# CAHPTER ONE

# INTRODUCTION

This study is about the 'Activities Used by the Teachers while Teaching Reading Skills'. This unit consists of general background, review of related literature, objectives and significance of the study.

## 1.1 General Background

The term 'reading' is easy to say but difficult to define. One of the simple, reliable and considerable ways of recognizing reading is understanding a text or comprehending it. Putting it in another way, reading is the way of recognizing the message or information of a text or deducing the meaning, concept and sense of a text.

Some of the people hold the belief that reading is merely a matter of phonic study and it is generally accepted that reading is most essential activity for a student at college level. But reading comprehension is so pervasive and so complex that it is difficult to note down, what reading is composed of and what is necessary to develop this ability in a learner. The same type of problem lies in determining how to involve students in reading comprehension while teaching it. Thus, without the knowledge of what reading is, what it consists of, what its nature is, what its major elements are , what its approaches, methods and techniques are, it is difficult to teach it effectively with students' active participation and to carry out the research successfully in the classroom.

Regarding the concept of reading, Richards et al. (1999) say, reading is "Perceiving a written text in order to understand its content." According to Harmer (1991, p. 190) "reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work without significance of the reader." Grellet (1991, P.3) interprets reading

comprehension as "understanding a written text, means extracting the required information from it as efficiently as possible."

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

Ur (1999, pp.62-63) also lists the characteristics of efficient reading to improve reading skills as below:

1. The languages of the text are comprehensible to the learners.

2. The content of the two texts is accessible to the learners.

3. The reading progresses fairly fast.

4. The reader concentrates on the significant bits and skims the rest, may even skip parts he or she know to be insignificant.

5. The reader takes incomprehensible vocabulary in his or her stride guesses its meaning from surrounding text.

6. The reader thinks ahead, hypothesizes, predicts.

7. The reader has and uses background information to help to understand the text.

8. The reader is motivated to read: by interesting content a challenging task.

9. The reader is aware of a clear purpose in reading: for example, to find out something, to get pleasure.

10. The reader uses different strategies for different kinds of reading.

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

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

Wallace (1992) further interprets the practice accounts of reading to focus on the uses, purposes, functions, behaviours and literacy of reading to a particular socio-cultural environment. He also describes the product accounts of reading focusing on the text, relationship between form and meaning, specific textual features, phonemic awareness, phonic approach (look-and-say or whole word method), bottom-up approach (text based features at words and sentence level) and genre approach (text as a whole) of reading. Wallace (ibid) analyses process accounts of reading focusing on reader, top-down (background knowledge or values) approach, schema or mental model (new text based knowledge). In this account, reader is viewed as passive one (only listening) in early 1980s, as active one (extracting meaning from text) in 1990s, and as interactive one (negotiating meaning) recently. Similarly, reading process was viewed primarily as a cognitive activity, secondarily as an affective or critical activity and lastly as an assertive or submissive activity (pp 21-22).

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

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

) Decode, decipher, identify etc.

) Articulate, speak, pronounce etc.

) Understand, respond, meaning etc.

According to Gnawali et al. (2065, p.169)

> Reading is both a process and  a product. It is more than just receiving meaning in a literal sense. It involves bringing an individual's entire life experience and thinking power to bear to understand what the writer has encoded. Thus, prior sensory experiences provide the basis for comprehending what is read. Above all, it is product of human learning.

Regarding to the process of reading, Aukerman (1981) has divided the process of reading into four major categories: perceptual learning, associative learning, cognitive learning and affective learning. He further says that perceptual learning is the ability to progress in establishing perceptual discrimination, first of gross shapes, objects, people, places, etc. and then of finer shapes, such as letters and words. On the other hand, associative learning is a learning basic letter-sound correspondence as stimulus-response process. A large part of learning is rote-memorization. A learner whose experience are minimal will have little basis for the development of associative learning in reading. Similarly, Aukerman (ibid) defines cognitive learning as essential to learning to read as are perceptual and associative learning. Cognition is the relating of few experimental stimuli to post experiences and to post learning. It involves comparing, recognizing similarities and differences, evaluating and interpreting learning, values and truths in keeping with

reality. Another important mode of reading is affective learning that is triggered by emotions. In reading this takes place where the reader's emotions are aroused by the printed word say, delight, and excitement and so on act as satisfiers to quicken and deepen the learning process (as cited in Gnawali et al. pp. 169-170).

Student involvement has become one of the outstanding issues while teaching reading. As the meaning is not lying in the text waiting to be passively absorbed, the reader is actively involved in the text to get the meaning out. In this regard, Ellis (1985) claims that the expositions of theoretical principles and procedures for carrying out different kinds of lessons, the examples of lesson plans and of teaching materials and the activities for the learner to carry out in order to explore and evaluate different aspects of EFL not only inform about the practice of EFL but also help the students involve in the reading activity. Ellis further focuses on the experiential practices and the following criteria for communicative activity that encourage students to involve in the reading.

**a. Communicative Purpose**

The activity must involve the students in performing a real communicative purpose rather than just practicing language for its own sake for this, there must be 'gap' (information or opinion) which the students are to bridge when they are communicating.

**b. Communicating Desire**

The activity must create a desire to communicate in the students so that they could feel a real need to communicate.

**c. Contents rather than Form**

When the students are doing the activity, they must be concentrating on what they are saying not how they say it. They must have some message that they want to communicate.

### c.  Variety of Language

The activity must involve the students in using a variety of language, not just one specific language form. The students should feel to improvise whatever resources they choose.

