds and next one I deal with their vocabulary and ask them to read aloud to expose their new words and concept. Next one guided reading not only that they do repeated reading also for comprehension practice. I do questioning and practice. Not only that, I have to use technology also we have educational app.

R: There is language game also for teaching reading skills.

T1:Yes, Create bingo cards with different letters, sounds, or simple words in each square. As the teacher, you call out a sound or word, and students must find and mark the corresponding square on their bingo card.

For Example, If you're focusing on the 'a' sound, you might say 'apple,' and students would mark the square that has the word 'apple' or the letter 'a.' This game helps reinforce letter-sound associations in a fun and engaging way. there is

language game also and language games motivate and encourage students using different technology make their learning essay.

R: Now next question, What materials and resources do you recommended for effectively supporting the development of reading skills among students?

T1: As teachers, we should utilize a variety of materials and resources to enhance the effectiveness of our classrooms. Initially, I relied on textbooks and printed materials provided by the school. However, I also incorporated digital tools and technology, such as educational apps. For teaching reading skills, I found YouTube videos to be particularly useful. Information and Communication Technology (ICT) plays a crucial role in this process, serving as an invaluable resource in teaching reading skills.

R: When teaching reading skills, students often engage more effectively with videos and songs than with traditional lectures?

T1: Yes, when they see educational app by using ICT they found that motivated and engaged for learning reading.

R: Then, what specific teaching strategies have you found to be more effective to teaching reading skills?

T1: Relying on the same strategies repeatedly may not always be effective; it's important to stay creative as an English teacher. In my classroom, I incorporate a variety of methods to engage students. I use repetition and the 'trill' technique to help them practice speaking and reading. I also utilize visual aids to support their reading comprehension. Additionally, I incorporate role-playing activities: I first read the text aloud, and then students follow along to practice their language skills in a dynamic and interactive way.

R: Have you also tried other activities for teaching reading skills at a basic level?

T1: I do in interactive work like pair work, group work for the same purpose. I used language game likes bingo and other game for teaching reading skills. I used guided reading where small groups of students read together with teacher support. This allows for targeted instruction based on each student's reading level. For instance, during a guided reading session with Leveled Readers, the teacher can provide personalized guidance and support while students read a book appropriate for their level. Reading aloud model fluent reading by reading aloud to students. This demonstrates proper intonation, expression, and pacing. For example, using picture books such as 'The Very Hungry Caterpillar' by Eric Carle, the teacher can model expressive reading and engage students with questions about the story to develop their comprehension skills

R: How they feel learning reading is difficult or same like speaking, listening and writing.

T1: They face challenges in both reading and writing, but their difficulties are more pronounced in writing. While they can read and understand text reasonably well, they struggle significantly with writing. They often find it hard to organize their ideas and express them clearly during writing tasks.

R: What changes or improvements do you like to see in the way to enhance the effectiveness of teaching reading skills at the basic level?

T1: To enhance my site, it's crucial that ICT is integrated consistently. Utilizing ICT to its fullest potential can significantly boost student motivation and engagement with learning. Ensuring that every student has access to digital reading resources, including e-books and educational apps, is essential for bridging gaps created by unequal access to technology. Schools could invest in devices and internet access for students who lack them at home. And Providing professional development for teachers on integrating technology effectively in reading instruction can improve teaching outcomes for example, workshops on using Seesaw to track student progress and provide feedback can empower teachers to support students more effectively.

R: Can we change or improvement our teaching reading strategies?

T1: The ultimate goal of teaching reading is to enhance students' comprehension skills. To achieve this, teachers can employ a variety of strategies, including mimicry, controlled reading, guided reading, intensive reading, extensive reading, and reading for pleasure. By integrating these approaches into instruction, we can effectively support and develop students' reading abilities.

R: It also means fostering a love for reading. Students should find enjoyment in the process, and after engaging with a text, they should not only grasp its meaning but also gain new insights and knowledge.

T1: Absolutely, we shouldn't rely only on English texts for this purpose. Instead, we can incorporate a range of materials—such as newspapers, magazines, and other books—into the classroom. This approach allows students to read from diverse sources and better grasp their meanings.

R: Our last question, What strategies have you found effective in reducing the challenges you face in teaching reading skills?

T1: First and foremost, we need to focus on motivating the students, as motivation is essential for effective learning. Once we have ignited their enthusiasm, we can then apply diverse methods and techniques tailored to their individual levels and needs to enhance their educational experience.

R: The same methods, techniques, and strategies are effective for all students.

T1: We should employ various methods and techniques tailored to each student's needs. It's important to use strategies that are effective for both talented students and those who may be struggling.

R: Alternative approaches to enhancing reading skills instruction.

T1: Integrating technology is crucial in education, as it can significantly enhance student motivation and learning. By incorporating various technological tools and interactive activities, we can create a more engaging and effective e-learning environment.

R: How can technology integrations be utilized to enhance the teaching of basic reading skills? Could you provide an example?

T1: Educational apps can offer interactive reading exercises that adapt to a child's skill level. For example, apps like Starfall provide phonics-based activities where children can practice sound-spelling correlation and word recognition through

games and animated stories. E-books with read-aloud features and interactive elements can help young readers improve their reading skills. But, we have no such materials in school. Tools that use speech recognition can help students practice pronunciation and fluency. For instance, Reading Eggs includes a feature where children can read aloud, and the app provides feedback on their pronunciation, helping them refine their reading skills.

R: It is important to reduce that teaching reading challenges.

T1: Reading is an active skill that requires the development of various abilities, such as deducing the meaning of unfamiliar words, scanning for specific information, and skimming for general understanding. It involves more than just pronouncing printed letters; true comprehension comes from actively engaging with the text. To fully grasp and understand the material, a reader must interact dynamically with the content.

## 2 T1 Int 2

Transcription of Second Interview With Teacher 1 (Sc1) 2081/27

R: can I start now.

T1: Yes mam.

R: First question is how do you address the challenges of mix ability classes when teaching reading skills.

T1: Motivating students to read in a mixed-ability classroom can be challenging, but it is highly rewarding. To address this, consider implementing several effective strategies. First, allow students to choose their own books to foster a sense of ownership and enthusiasm. Additionally, connect reading material to real-life experiences to make it more engaging and relevant. Encourage social interaction by facilitating discussions and group activities around reading. Create a reading-friendly environment that invites exploration and enjoyment. Incorporate games to make reading fun and interactive. Finally, use collaborative methods such as pair correction, pair teaching, and group learning to support students of varying abilities. These approaches can help create a more inclusive and motivating reading experience for all students.

R: How can you manage your mix ability class for effectively teaching reading skills?

T3: I have manage my mix ability class for effectively teaching reading. First of all, students are grouped based on their reading levels, and each group receives tailored materials and tasks. For lower-level readers, I provide simplified texts with guided reading questions and interactive phonics activities. For more advanced readers, I might offer complex texts with critical thinking questions and opportunities for deeper discussion.

Additionally, I use leveled reading stations in the classroom. Each station focuses on different aspects of reading skills, such as vocabulary building, fluency practice, or comprehension exercises. Students rotate through these stations,

allowing them to work at their own pace and focus on areas where they need more support or challenge.

R: Did you feel difficult to teach mix ability classes.

T1: Yes, teaching reading in mix ability classes is very difficult. But we can help us pair tutoring, flexible grouping and using technology this activities may help in teaching reading skills.

R: What specific strategies do you use to motivate students to improve their reading skills.

T1: To motivate students to enhance their reading skills, I recommend employing a variety of strategies. Group and pair work can be highly effective, as they leverage social interaction to make reading more engaging. Encouraging independent reading is also important for developing self-reliance in literacy. Additionally, providing positive reinforcement helps foster a supportive learning environment. By incorporating these methods, including collaborative activities like group and pair work, we can create a dynamic and learner-friendly atmosphere that promotes reading growth.

R: Using that strategies, it is easy to motivate all the students.

T1: When students engage in pair or group work, they often find motivation through collaboration with their peers. Learning in a social setting can be more effective for them than learning solely from the teacher. Additionally, incorporating technology into the classroom can enhance the reading experience, providing students with valuable tools and resources that support their learning.

R: Some time did you faced that kind of problem?

T1: Of course, that is regular problem but we have to deal with different strategies and technique.

R: In the classroom, there is some students less motivated?

T1: In our classroom, some of the student found highly motivated and some of the student less motivated but we should try to motivate all students equally

R: Can you describe different method and technique to teach reading skills.

T1: There are different method and technique we can use in teaching reading skills. Phonics Instruction teaches the relationship between letters and their sounds. It emphasizes decoding words by sounding them out. Example: In a phonics lesson, students might practice blending sounds by looking at the word 'cat.' They learn that 'c' sounds like /k/, 'a' sounds like /æ/, and 't' sounds like /t/, and blend these sounds to read the word. Some of the technique are silent reading, reading for pleasure, intensive reading, extensive reading, independent reading these reading technique these reading technique used in the classroom.

R: Did you used reading aloud technique also?

T1: Yes I used reading aloud also. The teacher reads a book aloud to the class and engages students in discussions and activities related to the text. Example: While reading 'Charlotte's Web,' the teacher pauses to ask students about their

predictions or feelings about the characters, helping them make connections and deepen their understanding of the story.

R: Sometimes, did you give the reading text for skimming, scanning also?

T1: Obviously, I forgot skimming and scanning also use not only that we can bring newspaper, articles, magazines to the classroom. On the basis of that they can learning effectively.

T1: Using different methods and technique make our class always fruitful and trying newly innovative technique make our class fruitful and interesting also.

R: Did you see changes in your students.

T1: Using traditional method is better than using newly innovative method is better than using ICT in learning helps for learning.

R: What kinds of support from government do you think is necessary to effectively reduce reading challenges?

T1: In our government school, the main issue is the delay in receiving textbooks and other essential materials from the government. Timely access to textbooks, teacher guides, and supplementary materials is crucial for effective teaching and learning. Additionally, if smart boards and other necessary equipment are installed in every classroom and provided promptly, it would significantly enhance our educational experience and support a more effective learning environment.

R: Did you take teacher training program also?

T1: Yes, if training and other teacher improvement program was conducted regular basis that also be very useful.

R: What kinds of teacher training did you get from government?

T1: I took different teacher training program like TESOL (Teaching English to Speakers of Other Languages) certification is a popular program that equips teachers with fundamental strategies for teaching English language learners, covering areas such as grammar, pronunciation, and classroom management. And A school district might offer a series of in-service training sessions on classroom management techniques, differentiated instruction, or using technology in the classroom.

R: What specific strategies have you found to be most effective in reducing reading challenges at basic level?

T1: As teachers, we should consistently explore and employ a variety of strategies and methods. The techniques and approaches I have already shared have proven to be quite effective. I regularly apply these strategies in my reading classes, as well as in other subjects. I have found that these methods yield positive results and contribute significantly to student success.

R: Above mention technique and strategies which one do you like to most important?

T1: All techniques are valuable, but from my perspective, reading aloud is especially effective for improving students' pronunciation, confidence, reading fluency, and speed, particularly at the basic level. Reading aloud offers significant benefits, as it not only boosts learners' confidence through regular practice but also enhances their pronunciation and reading comprehension. When students read the same text twice a day, they reinforce their understanding and improve their overall reading skills.

R: Now, we are here in our end of the interview do you have to say any other ideas about teaching reading skills.

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### 3 T2 Int 1

Transcription of First Interview of Teacher 2(Sc2) 2081/04/24

R: Are you ready for interview.

T2: Yes

R: I have mention here six questions, I start from first one.

T2: Ok

R: What are the most significant challenges you face when teaching reading skills to the basic level students?

T2: I encounter several challenges when teaching reading skills at the basic level. Many students lack foundational skills such as phoneme recognition, phonics, and fluency, which can impede their progress and lead to diminished attention and engagement. Keeping students motivated and engaged, particularly those who struggle with reading and may become frustrated or lose confidence, is another significant challenge. Additionally, limited resources and access to specialized materials can restrict the effectiveness of targeted interventions.

R: Are your students motivated to learn reading skills?

T2: Yes, but not all students are equally motivated. Around 60% of them pay full attention in class, while the remaining students do not focus as well.

R: Did you found other challenges like insufficient reading materials?

T2: Yes, we have some materials, but it 'is not sufficient for our needs. With approximately 40 students, we do not have enough resources to effectively support everyone.

R: Did you faced other challenges also.

T2: The classroom is often crowded, and with only 45 minutes for each lesson, it's challenging to properly evaluate and address each student's needs. Teaching and motivating every student effectively within this limited timeframe is difficult, leading to time management issues. As a result, it can be hard to ensure that each student receives the attention they require.

R: Can I ask another question now?

T2: Of course go ahead.

R: How do you approach teaching reading skills to students who may struggle with the basics reading concepts?