### d.  No Teacher Intervention

The activity must be designed to be done by the students working by themselves rather than with the teacher. The activity should not involve the teacher correcting or evaluating how the students do activity.

### e.  No Material Control

The activity should not design to control what language the students should use. The choice about what language to use should not be with the students.

By the above points, it can be argued that even the reading activities should not be untouched from these criteria if we want to make our reading activities purposeful or communicative and we want to involve the students actively while teaching reading ( as cited in Gnawali,2008,pp.25-30 ).

 Whatever was claimed, by no means, one of the main challenges as teachers is to find ways of engaging students with their previous knowledge, experience and beliefs. Without this engagement, it is difficult to enable the students to make sense of reading comprehension. By the same token, it is all important for the teachers to familiarize with the key aspects of students' backgrounds so that they could teach according to level, pace and demand of the learner.

On this matter, Bolitho and Wright (1992) claim that the learners were part of a large group of professionals engaged in an extensive program designed to bring about fundamental changes in teaching methodology and practices in their home context. According to Bolitho and Wright (ibid), there are following stages and activities for managing educational changes and providing conducive environment for active participation of students in teaching reading.

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**Stage 1: Introduction to Change and Course Plan**

Teacher not only introduces the course concept to the group of learners but also addresses issues in educational change by working through sequence of activities. Then, students also address these issues individually or collectively in their work.

**Stage 2: Activity Sequence (Reviewing)**

Teacher invites the students to take part in a sequence of activities bringing out experiences and attitudes towards change in one way or another. Following the experience of doing an activity, teacher provides the learners an opportunity to review the activity with the aid of grid then, the teacher uses the following activities.

**Activity-1: Introductions**

It is for breaking the ice and helping with names. Each student introduces the person on his/her left and tells the group one thing they like about this person.

**Activity-2: Career Pathways**

In this activity, students are asked to visualize their careers to date, and choose a visual image such as a path to a river to represent their progression. Images such as bridges, cross-roads, forests are selected to represent timing points, choices and problems encountered along the way.

**Activity-3: Development Continuum**

Here teacher asks the students to think of two adjectives which describe them when they were 'beginning' students. They write these down in a column as follow with the opposite positive adjectives on the right hand side of page.

Beginning                      Better

Impatient _____×_____      Patient

Enthusiastic __×_____ More enthusiastic

Learners then work on each line where they are now in terms of how they have developed as a student.

**Activity-4: Light house**

In this activity, one student (the light house keeper) stands on a chair and guides a ship's captain (a blind folded volunteer) through dangerous rocks (the other students) safely to shore.

**Activity-5: Story**

Students listen to a story without comment and then respond to the story, first in pairs and then in plenary discussion.

**Activity-6: Twin Axes**

This activity gives a teacher instant access to the experiences and attitudes in a group relating to particular topic.

**Activity-7: Classroom Metaphors**

Here, students are asked to select and explore metaphors for the classroom. The metaphors chosen include a theatre, a market place, a jungle, a bus, a garden, a pot etc.

**Stage 3: Making Sense (Group Reflection)**

Here, students are grouped around the activities, 3 or 4 per activity and then asked to share their perceptions about the activity they have been assigned. Students try to identify the main theme in the activity. Each group, then, reports back to the whole group in plenary and main points is recorded on the board. After this report, the small groups find common themes running across all of the activities. Students in a small group make a poster using key words and phrases and then the posters are displayed for (a) clarification (b) comment. It is so to identify further 'change themes' from the poster.

**Stage 4: Towards Understanding (Active Conceptualization)**

In this stage, themes are examined and discussed for 'personal response' to change .Then , teacher looks at the impact of change on organization dealing with motivation and examining various 'blockages' in organizations and then he sets the activities to assemble the agenda for participants as change agents.

**Stage 5: Action Plan**

Here, teacher turns to the learner's agendas in their home situation through role play, active listening and discussion and brainstorm ideas. This is the final stage for each individual to create an action plan for introducing change into their institutions and a personal plan for coping with the effects of change among their colleagues. It is associated with application of findings to the real class (as cited in Gnawali, 2008, pp.63).

According to Abbs, Cook and Underwood (1998), "variety of exercise help the students to process each text and to expand and develop his or her linguistic repertoire and experience." Abbs et al. (ibid) further opine "A letter to a newspaper, a record sleeve, an advertisement, a receipt are the texts both authentic in source and authentic in use". Such authentic texts develop the confidence and enjoyment to the students and motivate them to explore reading materials or to investigate genuine texts on their own.

## 1.1.1 Nature of Reading

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

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

1. We need to perceive and decode letters in order to read words.

2. We need to understand all the words in order to understand the meaning of a text.

3. The more symbols (letters or words) there in a text, the longer it will take to read it.

4. We gather meaning from what we read.

5. Our understanding of a text comes from understanding the words of which it is composed.

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

1. A text is a succession of separate sentences thematically related and that it is necessary merely to deal with the structure and meaning of the sentences.

2. One should start with global understanding and move towards detailed understanding rather than working the other way round.