T2: When teaching reading skills to students who struggle with the basics, I adopt a patient, individualized approach that focuses on building their confidence and foundational skills. Basically, I made small-Small group what ever I target for intervention. I use monitoring process regularly. I used basically pair work, group work and several other language games.

R: Can I give an example of language game you used in your classroom for students who may struggle with the basics reading concepts?

T2: I used different kinds of language games in classroom like interactive games that focus on phonics, vocabulary building, and comprehension are particularly effective. For instance, 'Word Bingo' can be a fun way to reinforce sight words and vocabulary. In this game, students mark off words on their bingo cards as they hear them read aloud, helping them recognize and remember these words in context. Another effective game is 'Letter Sound Match,' where students match cards with letters to cards with corresponding pictures or words. This activity helps with phonemic awareness and letter-sound correspondence, which are foundational for reading. By incorporating these types of games into the classroom, teachers can create an engaging and supportive environment that enhances students' reading skills at a basic level.

R: How to you help your students for teaching reading skills effectively?

T2: First of all I motivate the student then I encourage them to read. I used rhymes, songs and games to help students recognize and manipulate sounds and next one I deal with their vocabulary and ask them to read aloud to expose their new words and concept. Using guided reading not only that for comprehension practice. I do questioning and practice.

R: Next one , What materials do you recommended for effectively supporting the development of reading skills among students?

T2: I have discovered that using a variety of engaging materials is the most effective way to teach reading skills.. I think audio- visual materials are useful for teaching reading. We have ICT in our school. Some time we use ICT for audio and visual materials. Visual aids like charts, flashcards, and posters are useful for reinforcing vocabulary and sight words. I also integrate digital resources, such as reading apps and interactive e-books, which offer interactive elements that keep students engaged and motivated.

R: Only ICT is effective for teaching reading.

T1: 'Not always, but sometimes I used word cards and pictures. At times, we also had them create dialogues or use sentence cards.'

R: What strategies have you found effective in reducing the challenges you face in teaching reading skills?

T2: I have discovered that a variety of strategies can be highly effective for teaching reading, including repetition, the drill technique, role play, reading

aloud, and group work, among others. Relying on just one approach is rarely sufficient. It is essential to stay creative and ensure that students remain motivated and engaged while developing their reading skills. By employing diverse strategies, we can better gauge students' levels and interests, tailoring our methods to best support their learning.

R: In the classroom, The same strategies can effectively teach reading skills to all students.

T2: No, every students are different in terms of their family background, language and other. So, we have to know each student diversity for teaching reading effectively. We should use different kinds of technique and strategies for properly teaching reading skills. Regular practice through guided reading, paired with immediate feedback, helps solidify these skills. Additionally, fostering a positive and encouraging classroom environment is crucial, as it builds students' confidence and motivation to tackle reading challenges.

R: Ok

T2: At my school, I have come across a newer and diverse community where the native language sometimes poses challenges. To address this, we need to teach them in the simplest way possible. I focus on clarifying pronunciation and have made several attempts to ensure that the words are pronounced correctly.

R: What changes or improvements do you like to see in the way to enhance the effectiveness of teaching reading skills at the basic level?

T2: I would like to see my student would be able to like native speaker and like they are able to conversation also. I would like to change traditional grammar translations method that method made students passive and students depend on teachers. We have to provide them creative way. Learning should be effective if they learn from themselves, student can research , create, and generate their own idea will beneficial for develop their reading skills. One key improvement would be the integration of interactive and technology-enhanced tools into reading instruction. For instance, incorporating educational apps and digital platforms that provide engaging phonics games and interactive e-books features can make learning more personalized.

For example, using an app that allows students to practice phonics through interactive activities can cater to different learning styles and provide immediate feedback. This not only keeps students engaged but also helps in identifying and addressing individual areas where they may need extra support. By blending traditional teaching methods with innovative technology, we can create a more effective and responsive reading curriculum that adapts to the needs of each student.

R: Do you have anything to say about reading materials.

T2: Providing them with a variety of reading materials—such as newspapers, magazines, and reference books—can significantly enhance their reading skills. These resources not only improve their vocabulary but also contribute to better pronunciation and reading habits. Even if time is limited, dedicating around an hour to reading these types of materials can be highly beneficial. This approach helps in developing their overall reading proficiency and language skills.

R: What about numbers of students?

T2: Teaching is much more effective with a smaller number of students. To enhance learning and develop reading skills for each student, it is crucial to have well-defined sections or groups within the class.

R: Now last question, what solutions can be explore to reduce the obstacles in teaching reading skills ?

T2: That issue is not solely my responsibility; it should also be addressed by the school management community and the school management team.

R: As a teacher how can you reduce challenges you faced in teaching reading skills.

T2: I motivate the students for reading . I used different kinds of teaching reading strategies and technique like role play, mimicry, group work and pair work. For example, if you notice that some students struggle with decoding words while others have difficulty with comprehension, you can create small, targeted groups. For the decoding group, you might use phonics-based activities and practice with word families. Meanwhile, for students needing help with comprehension, you could use strategies such as guided reading sessions and discussions about text structure. By customizing your approach, you can better support each student's specific needs and improve their overall reading skills. At school, we should use ICT for audio-visual for playing video, songs. Technology integration is very important for teaching reading. That makes student properly motivate and engaged in reading text. Students feel verry happy to see video and singing song and rhymes by seeing video on T.V. They can understanding the text by seeing and watching video rather than listening.

R: By using ICT can reduce all challenges?

T2: No, it's not just about using ICT; teachers also need to be creative. If one method or technique isn't effective, it's important to try different approaches. We can incorporate educational apps, e-learning tools, and interactive activities to enhance the learning experience.

R: Do you have to say other ?

T2: Schools should ensure they provide adequate teaching materials to support the learning needs of all students. This includes a variety of resources that can enhance students' understanding and engagement. Additionally, teachers often create their own materials, such as word cards and sentence cards, to further support and enrich their instruction.

#### **4 T2 Int 2**

Transcription of Second Interview with Teacher 2 (Sc2) 2081/04/28

R: Can I start now

T2: Of course

R: How do you address the varying levels of foundational reading skills among students at basic level?

T2: I select and use a diverse range of reading materials that cater to different interests and reading levels. This helps to engage students and foster a love for reading, while ensuring that all students have access to texts that are appropriate for their skill level.

And I regularly monitor students' progress through ongoing assessments and provide timely, constructive feedback. I also use small group instruction and one-on-one support to address specific skill gaps. I implement structured reading programs that provide a systematic approach to teaching foundational skills, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension

R: Ok do you have other ideas about questions?