3. It is important to use authentic texts whenever possible.

4. Reading comprehension should not be separated from the other skills.

5. Reading is an active skill.

6. The activities of reading comprehension should be flexible and varied.

7. The aim of the exercises must be clearly defined and a clear distinction made between teaching and testing.

## 1.1.2 Sources of Reading Materials

As we have already mentioned that text should be authentic both in use and source, it should be borne in our mind that we should select the text from authentic sources so that students could be actively motivated to involve in the activity. According to Grellet (1981, p.3), here are the main text-types usually come across;

- Novels, short stories, tales, other literary texts and passages (e.g. essays, diaries, anecdotes, biographies)

- Plays

- Poems, limericks, nursery rhymes

- Letters, post cards, telegrams, notes

- Newspapers and magazines (headlines, articles, editorials, letters to the editor, stop press, classified ads, weather forecast, radio/TV/theatre program (s)

- Specialized articles, reports, reviews, essays, business letters, summaries, précis, accounts, pamphlets (political and other)

- Handbooks, textbooks, guidebooks

- Recipes

- Advertisements, travel brochures, catalogues

- Puzzles, problems, rules for games

- Instructions (e.g. warnings) direction (e.g. How to use) notices rules and regulations, posters, signs (e.g. road signs) forms (e.g. application forms) graffiti, menus, price lists, tickets

- Comic strips, cartoons and caricatures, legends (of maps; pictures)

- Statistics, diagrams, flow/pie charts, time tables

- Telephone directories, dictionaries, phrase books

**1.1.3 Purposes for Teaching Reading**

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

- Reading for pleasure

- Reading for information

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

**1.1.4 Reading as an Active Skill**

Even though reading is basically considered as a receptive skill because we receive information while reading, Grellete (1981, p.8) claims

> Reading is an active skill. It constantly involves guessing, predicting, checking and asking oneself questions. This should therefore be taken into consideration when devising reading comprehension exercises. It is possible for instance, to develop the students' power of inference through systematic practice or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraph.

The second aspect of reading as an active skill is its communicative function. An efficient reader has to

- write an answer to a letter

- use the text to do something (e.g. follow directions, make a choice, solve a problem)

- compare the information given to some previous knowledge

### 1.1.5 Skills to be Developed in Teaching Reading

Despite the dispute whether reading is a unitary competence or a series of skills seems to be unresolved, many research studies have found reading comprehension is the composite result of series of skills. According to the Department of Education and Science (1975), there are mainly three types of skills involved in reading: Primary, Intermediate and Comprehension. 'Primary Skill' is seen as the responses to the print by recognizing the stage of the separate letters, groups of letters and the whole words. 'Intermediate Skill' is seen as the ability to handle the sequence of letters, words and larger units of meaning. This skill involves the knowledge of the probability with which sequence occur. 'Comprehension Skill' is seen as the way a reader extracts meaning from the printed page i.e. understanding the writers intended meaning (as cited in Khaniya, 2005, pp.141-142).

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

- Recognizing the script of a language

- Deducing the meaning and use of unfamiliar lexical items

- Understanding explicitly stated information

- Understanding information not explicitly stated

- Understanding conceptual meaning

- Understanding the communicative value (function) of sentences and utterances)

- Understanding relations within the sentences

- Understanding relations between the parts of a text through lexical cohesion devices

-  Understanding cohesion between parts of text through grammatical cohesion devices

- Interpreting text by going outside it

- Recognizing indicators in discourse

- Identifying the main points or important information in a piece of discourse

-  Distinguishing the main idea from supporting details

- Extracting salient points to summarize (the text, an ideas etc.)

- Selective extraction of relevant points from a text

- Basic reference skills

- Skimming

- Scanning

- Scanning to locate specifically required information

- Transcoding information to diagrammatic display

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

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

The exercises can be about**:**

 - The function of the passage

- The general organization (e.g. argumentative)

- The rhetorical organization (e.g. contrast, comparison)

- The cohesive devices (e.g. link words)

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

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

The exercises can be about:

- Plain fact (direct reference)

- implied fact (inference)

-deduced meaning (supposition)

-evaluation

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

**1.1.6. Approaches to Teaching Reading**

There are different approaches to teaching reading mainly based on selection, organization and presentation of reading materials. Among them, three of major approaches to reading can be dealt as below:

**a. Signpost Approach**

The signpost approach is based on the pre-reading task i.e. use of different signpost questions or guiding questions.

Nuttall (1996, p. 160) defines signpost approach as

> A sign post stands at a crossroad to show traveler's the way. Its function is to direct them along the right road making the journey quicker and saving them getting lost. A signpost question (SPQ) has similar

function. Its purpose is not to test but to guide the readers, directing their attention to the important points in the text preventing them from going off along a false track.

Nuttall (ibid) further states some of the classroom procedures of teaching reading comprehension using SPQ as below:

- Dealing with essential languages points for the section (if any)

- Assignment of SPQ for the section

- Silent reading of the section by whole class

- Checking answers of SPQ and assigning other questions for the section
    (p. 168)

According to Doff (1988), sign post questions are guiding questions which aim to:

- Give the students a reason to read, by giving them something to look for
    as they read the text.

-Lead (a guide) the students towards the main points of the text, so that after
    the first reading they should have a good general idea of what it is about.

**b. Thematic Approach**

The thematic approach to reading is based on the distribution of information in a text. Here, the reader reads a text and tries to understand it with supporting details. This approach helps the learner to find out new information from already known information.

Learners should be encouraged not only to concentrate on what is conveyed but also to how message in the reading text is organized. According to Grellet (1981), "the organization of a passage is not always determined by its contents and by the nature of the information to be conveyed. The thematic pattern used

is often a choice on the part of the writer and this choice, in its turn, alter the message" (p.20). Grellet (ibid) gives six different thematic patterns in which a text can be organized.

i. main idea and supporting details

ii. chronological sequence

iii. descriptions

iv. analogy and contrast

v. classification

vi. argumentative and logical organization

Finally, he says that "it may be interesting to draw the students' attention to the way in which the order of the elements n a sentence can alter the message" (p.21).

## (c) Language Experience Approach

The language experience approach is based on the experience, level and interest of the learner. In this approach, a teacher observes the situation, elicits the data from the learner either orally or in written form. The elicitation of data is mainly based on the interest of a reader. After the collection of data, appropriate reading texts are either collected from different sources or prepared by the teacher.

According to Nuttall (1996, p. 144). "a language experience approach is often a good way to begin because students and teachers together prepare the materials based on the individual's interests and experiences, it can thus be adapted to any age and type of learner"

Thus, the language experience approach supports students' concept development and vocabulary growth while offering many opportunities for

meaningful reading and writing activities. Students are involved in planning experiencing, responding to and recoding the experience.

On the other hand, there are two competing models of language processing which have become common metaphors for two different paths to reading comprehension. They are: top down and bottom up approaches, both used whenever we read. Emphasizing research endeavor on top- down processing does not mean minimizing the effect of bottom- up processing on reading compression. Both go side by side interacting and shaping with each other. When the top down process has brought into the prominence the impact of bottom-up process blurs into the background. These two approaches can be illustrated as below:

**(a) Top- down Approach**

According to Nuttall (1996p. 16), the central notion of this approach is getting general picture from the text. In top- down processing, we draw on our own intelligence and experience- the predictions we can make, based on the schemata we have acquired- to understand the text." He further illustrates this approach saying a reader adopts an eagle's eye view of the text when he considers it as a whole and relates it to his own knowledge and experience. Similarly, this psycholinguistic approach to reading has been illustrated by Camborne (1979) using the following schemata.

Post experience languages intuitions and expectations     selective aspects of print     meaning     sound, pronunciation if necessary

From this schema, it can be argued that reconstruction of meaning or getting overall purposes of text by means of prior knowledge or common sense is the main focus of this approach.

**(ii) Bottom- up Approach**

The central notion of this approach is getting the detailed information from each grapheme, phoneme, morpheme, lexeme and sentence. According to Nuttall (1996, p. 17), "in bottom- up processing, the reader builds up a meaning from the black marks on the page, recognizing letters and words, working out sentence structure".

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

Print     every letter discriminated     phonemes and graphemes matched blending     pronunciation     meaning

This model clearly exposes how a reader processes each letter and matches them with phonemes to form words and derives meaning.

**1.1.7 Basic Principles of Reading Skills**

According to Harmer (1991, pp.181-184) there are some basic principles that apply to reading skills for despite the fact that the activities are performed with different media. There are underlying characteristics and skills which apply to reading when being by native or non-native speakers of the languages in question. They are content, purpose and expectation and receptive skills.

**A. Content**

Very often we read something because it interests us. Magazine readers choose to read articles rather than the stories because former will be interesting whereas the later will not.

Sometimes, we read the text because it is useful for us. If one wishes to operate a coffee machine for the first time it is good idea to read the instructions first so that one doesn't get cold soup instead of hot coffee.

Whatever was claimed above, by no means, the two categories are always independent of each other anyway. We may well read something that is useful and find that is interesting as students reading for their studies often do.

## B. Purpose and Expectations

In real life people generally read to something because they want to and because they have a purpose in doing so. Another characteristic of readers outside the classroom is that they will have expectations of what they are going to read before they actually do so (p. 182).

## C. Reading as Receptive Skills

Readers employ a number of specialist skills when reading and their success at understanding the content of what they see depends to a large extent on their expertise in these specialist skills. Thus, reading as receptive skills can be justified by the following six skills.

## (i) Predictive Skills

Efficient readers predict what they are going to read; the process of understanding the text is the process of seeing how the content of text matches up to these predictions. Their predictions will be the result of the expectations they have.

## (ii) Extracting Specific Information

Very often we read something to it because we want to extract specific bits of information to find out a factor or two. We may quickly look through a film review just to find the name of the star. This skill is often called as scanning.

## (iii) Getting the General Picture

We often read to things because we want to get general picture. We want to have an idea of the main points of the text an overview without being too concerned with the details. This skill is often called as skimming and it entails

the reader's ability to pick out main points rapidly, discarding what is not essential or relevant to that general picture.

**(iv) Extracting Detailed Information**

A reader often has to be able to access texts for detailed information. The information required can be of many kinds. Exactly what does the writer mean? What precisely is the speaker trying to say? Questions like (how many?, Why? How often? ) are often answered by reference to this kind of detail. Sometimes the detail we are looking for is the writer's or speakers ' attitude; how do they feel about the situation/person they are describing? What precisely is their intention?

**(v) Recognizing Function and Discourse Patterns**

Native speakers of English know what they read. 'For example' this phrase is likely to be followed by an example. We understand paragraph structure and paragraphs organization and we recognize devices for cohesion. Thus, we need to make students aware of what follows what, 'for example' or recognition of these discourse markers and cohesive devices to help them became more efficient readers.

**(vi) Deducing Meaning from Context**

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

All the skills mentioned here largely subconscious in the minds of experienced and frequent readers or most literate adult. . . . If we can make students feel anxious and thus remove some of the barriers, that alone may dramatically improve their receptive abilities.

### 1.1.8 Types of Reading Skills

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

### 1.1.8.1 Scanning

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

Similarly, Harmer (1991, p.183) defines scanning as' the way of extracting the "specific bits of information to find out a factor or two." He further says "we may quickly look through a film reviews just to find the name of the star."