T2: Of course I use scaffolding techniques to support students as they develop their reading skills. This includes providing step-by-step guidance, modeling strategies, and gradually increasing the complexity of reading tasks as students gain confidence and competence. I use a variety of assessment tools, such as running records, reading inventories, and informal observations, to gain a comprehensive understanding of each student's abilities.

R: Next question, what types of audio- visual materials have been found to be most beneficial in improving reading skills in struggling students?

T2: In improving reading skills among struggling students, several types of audio-visual materials have been found to be particularly beneficial. E-books with interactive features, such as read-aloud options, clickable words, and multimedia elements, can help engage struggling readers.

R: Yes mam

T2: Audiobooks allow students to follow along with the text while listening to fluent reading. Educational videos that demonstrate phonics skills, reading strategies, or comprehension techniques can make abstract concepts more concrete.

R: Of course

T2: And storytelling and animation software that allows students to create their own stories using animation or digital tools can be a powerful way to encourage reading.

R: Audio – visual material helps to develop students reading skills.

T2: Obviously, audio-visual materials provide visual and auditory support that enhances comprehension and helps with decoding words . This can improve their listening skills, vocabulary, and comprehension, and provide a model of fluent reading.

R: How do you implement the repetition trail technique in teaching reading skills?

T2: To implement the Repetition Trail technique in teaching reading skills, I start by selecting specific skills or texts that need reinforcement, such as phonics patterns or vocabulary. I introduce the skill or text, providing a clear explanation

and modeling its application. Students then engage in guided practice where they repeatedly read or use the skill with support, allowing them to become familiar with the material. To ensure effective repetition, I vary the contexts in which students practice, such as using different words or passages that feature the same patterns.

R: Yes

T2: As students gain proficiency, I gradually increase the difficulty, providing opportunities for independent practice to reinforce their learning. Throughout the process, I offer constructive feedback and encourage students to reflect on their progress. By periodically revisiting the skill or text, I help students solidify their understanding and build confidence, making the Repetition Trail technique a powerful tool for enhancing reading skills.

R: What kinds of support from administration, colleagues and parents do you think necessary to effectively reduce reading challenges?

T2: In my point of view, to effectively reduce reading challenges, support from administration, colleagues, and parents is important. Administration can play a vital role by providing access to professional development opportunities and resources, such as targeted reading programs and assessment tools. They can also ensure that sufficient time and support are allocated for reading instruction and intervention.

R: From colleagues what kinds of support you want for reduce reading challenges?

T2: Colleagues are essential in collaborating on best practices, sharing successful strategies, and offering peer support through team teaching or mentoring. Their collective expertise can enhance the overall effectiveness of reading instruction.

R: From your student's parents.

T2: parents can contribute by reinforcing reading habits at home, participating in workshops to understand how to support their children's reading development, and maintaining open communication with teachers about their child's progress and needs. When these three groups work together, they create a comprehensive support network that addresses reading challenges from multiple angles, leading to more successful outcomes for students.

R: Ok, now last question what specific strategies have you found to be most effective in reducing reading challenges at the basic level?

T2: I have found that targeted strategies such as differentiated instruction, systematic phonics programs, and small group interventions are most effective in reducing reading challenges at the basic level. Differentiated instruction allows me to tailor lessons to meet the diverse needs of students, while systematic phonics programs provide a strong foundation in decoding skills. Small group interventions enable focused attention on students who need extra support, allowing for more personalized guidance. Additionally, regular progress monitoring and the use of engaging, age-appropriate reading materials help to keep students motivated.

R; How do you use systematic phonics program for reducing reading challenges?

T2: I use a systematic phonics program to reduce reading challenges by providing students with a structured and sequential approach to learning how to decode words. The program begins with teaching the most basic letter-sound correspondences and gradually progresses to more complex phonics patterns, ensuring that students build a strong foundation in understanding how letters and sounds work together.

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## 5 T3 Int 1

Transcription of First Interview With Teacher 3 (Sc3) 2081/04/30

R: Ok, I am mentioned here six questions first one is What are the most significant challenges you face when teaching reading skills to the basic level students?

T3: I used to teach English at a basic level, and I encountered various challenges in the classroom. One major issue was the diversity among students, who came from different cultural backgrounds and spoke their mother tongues as their first language. As English was their second language, many struggled with pronunciation and reading fluency. Additionally, they faced difficulties with reading skills overall, including understanding and interpreting poetry.

R: Ok

T3: Basic level students may lack proficiency in correct pronunciation, understanding of rising and falling intonation, and proper syllable stress. As a result, they often struggle with fluent reading, accurate pronunciation, and appropriate pauses.

R: How do you teach correct pronunciation, as well as the understanding of falling and rising tones, syllables, and intonation?

T3: For teaching correct pronunciation, I use a combination of direct instruction and interactive practice. For instance, when focusing on pronunciation and intonation, I might use a technique called 'choral repetition.' And using model with the correct pronunciation of words and sentences, emphasizing the rhythm, stress, and intonation patterns. For example, if teaching the difference between rising and falling tones, I might use sentences like 'Are you coming?' (rising tone for questions) and 'I am going.' (falling tone for statements). Students repeat these sentences in unison, paying close attention to the tonal differences. Additionally, I use visual aids such as intonation charts and syllable breakdowns to help students visualize how words are pronounced and how intonation patterns change. We might also practice with exaggerated gestures to represent rising and falling tones, making the learning process more engaging and memorable.

R: How do you approach teaching reading skills to students who may struggle with the basics reading concepts?

T3: To teach reading skills effectively, it is essential to use a variety of approaches to address the different challenges that students may encounter. One fundamental aspect to focus on is pronunciation. Accurate pronunciation is crucial because it underpins the development of reading skills. If students struggle with pronunciation, it can hinder their overall reading proficiency. Therefore,

starting with a strong emphasis on pronunciation is vital for building a solid foundation in reading.

R: It means pronunciation is more important to develop students reading skills.

T3: When teaching pronunciation, it is important to cover elements like rising and falling tones, as well as pauses. A common challenge in teaching reading skills is that some students may feel shy or hesitant when reading aloud in class. To address this, it's crucial to offer extra support and encouragement to these students. Motivating them can be achieved through various classroom activities, such as friendly competitions and inviting them to participate actively. Creating a positive and supportive environment can help build their confidence and improve their reading skills.

R: What changes or improvements do you like to see in the way to enhance the effectiveness of teaching reading skills at the basic level?

T3: At the basic level, our goal is to see noticeable improvements in students' reading skills. To achieve this, it is crucial to actively engage all students in reading activities. Currently, only a few students come to the front of the class to read, while the rest remain passive. To address this, we should encourage every student to participate.

Students should be able to pronounce words correctly, read aloud with clarity, and demonstrate a true understanding of the material. For instance, when reading a dialogue, they should convey the conversation with expression and liveliness.

R: What strategies have you found effective in reducing the challenges you face in teaching reading skills?

T3: The most effective teaching strategies I have encountered involve building on students' existing knowledge. Teachers should act as facilitators, guiding students in areas such as pronunciation, understanding syllabi, and mastering tone variations. Encouraging consistent reading practice is crucial for developing fluency. Utilizing a variety of audio-visual materials and recordings, including those featuring native speakers, can significantly enhance students' reading skills.

R: Your school provides native speaker audio recordings and a range of audiovisual materials.

T3: Yes, ma'am, the materials are available at school, and we can also access resources such as native speaker recordings through social media.

R: What types of audio-visual materials are available for teaching reading skills at the basic level? Can you provide an example?

T3: Various audio-visual materials can significantly enhance the teaching of reading skills at the basic level. For instance, interactive e-books are a valuable resource. These e-books often feature read-aloud options where the text is highlighted as it is spoken, helping students connect spoken and written language. They may also include interactive elements like clickable words or images that provide additional context or definitions.

Another effective type of material is educational videos designed for early readers. These videos often include animated characters that model correct

pronunciation, demonstrate proper intonation, and provide engaging storylines that capture students' attention. For example, a video might present a short story with characters that emphasize phonics patterns and highlight key vocabulary words in a fun, memorable way.

R: What materials do you recommended for effectively supporting the development of reading skills among students?

T3: First, we could use audio clips, ideally from native English speakers. Next, we should incorporate a range of engaging reading materials, such as stories, poems, and comic novels. We can also organize various competitions to enhance reading skills, such as speech contests and spelling bees. Finally, for teaching accurate pronunciation, we should utilize electronic media, including mobile phones and audio clips, to provide clear examples and practice opportunities.

R: Did you also use teacher-created materials when teaching reading skills?

T3: Yes mam

R: What kinds of materials did you made for teaching reading skills?

T3: For reading, First of all i made flash card where different kinds of words are written and show them and ask them to pronounce the words. If the students are not able to pronounce. I will teach them how to pronounce the words. I use students to create between dialogue and they learn pronunciation. I bring story book, poems and I made word card and sentence card for teaching reading.

R: . What solutions can be explore to reduce the obstacles in teaching reading skills ?

T3: Improving reading skills presents various challenges, but there are several effective strategies to address them. First, it is crucial to encourage students to practice reading regularly. Providing ample opportunities for reading will help them develop their skills. Additionally, motivating all students to actively participate in reading activities is essential. Another effective approach is to expose students to a variety of materials, such as songs, stories, and rhymes, to enhance their pronunciation and fluency. Incorporating classroom competitions can also be a great way to make reading practice engaging and enjoyable. By implementing these strategies, we can significantly reduce the challenges associated with teaching reading.

R: What kinds of activities have you done in your classroom?

T3: In class, we engaged in a variety of activities to enhance our skills. We frequently practiced pair work and participated in speech competitions to improve pronunciation. Dictation exercises were also a regular part of our routine. Occasionally, we held debates, dialogue competitions, drama performances, and spelling contests to further develop our abilities.

R: When you did that kinds of activities students are motivated or not?

T3: Yes, ma'am, the students are highly motivated. Whenever I ask about their interest in competitions, every student eagerly raises their hand. I have observed that all of them are enthusiastic about participating in reading activities.

R: That concludes our interview for today. Is there anything you'd like to add or clarify about the topics we discussed?

T3: We face a significant challenge with reading skills in our school due to the diverse linguistic backgrounds of our students. Our students come from various communities, including Tamang, Gurung, and Newar, each with their own native languages. This diversity makes teaching English reading pronunciation particularly crucial. While we have encountered many difficulties in teaching reading, it is essential to explore and implement strategies to overcome these challenges effectively.

## 6 T3 Int 2

Transcription of Second Interview With Teacher 3 (Sc3) 2081/04/32

R: Shall I start now

T3: Of course, go ahead mam

R: How do pronunciation influence the effectiveness of teaching reading skills?

T3: Pronunciation, fluency, and the strategic use of pauses significantly impact the effectiveness of teaching reading skills by enhancing comprehension, engagement, and learning efficiency. Accurate pronunciation is crucial for teaching reading because it helps learners correctly decode and recognize words. Clear pronunciation models correct articulation and phonetic patterns, aiding students in developing their own reading accuracy. It also helps prevent misunderstandings that could arise from mispronounced words, which can lead to confusion about word meanings and sentence structure. For example, if a teacher consistently pronounces the word 'cat' with the correct short 'a' sound, students will learn to recognize and pronounce the word correctly themselves. Mispronunciation, on the other hand, can lead to confusion and hinder a student's ability to decode words. For instance, if 'cat' is pronounced like 'cot,' students might struggle with word recognition and comprehension, especially if they encounter similar-sounding words.

R: How to Fluency influence the effectiveness of teaching reading skills?

T3: Fluency, which includes the ability to read smoothly and at an appropriate speed, plays a key role in reading comprehension. Fluent reading allows students to focus on understanding the meaning of the text rather than getting bogged down by decoding each word. When teachers read fluently, they provide a model for students, demonstrating how to read with appropriate expression and pace. This helps learners to internalize rhythmic and syntactic patterns of language, fostering better overall reading skills. For example, when a teacher reads a passage from a story with natural rhythm and expression, students are more likely to follow along and understand the narrative flow. A fluent reading of 'The cat sat on the mat' helps students grasp the structure and rhythm of the sentence, whereas choppy or hesitant reading may disrupt their comprehension and make it harder for them to understand how the words fit together.

R: In Reading appropriate use of pause impact the effectiveness of teaching reading?

T3: Pauses in reading are essential for conveying meaning and aiding comprehension. By strategically pausing, teachers can emphasize important parts of the text, clarify complex ideas, and help students grasp the structure of sentences and paragraphs. Effective use of pauses helps students understand the flow of the narrative or argument, improving their ability to process and retain information. For instance, in the sentence 'When the rain stops, we will go outside,' a teacher might pause after 'stops' to help students understand that 'we will go outside' is the result of the rain stopping. Without this pause, students might misinterpret the sequence of events or struggle to follow the logical flow of the sentence.