Grellet (ibid) further clarifies that readers simply "let their eyes wander over the text until they find what they are looking for whether it be a name or date or less specific piece of information."

Cross (1999, p.260) suggests the following types of activities for practicing scanning.

### (i) Finding New Words for Old

The teacher asks the students find synonyms or antonyms, giving the clues in words that they already know such as dirty (synonym), interested (opposite).

### (ii) Locating Grammar Features

The teacher gets the students to make a list of specified grammar features such as all the propositions of place, irregular past tense verbs, conjunctions etc.

**(iii) Finding a Specified Advertisement**

The teacher asks the students find an item specified on a whole page of advertisements, or the time of a specific radio program or TV show in the entertainment page of a newspaper of program guide.

**(iv) Comparing Details**

The teacher asks the students check a set of brochure cuttings to find which airlines offer midweek flights from Bangkok to Tokyo.

**(v) Checking Dates**

The teacher asks the students to identify a person's date and place of birth by using a short biography or obituary notice.

**(vi) Shopping Lists**

The teacher asks the students list all the vegetables available in different parts of a menu or find the cheapest dry white wine in the brochure of a wine merchant with a long shopping list. The students note all the product that would be brought in a specified shop.

**(vii) Making Word Sets**

The teacher asks the students list specified sets of words (those beginning with a prefix, adjective, collective nouns or specific vocabulary etc).

**(viii) Newspaper Headlines**

The teacher asks the students to cram section of newspaper headlines on to a worksheet and to find one that treats a specified topic.

**1.1.8.2 Skimming**

According to Grellet (1981, p.4), skimming is the way of reading where the readers quickly runs "one's eyes over a text to get the gist of it". He (ibid)

further describes skimming as the specific reading technique necessary for quick and efficient reading. When skimming, we go through the reading material quickly in order to get the gist of it, to know how it is organized or to get idea of the tone or the intention of the writer (p.19).

Similarly, Harmer (1991, p.183) defines skimming as the special receptive skill where we often read to things because we want to 'get the general picture' Therefore, Grellet concludes skimming as a more thorough activity which requires an overall views of the text and implies a definite reading.

Cross (1992.p. 261) suggests a number of skimming activities as below:

**(i) Comparing Values**

The teacher asks the students to find the best value table fan, Television, washing machine or any other item from a set of similar advertisements for the product.

**(ii) Finding and Comparing Events**

The teacher asks the students to decide the major achievement of a person's life from an obituary or biography.

**(iii) Selecting a Title**

The teacher asks the students to choose the most appropriate title  for a passage from a multiple- choice array on the same page or on a separate worksheet or poster.

**(iv) Drawing Inferences**

The teacher asks the students to draw inferences about the writer's attitude to a situation or topic

**(v) Deciding the Question**

The teacher asks the students to decide what question the author sets out to answer.

**(vi) Creating a Title**

The teacher asks the students to compare an attentive title or subtitle for the text or for each paragraph.

### 1.1.83 Reading Aloud

Reading aloud to children is a key component to any good reading program. Read aloud improves a child's ability to listen for periods of time and increase attention spans. According to Gnawali et al. (2062)" Reading aloud models how fluent readers read and reflect on what is read". To quote Wright (1976, p. 31), "oral reading are those activities which relate to the association of written symbols with spoken sound"

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

1. To round off work on a text.

2. To help inadequate readers to read in sense groups.

He also suggests the teachers using the technique 'Reading aloud' considering the following points.

⟩ Use it after the class worked on interpretation of the text, not before

⟩ Use 'the read and look up' technique. ( students looks up form the text and looks at the audience)

〉 Use it sparingly.

Similarly, Awasthi (2065) in his class lecture provides the following characteristics of reading aloud.

〉 Reading block by block

〉 Recognizing stress and intonation

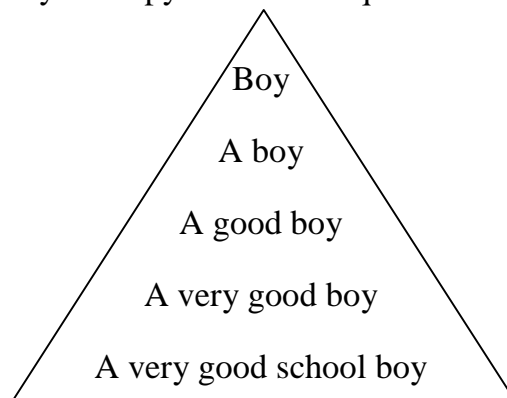〉 Practicing in pronunciation

〉 Recognizing meaning and punctuation

〉 Following the teacher as a model

〉 Welcoming colleagues' criticisms

〉 Encouraging pronunciation errors of unknown words.

〉 Giving short exercises

〉 Reading practice by word pyramid technique as below.

Boy
A boy
A good boy
A very good boy
A very good school boy

In a nutshell, reading aloud is the way of reading orally which enable the students to read with and test the correct pronunciation, articulation, intonation and rhythm even though it sometimes impairs the intelligibility.

**1.1.8.4 Silent Reading**

According to Nuttall (1996, p .31) the general aim of reading programme is "to enable students to enjoy reading in the foreign language and to read without

help unfamiliar authentic texts at appropriate speed, silently and with adequate understanding". He (ibid) further states, eventhough too little time is given to silent reading, all readers need this skill and most would benefit from help in developing it (p.32).

From the above lines we can claim that silent reading is one of the significant arts of reading for adequate understanding.

Similarly, Richard et al. (1999) define silent reading as the way of "perceiving a written text in order to understand its content".