R: How can understanding and teaching the use of rising tones in reading skills?

T3: Understanding and teaching the use of rising tones can greatly enhance reading skills by improving comprehension and expression. Rising tones often indicate questions, uncertainty, or emphasis. For example, in the sentence 'Are you coming to the party?' a rising tone on 'party' signals that it is a question. Teaching students to use rising tones helps them convey and interpret meaning more accurately, leading to more expressive and nuanced reading.

R: What about falling tones in reading skills?

T3: Falling tones in reading skills play a crucial role in conveying statements, finality, and emphasis. They typically signal the end of a declarative sentence or a complete thought, helping to clarify the meaning and structure of the text.

For example, in the sentence 'The meeting is at 3 PM,' a falling tone on 'PM' indicates a straightforward statement or fact. This use of a falling tone helps students understand that the sentence is providing information rather than asking a question or expressing uncertainty. Teaching students to recognize and use falling tones correctly aids in delivering clear, emphatic statements and enhances overall reading fluency and comprehension.

R: Can you provide example of successful students-centered activities you have used to address specific reading challenges?

T3: Of course there are many example of successful students-centered activities like Selection of Passage it means choose a text appropriate for the students' reading level that contains elements they need to practice, such as dialogue or complex sentence structures. And Pair students strategically so that each pair has a balance of abilities, allowing stronger readers to support their peers and vice versa. Next one Reading Aloud each student reads the passage aloud to their partner, focusing on correct pronunciation, smooth fluency, and appropriate use of pauses and expression. Then after, feedback after reading, partners provide feedback to each other. For instance, one student might comment on how clearly their partner pronounced certain words or suggest improvements for smoother reading. And last one reflection students then discuss what they learned from the feedback and set goals for their next reading session.

R: Can you give an example?

T3: Yes, In a classroom where students struggled with fluency, this activity helped one student, Ram who often hesitated and stumbled over words. Through peer feedback, Ram's partner pointed out specific areas for improvement, such as

slowing down for complex sentences and practicing pronunciation. Over time, Ram's reading fluency improved as he incorporated his partner's suggestions and became more confident in his reading.

R: Next questions, how do you incorporate technology and digital resources in your reading instruction?

T3: Incorporating technology and digital resources into reading instruction can significantly enhance engagement and provide tailored support for diverse learning needs. Here's how I effectively integrate these tools, I use interactive e-books that include features like clickable definitions, audio narration, and embedded quizzes. For example, in a lesson focused on narrative comprehension, students use an e-book with audio narration to listen to the text while following along. This supports both auditory and visual learners and helps with pronunciation and fluency. And educational games on platforms like Starfall or ABCmouse make reading practice fun and interactive. For example, I use Starfall's interactive phonics games to help early readers build foundational skills. These games provide immediate feedback and adapt to students' skill levels, offering personalized practice opportunities. Then I used virtual reading groups using video conferencing tools like Zoom, I organize virtual reading groups where students can discuss books and share their insights. This approach has been particularly useful for remote learning, allowing students to engage in meaningful discussions and collaborate on reading comprehension activities despite physical distance by integrating these digital resources, I can offer a more dynamic and personalized reading experience that caters to individual needs and enhances overall literacy developme.

R:What impact have they had on students progress and engagement?

T3: Technology and digital resources impact the students progress.Students showed marked improvement in their vocabulary retention and reading fluency. For example, John, who previously struggled with decoding new words, demonstrated better comprehension and quicker word recognition after engaging with the vocabulary station. His reading fluency also improved as he practiced with timed readings. And it impacts students engagement also, the hands-on, interactive nature of the stations kept students actively involved and motivated. The variety of tasks catered to different learning styles, making the activities more engaging. Students like Sarah, who found traditional reading exercises tedious, became more enthusiastic about reading through the dynamic and collaborative station activities. Overall, the reading relay stations successfully addressed specific reading challenges by providing targeted practice and maintaining high levels of student engagement. This approach fostered a more interactive and effective learning environment, leading to noticeable improvements in students' reading skills and enthusiasm.

R: What are some effective approaches for reducing challenges in teaching reading skills?

T3: Some effective approaches for reducing challenges in teaching reading skills include differentiated instruction adjusting lessons to fit different reading levels so each student gets the right support. And using technology, incorporating apps and digital tools that offer interactive reading practice and instant feedback. I can use interactive strategies, using techniques like think-alouds and guided reading

to model and practice reading strategies together. Creating a literacy-rich environment, providing a variety of books and reading materials to encourage frequent and enjoyable reading. Next one, targeted interventions, offering specific help for issues like phonics or vocabulary to address individual reading difficulties.

R: How can technology help to reduce teaching reading challenges?

T3: Technology can significantly reduce teaching reading challenges by offering personalized and engaging resources. For instance, while interactive e-books and apps such as Epic! make reading more engaging with features like clickable words and audio support. Audiobooks and text-to-speech tools, like Audible and Natural Reader, assist with comprehension by allowing students to hear text read aloud. Additionally, educational games on platforms like ABC mouse make practice enjoyable and gamified, while assistive technologies provide crucial support for students with learning disabilities. Overall, technology enhances accessibility, motivation, and personalized learning in reading instruction. So, technology help to reduce teaching reading challenges if we use properly and effectively.

## Appendix III: Part of Themewise Code Report With Quotations

Project: Challenges Faced by Basic Level English Teachers in Teaching Reading Skills

Report created by Anita Aryal on 11/12/2024

### Code Report – Grouped by: Code Groups

All (20) codes

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## Challenges in Teaching Reading

### 8 Codes:

#### ○ Lack of Foundational Skills

Comment: by Anita Aryal

8/28/2024 3:35:18 AM, merged with Falling tone in teaching reading 9/3/2024 4:38:02 AM, merged with Lack of foundational skills

### 9 Quotations:

#### 1:6 ¶ 20 in T1 Int 1

while teaching reading skills when they found difficult words they really have problems with pronunciation. For example, A student might read the word 'think' as 'sink,' because they haven't yet mastered the /θ/ sound. This can cause misunderstandings and make it harder for them to connect the spoken word to the correct written form. but I help them using difficult strategies and method.

#### 1:29 ¶ 9 in T1 Int 1

The student comes from a village where they struggle with pronouncing even simple words and have difficulties with comprehension.

#### 1:31 ¶ 13 in T1 Int 1

students often struggle with pronouncing unfamiliar words, which can hinder their grasp of the overall meaning of sentences. This difficulty can lead to frustration and disengagement.