Awasthi (2065) notes the following characteristics of silent reading during his class lecture.

- ) It facilitates to acquire complete mastery of languages.

- ) It consolidates different language skills and aspects.

- ) It increases vocabulary structures and encourages the students make the use of dictionary for the development of pronunciation, spelling and punctuation.

- ) It derives the pleasure and profit.

- ) It enhances rapid reading.

- ) It also helps to acquire the habit of reading for information and intellectual needs.

- ) Teacher can use drills and controlled exercises to teach languages usage.

## 1.1.8.5 Extensive Reading

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

Similarly, Rivers (1968, p. 229) defines extensive reading as an independent reading. "Primarily carried out to train the students to read directly and fluently in the foreign language for their own enjoyment, without the aid of the teacher"

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

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

Cross (1992) suggests the students to do different tasks and activities as below:

**i. Keeping Records**

Teacher asks the students to keep the records what they have read routinely and to encourage them to read more. Teacher also asks them keep a little booklet, with the names of the authors, the titles and the date on which they read each book.

**ii. Wall Chart**

The teacher puts a poster on the wall listing the books available and asks the students to initial the titles of the books they have read and award a mark out of ten for each one.

**iii. Make Summaries**

The teacher asks the students to write a short written summary of each chapter or of the book as a whole.

**iv. Indicate the Difficulty**

The teacher sticks a slip of paper in the front of each book and asks the students to awards a grade (A, B, C or D) for level of difficulty and to initial their award. An A grade indicates that they found it easy and a D shows that it was difficult.

**1.1.8.6 Intensive Reading**

According to Grellet (1981, p, 4) intensive reading is the way of " reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail."

Nuttall (1996, p.38) says:

> Intensive reading involves approaching the text under the guidance of a teacher a task which forces the students to focus on the text. The aim is to arrive at an understanding not only of what the text means, but of how the meaning is produced.

Similarly, Awasthi (2065) in his class lecture, defines it as the in- depth reading technique for the detailed comprehension and for language study where the students are expected to understand everything they read and be able to answer detailed vocabulary and comprehension questions. It not only encourages fast reading or develops fast reading habits but also helps the students to figure out contextual meaning by discussing lexical or syntactic difficulties.

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

Cross (1992), suggests the following types of activities for intensive reading where the good students can help the weaker ones when difficulties pertain.

**i. Matching Nouns and Verbs**

The teacher asks the students to circle all the subject nouns or noun phrases and indicate the verb that goes with each one.

**ii. Splitting Sentences**

The teacher asks the students to put a slash- between the two or more parts of longer sentence to show where it could be broken down into shorter sentences.

**iii. Combining Sentences**

The teacher asks the students to indicate where shorter sentences could be combined, suggesting the connecting words that might be used.

**iv. Making Summaries**

The teacher asks the students to produce a summarizing sentence for each paragraph.

**v. Recording Sentences**

The teacher asks the students to read a jigsaw sentence paragraph and to decide the order of the sentences in the original.

**vi. Filling the Gaps**

The teacher asks the students to read a gapped passage and provide suitable words for each gap.

**vii. Completing Table and Graph**

The teacher asks the students to read an article and list. He asks the students to complete a table or graphs to present any data visually.

**viii. Taking Sides**

The teacher asks the students list arguments for and against a proposition, these that are given in the passage and those that are the students themselves might like to make.

**ix. Reading and Choosing**

The teacher asks the students to choose among multiple- choice stimuli

**x. Selecting a Summary**

The teacher asks the students to choose the best of several summaries of a passage all written by the teacher but with slightly different emphasis.

**xi. Comparing Versions**

The teacher asks the student to compare two newspaper reports of same incident.

**xiii. Identifying Facts**

The teacher asks the students to read an article or report and separate facts from opinions.

**xiii. Focusing on Forms and Styles**

The teacher asks the students to list all examples of specified grammar points in the text such as use of the passive voice, indirect speech and the past perfect tense.

**1.1.9 Stages of Teaching Reading**

The use of reading text depends upon the purpose of it: whether to develop reading comprehension, to present new words and structure or for language practice etc. According to Doff (1988), teaching of reading text generally follows three successive stages as below:

**A. Pre- Reading Stage**

Pre- reading stage takes place before the students go through the actual reading materials. There are following activities to arouse the interest and motivation, to create background information and languages of the text.

- Guessing the topic and content through headlines, illustrations, pictures

- Brainstorming around a topic words on the board

- Predicting what the text will say

- Write questions that may be answered by the text

- Presenting new words which will appear in the text

- giving illustrations from different texts

**B. While- Reading Stages**

At this stage the actual reading takes place because students read the text to find the answers to some specific questions or to get the gist or to get detailed information. The while reading activities include the following tasks.

- Scanning the passage to locate for two to four items of information

- Skimming for general idea

- Answering the questions

- Completing sentences

- Completing a table, map or picture

- Asking question to each other

- Matching halves

- Labeling the pictures

**C. Post -Reading Stage**

This is the evaluation stages where the teacher asks the students to check their responses. In addition, s/he introduces some additional tasks/ follow-up activities. Thus, post reading activities can be presented as below:

- Discuss what was interesting or new in the text.

- Discuss or debate the topic of the text if it is controversial.

- Do the tasks on the language or structure of the text.

- Summarize the text, orally or in writing.

-  Ask for role play and project work.

Similarly, Nuttall (1996) considers three kinds of guidance at each of three stages: before reading, while reading is under way and when reading is completed, as the reading activities.

**(A) Guidance before Reading**

 Before the students begin to read the text, the teacher can do quite a lot to make their task more explicit and their way of tackling it more effective. The following activities will be considered at this stage.

1. Providing a reason for reading

2. Introducing the text

3. Setting a top down task

4. Breaking up the text

5. Dealing with the new languages

6. Asking signpost questions

(B) **Guidance while Reading is under Way**

At this stage, there are again three sources of guidance as below:

**(i) Guidance from the Text: The Individualized Approach**

This is a completely individualized system a self access system which needs a very wide range and large number of texts each with its own guidance materials. Readers read the text and try to understand it with supporting sentences in the text itself. In this process, they use scaffoldings (Supporting ideas) which focus on thematic approach. It is a self-contained self- teaching text.

**(ii) Guidance from the Teacher: The Whole Class Approach**

In this approach, the teacher makes the reader understand the text by providing them with vocabulary items, structures etc. Although some people criticized it as a teacher centered approach, it is possible to look at the text in much closer detail when working orally and the question you ask and the point you pursue in face to face interaction respond more sensitively to the students' need. It is the whole class approach where everyone works at the same rate and in the same way.

**(iii) Guidance from Fellow Students: The Group Approach**

In this approach, the readers work in group where fellow student help each other to understand the text. In successful groups, the interaction achieves far more than individuals can working on their own.

**(C) Guidance when Reading has been Completed**

This stage is the time to put questions of evaluation and personal response and relate the text to the outside world. Following are the activities to be done at this stage.

- Eliciting a personal response from the readers (agree/ disagree like/ dislike, etc)

- Linking the content with the reader's experience

- Considering the significance of the text in the book from which it is taken

- Establishing the connection with other work in the same field

- Suggesting practical applications of theories

- Working out the implications for research / policy/ theory etc. of the ideas

- Drawing comparisons/ contrasts between facts/ideas in the text and others

- Recognizing/ discussing relationship of cause and effect

- Weighing evidence

- Recognizing bias

Harmer (1991, p. 189), presents a basic methodological model for the teaching of reading skill. This model is based on the discussion of methodological principles and intended to provide general methodological guidelines. The model has five basic stages:

**i. Lead-in**

Here, the students and the teacher prepare themselves for the task and familiarize themselves with the topic of the reading exercise. This is to create expectation and interest' in the text.

**ii. Teacher Directs Comprehension Tasks**

Here, the teacher makes sure that the students know that they are going to do e g. answer the questions, fill in a chart, complete a message part or try and retell what they saw? This is where the teacher explains and directs the students' purpose for reading.

**iii. Students Read for Task**

The students then read to a text to perform the task the teacher sets.

**iv. Teacher Directs Feedback**

Here, the teacher helps students to see if they have completed the task successfully and finds out how they will have done. Students check their answer with each other first.

**v. Teacher Directs Text Related Task**

Teacher organizes some kind of follow-up task related to the text. What is important to remember here is that, if the students perform very unsuccessfully in their first comprehension task, the teacher may redirect them to the same task but before directing to the text related tasks.

**1.1.10 Providing Opportunity for Skillful Reading**

College reading programs are becoming increasingly important as more and more students are exposed to upper- level text. An effective college reading programs than must help students develop a new set of reading skills ( Joffe, 1980).

The following skills and activities necessary for the successful study help students become proficient in extracting the important information from reading materials.

**(A) PQ3R Technique**

Joffe (1980, p. 21)  presents an explanation and illustration of PQ3R technique which enable students better understand  the text and  be able to remember it longer with their active participation. This technique has been summarized as below:

**i. Prepare**

Ask the students read actively following five things and answer questions.

- The title

- Introductory material

- Summary, conclusion, questions at the end of the chapter

-Subtitles

-First sentence of each paragraph

**ii. Question**

Ask the student turn subtitles into questions. Think about the probable content of the subsections.

**iii. Read**

Ask the students read to find the answers to the questions.

**iv. Recite**

Ask the student look way and tell yourself from memory what you read.

**v. Review**

Ask the students look at each subtitle and tell what subsection is about.

**B. Confirming Expectations**

According to Harmer (1991, p.191), students are involved in reading in order to confirm their expectation about the information they think the text will contain. In this activity, teacher puts the following chart on the board and asks the students to fill in the chart.

| Things you known | Things you are not sure of | Things you would like to known |
|---|---|---|
| | | |

**(C) Extracting Specific Information**

In this skill students are asked to locate specific information effectively. For this purpose Joffe (1980) suggests to do the following activities:

- Glance over the selection, keeping in mind the specific information they are being asked to locate.

- Locate a key ward a phrase.

- Read the section containing the key word or phrase.

- Determine which words provide the information they are seeking.

Similarly, Harmer (1991, pp.193-196) suggests the teacher to do the following activities.

**a. Open- ended Questions**

Ask the students find the information by means of open ended question in a group.

**b. Yes/No Question**

Ask the students read quickly and find out the answer from yes/no questions.

**c. Transferring Information**

Ask the students to look at the chart and complete the chart with required information.

Name:

Disease:

Date of start of run:

Age at start of run:

Distance covered:

Amount of money raised:

**(D) Developing Outlining Skills**

According to Joffe (1980), outlining is a matter of understanding how ideas relate to one another in order to understand how authors organize their reading materials. He provides the following activities for developing outlining skills:

(i) Ask the students discover the author's most important or main idea.

(ii) Ask the student discover how the author develops or subdivides the main points and relate these major ideas to the main point

(iii) Ask the students discover how the author develops the major ideas/ details and relate these details to the major ideas.