#### 3:1 ¶ 7 in T2 Int 1

Many students lack foundational skills such as phoneme recognition, phonics, and fluency, which can impede their progress and lead to diminished attention and engagement.

#### 5:2 ¶ 5 in T3 Int 1

: Basic level students may lack proficiency in correct pronunciation, understanding of rising and falling intonation, and proper syllable stress. As a result, they often struggle with fluent reading, accurate pronunciation, and appropriate pauses

### **5:7 ¶ 9 in T3 Int 1**

One fundamental aspect to focus on is pronunciation. Accurate pronunciation is crucial because it underpins the development of reading skills. If students struggle with pronunciation, it can hinder their overall reading proficiency. Therefore, starting with a strong emphasis on pronunciation is vital for building a solid foundation in reading.

### **5:31 ¶ 3 in T3 Int 1**

As English was their second language, many struggled with pronunciation and reading fluency. Additionally, they faced difficulties with reading skills overall, including understanding and interpreting poetry.

### **6:1 ¶ 5 in T3 Int 2**

Pronunciation, fluency, and the strategic use of pauses significantly impact the effectiveness of teaching reading skills by enhancing comprehension, engagement, and learning efficiency.

### **6:27 ¶ 24 in T3 Int 2**

targeted interventions, offering specific help for issues like phonics or vocabulary to address individual reading difficulties.

## **○ Lack of Modern Technology**

Comment: by Anita Aryal

| 9/3/2024 4:18:07 AM, merged with *No access of ICT devices*

### **2 Quotations:**

#### **1:26 ¶ 51 in T1 Int 1**

Educational apps can offer interactive reading exercises that adapt to a child's skill level. For example, apps like Starfall provide phonics-based activities where children can practice sound-spelling correlation and word recognition through games and animated stories. E-books with read-aloud features and interactive elements can help young readers improve their reading skills. But, we have no such materials in school

#### **1:30 ¶ 11 in T1 Int 1**

The next challenge we face is the limited resources at our school, including a lack of books, teaching aids, and technology.

## **○ Lack of Motivation and Engagement**

### **3 Quotations:**

**1:2 ¶ 13 in T1 Int 1**

Students face several challenges in reading comprehension, particularly due to language barriers and vocabulary issues. For instance, interference from the Nepali language can complicate understanding English text.

Additionally, students often struggle with pronouncing unfamiliar words, which can hinder their grasp of the overall meaning of sentences. This difficulty can lead to frustration and disengagement. A lack of motivation and engagement further compounds these issues, making it challenging to teach reading effectively.

**1:32 ¶ 16 in T1 Int 1**

It is very difficult to keep student engaged and motivated all the time.

**2:13 ¶ 18 in T1 Int 2**

In our classroom, some of the student found highly motivated and some of the student less motivated but we should try to motivate all students equally

○ **Lack of Teaching Materials**

Comment: by Anita Aryal

| 9/3/2024 4:37:28 AM, merged with Books not available in time

**4 Quotations:****1:9 ¶ 29 in T1 Int 1**

I relied on textbooks and printed materials provided by the school.

**1:19 ¶ 39 in T1 Int 1**

Ensuring that every student has access to digital reading resources, including e-books and educational apps, is essential for bridging gaps created by unequal access to technology

**3:3 ¶ 7 in T2 Int 1**

limited resources and access to specialized materials can restrict the effectiveness of targeted interventions.

**3:5 ¶ 11 in T2 Int 1**

we have some materials, but it 'is not sufficient for our needs. With approximately 40 students, we do nott have enough resources to effectively support everyone.

○ **Large Class**

**2 Quotations:****3:6 ¶ 13 in T2 Int 1**

classroom is often crowded,

**3:39 ¶ 38 in T2 Int 1**

Teaching is much more effective with a smaller number of students. To enhance learning and develop reading skills for each student, it is crucial to have well-defined sections or groups within the class.

○ **Limited Time of Period****5 Quotations:****1:5 ¶ 16 in T1 Int 1**

I faced is time consuming. We have limited time only 45 minute period at that time we have to check homework also, we have to teach other skills also like speaking, writing and listening together.

**3:7 ¶ 13 in T2 Int 1**

only 45 minutes for each lesson, it's challenging to properly evaluate and address each student's needs.

**3:8 ¶ 13 in T2 Int 1**

challenging to properly evaluate and address each student's needs.

**3:10 ¶ 13 in T2 Int 1**

leading to time management issues. As a result, it can be hard to ensure that each student receives the attention they require.

**3:38 ¶ 36 in T2 Int 1**

Even if time is limited, dedicating around an hour to reading these types of materials can be highly beneficial. This approach helps in developing their overall reading proficiency and language

○ **Mixed Ability Class**

Comment: by Anita Aryal

*8/28/2024 1:49:48 AM, merged with difficult to teach reading in mix ability classes 8/28/2024 1:49:48 AM, merged with manage mix ability classes 9/3/2024 4:17:45 AM, merged with Different ability students*

**4 Quotations:****1:1 ¶ 7 in T1 Int 1**

Students come from various backgrounds and learn at different rates, which can make it difficult to address everyone's needs effectively. For example, students from rural areas often enter the classroom with less foundational knowledge in reading compared to their urban counterparts.

**1:24 ¶ 47 in T1 Int 1**

We should employ various methods and techniques tailored to each student's needs. It's important to use strategies that are effective for both talented students and those who may be struggling.

### **2:1 ¶ 5 in T1 Int 2**

Motivating students to read in a mixed-ability classroom can be challenging

### **2:8 ¶ 10 in T1 Int 2**

teaching reading in mix ability classes is very difficult

## ○ **Students From Diverse Backgrounds**

Comment: by Anita Aryal

| 9/4/2024 11:11:30 AM, merged with *Mother Tongue Interference*

### **8 Quotations:**

#### **1:1 ¶ 7 in T1 Int 1**

Students come from various backgrounds and learn at different rates, which can make it difficult to address everyone's needs effectively. For example, students from rural areas often enter the classroom with less foundational knowledge in reading compared to their urban counterparts.

#### **1:2 ¶ 13 in T1 Int 1**

Students face several challenges in reading comprehension, particularly due to language barriers and vocabulary issues. For instance, interference from the Nepali language can complicate understanding English text. Additionally, students often struggle with pronouncing unfamiliar words, which can hinder their grasp of the overall meaning of sentences. This difficulty can lead to frustration and disengagement. A lack of motivation and engagement further compounds these issues, making it challenging to teach reading effectively.

#### **1:4 ¶ 15 in T1 Int 1**

A student who often makes mistakes might feel shy or nervous about reading out loud in class because they are worried about being embarrassed.

#### **3:25 ¶ 27 in T2 Int 1**

By employing diverse strategies, we can better gauge students' levels and interests, tailoring our methods to best support their learning.

#### **3:26 ¶ 29 in T2 Int 1**

every students are different in terms of their family background, language and other. So, we have to know each student diversity for teaching reading effectively.

#### **4:16 ¶ 28 in T2 Int 2**

Differentiated instruction allows me to tailor lessons to meet the diverse needs of students,

**5:1 ¶ 3 in T3 Int 1**

One major issue was the diversity among students, who came from different cultural backgrounds and spoke their mother tongues as their first language.

**5:29 ¶ 36 in T3 Int 1**

We face a significant challenge with reading skills in our school due to the diverse linguistic backgrounds of our students. Our students come from various communities, including Tamang, Gurung, and Newar, each with their own native languages

## Challenges Related to Institution

### 4 Codes:

**Lack of Modern Technology**

Comment: by Anita Aryal

| 9/3/2024 4:18:07 AM, merged with No access of ICT devices

### 2 Quotations:

**1:26 ¶ 51 in T1 Int 1**

Educational apps can offer interactive reading exercises that adapt to a child's skill level. For example, apps like Starfall provide phonics-based activities where children can practice sound-spelling correlation and word recognition through games and animated stories. E-books with read-aloud features and interactive elements can help young readers improve their reading skills. But, we have no such materials in school

**1:30 ¶ 11 in T1 Int 1**

The next challenge we face is the limited resources at our school, including a lack of books, teaching aids, and technology.

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## Challenges Related to Students

### 4 Codes:

**Lack of Foundational Skills**

Comment: by Anita Aryal

8/28/2024 3:35:18 AM, merged with *Falling tone in teaching reading* 9/3/2024

4:38:02 AM, merged with *Lack of foundational skills*

**9 Quotations:**

**1:6 ¶ 20 in T1 Int 1**

while teaching reading skills when they found difficult words they really have problems with pronunciation. For example, A student might read the word 'think' as 'sink,' because they haven't yet mastered the /θ/ sound. This can cause misunderstandings and make it harder for them to connect the spoken word to the correct written form. but I help them using difficult strategies and method.

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The student comes from a village where they struggle with pronouncing even simple words and have difficulties with comprehension.

**1:31 ¶ 13 in T1 Int 1**

students often struggle with pronouncing unfamiliar words, which can hinder their grasp of the overall meaning of sentences. This difficulty can lead to frustration and disengagement.

**3:1 ¶ 7 in T2 Int 1**

Many students lack foundational skills such as phoneme recognition, phonics, and fluency, which can impede their progress and lead to diminished attention and engagement.

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**Measures for Reducing the Challenges**

**12 Codes:**

- **Avoidance of GT Method**

**4 Quotations:**

**1:34 ¶ 18 in T1 Int 1**

In my classroom, speaking Nepali during my period is not permitted. If students use Nepali, they incur a fine: 5 rupees for each word, 10 rupees for each sentence, and 20 rupees for extended conversations. As a result, students make a concerted effort to speak English throughout the class.

**2:37 ¶ 27 in T1 Int 2**

Using traditional method is better than using newly innovative method is better than using ICT in learning helps for learning.

**3:31 ¶ 33 in T2 Int 1**

I would like to change traditional grammar translations method that method made students passive and students depend on teachers. We have to provide them creative way. Learning should be effective if they learn from themselves, student can research , create, and generate their own idea will beneficial for develop their reading skills. One key improvement would be the integration of interactive and technology-enhanced tools into reading instruction.

**3:36 ¶ 34 in T2 Int 1**

By blending traditional teaching methods with innovative technology, we can create a more effective and responsive reading curriculum that adapts to the needs of each student.

○ **Connection With the Context**

**1 Quotations:**

**2:2 ¶ 5 in T1 Int 2**

consider implementing several effective strategies. First, allow students to choose their own books to foster a sense of ownership and enthusiasm. Additionally, connect reading material to real-life experiences to make it more engaging and relevant.

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**Role of Institution for Reducing the Challenges**

**4 Codes:**

○ **Need of Sufficient Time**

**2 Quotations:**

**1:33 ¶ 16 in T1 Int 1**

Time also play very vital role in teaching reading skills. So, we have sufficient time need for same purpose.

**4:24 ¶ 22 in T2 Int 2**

They can also ensure that sufficient time and support are allocated for reading instruction and intervention.

## ○ Provision of Modern Technology

Comment: by Anita Aryal

*9/3/2024 4:08:15 AM, merged with Use of ICT 8/28/2024 2:26:35 AM, merged with Importance of Ict for teaching reading 8/28/2024 2:26:35 AM, merged with Use of digital resources*

### 28 Quotations:

#### 1:10 ¶ 29 in T1 Int 1

, I also incorporated digital tools and technology, such as educational apps. For teaching reading skills, I found YouTube videos to be particularly useful. Information and Communication Technology (ICT) plays a crucial role in this process, serving as an invaluable resource in teaching reading skills.

#### 1:18 ¶ 39 in T1 Int 1

To enhance my site, it's crucial that ICT is integrated consistently. Utilizing ICT to its fullest potential can significantly boost student motivation and engagement with learning

#### 1:25 ¶ 49 in T1 Int 1

Integrating technology is crucial in education, as it can significantly enhance student motivation and learning. By incorporating various technological tools and interactive activities, we can create a more engaging and effective e-learning environment.

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## Role of Teacher for Reducing the Challenges

### 8 Codes:

#### ○ Avoidance of GT Method

#### 4 Quotations:

#### 1:34 ¶ 18 in T1 Int 1

In my classroom, speaking Nepali during my period is not permitted. If students use Nepali, they incur a fine: 5 rupees for each word, 10 rupees for each sentence, and 20 rupees for extended conversations. As a result, students make a concerted effort to speak English throughout the class.

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**Appendix IV: Similarity Report**

# Challenges Faced by Basic Level English Teachers in Teaching Reading Skills

*By Anita Aryal*

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WORD COUNT 33626

TIME SUBMITTED 02-JAN-2025 10:04AM

PAPER ID 113823456

## Challenges Faced by Basic Level English Teachers in Teaching Reading Skills

ORIGINALITY REPORT

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