**(E) Reading for General Understanding**

According to Harmer (1991, pp.202-205), the following activities are suitable to get the general picture of the text.

⟩ Matching items

⟩ writing an essay

⟩ General question

In these activities, the students are asked to read the text quickly in pairs and discuss the answers of general questions

a. Do you like the text?

b. What is the name of the text?

c. What is the text about?

d. What is the writer's intention?

Similarly, Joffe (1980) suggests the teacher to ask three questions to find out the main ideas of paragraphs as below:

a. Who or What is paragraph about?

b. What aspect of who is an author concerned with?

c. What does the author really wants reader to understand about this aspect of the who or what?

**(F) Reading for Communicative Tasks**

In this skill, reading of a text is designed to foster a communicative interaction. Harmer (1991, pp.198-199) suggests the following activities for this purpose.

**(i) Jumbled Text**

A popular reading technique is the reassembling of a text that has become disordered. In this technique, the students have already read part of the story. Now, teacher provides the rest of story in a number of fragments. The first part is beginning. But others are not in the correct order. Students are asked to read out the rest parts and put them into correct order in pairs.

**(ii) Student Question**

In this activity, some of the students read the text so that they can answer their colleagues' questions and other students form the group so that they would ask the questions.

**(iii) Pooling (Sharing) Information**

In this activity, the students read different texts and complete a task by sharing and exchanging each other in terms of information 'gap' activities and jigsaw reading.

For this purpose, the students are divided into two groups A and B. Group A reads the text and answer some comprehension questions whereas group B reads a different text and answers some other simple comprehension questions. The class is then divided into pairs with one member of each pair coming from different group. They tell each- other about their text and then use their shared information to complete the task.

**(G) Reading for Detailed comprehension**

According to Harmer (1991, p.206 ), students are encouraged to engage on the following activities in order to obtain detailed comprehension.

**(i) Open -ended Questions**

Students are asked to read the text deeply and answer the open-ended questions.

**(ii) Detailed Questions**

In this activity, a teacher asks detailed questions and asks the students to solve the problem of reading the text in detail. For example,

1. a. explain the terms of Milton's will.

   b. why did he make his will like this ?

2. a. what was Anna young's secret?

   b. why did she want it to remain a secret ?

3. Complete the following sentences.

   a. ..........
   b. ........

## H. Understanding Figurative Language

To understand figurative language, Joffe (1980) suggests the teacher to ask the students do the following activities:

i. Identify a direct comparison i.e. Do the authors use the words 'like' or 'as'? e. g. She is like a stone.

ii. Find out a indirect comparison i.e. Do the authors say 'one thing is something else'?

e. g. she is a stone.

iii Mention whether the authors want only the figurative part of comparison. i. e Do they want you to understand that it is equal to thing being compared ? e. g. He recommends that I take a course with Mr. Jones.

iv. Pinpoint whether the authors exaggerate the comparison i.e. Do they intensify the thought? e. g. She was a goddess of beauty.

## (I) Understanding Maps, Charts, Graphs and Tables

Joffe (1980) suggests the students do the following activities in order to understand maps, charts, graphs and tables

i. Read the title and subtitles

ii. Read the key and the scale of miles if any .

iii. Read the information shown along sides and bottom of graphs, charts and maps, if any.

iv. Determine the purpose of reading.

v. Read for the purpose.

### 1.1.11 Types of Reading Activities

Ur (1999, p. 59) states "A conventional type of reading activity or test consists of a text followed by comprehension questions". He illustrates three different tasks belonging to answering comprehension question as below:

**Task -1**

**Try doing the activity shown in the box**

---

**COMPREHENSION TEXT AND QUESTIONS (1)**

READ THE TEXT AND ANSWER THE FOLLOWING QUESTIONS.

Yesterday, I saw the Palgish flester gollining begrunt the bruck. He seemed very chanderbil. So I did not Jorter him, Just deapled to him qwistly. Perhaps later he will cander and I will be able to rangel to him.

1. What was the flester doing, and where?

2. What sort of a flester was he ?

3. Why did the writer decide not to jorter him?

4. How did she deaple?

5. What did she hope would happen later?

---

**Source: Ur (1999,p.59)**

The important thing to be remembered in the task -1 is that questions should be made answerable to the students in spite of the incomprehensibility of the source text. Only open-ended questions have been asked in this task.

**Task-2**

**Try doing the exercise in the box**

---

**COMPREHENSION TEXT AND QUESTIONS (2)**

READ THE TEXT AND ANSWER THE FOLLOWING QUESTIONS

Yesterday, I saw the new patient hurrying along the corridor the seemed very upset, so I did not follow him, just called to him gently. Perhaps later he will feel better and I will be able to talk to him.

1. What is the problem described here?

2. Is this event taking place indoors or outside?

3. Did the writer try to get near the patient?

4. What do you think she said when she called to him?

5. What might the job of the writer be ?

6. Why do you think she wants to talk to the patient?

---

**Source: Ur (1999, p.60)**

What is important to note here is that reader would have to understand the content of passage to answer these questions. Similarly, questions should not only be asked open-ended but also close- ended.

**Task-3**

**Try Doing the Exercise in the Box**

**Stage-1 Trying a Task (1)**

---

**QUESTIONS GIVEN BEFORE THE TEXT (2)**

Read the questions and guess what the answers are going to be. Later, you will read the text and be able to check how many you got right.

1. Where was Jane Walking?

2. What did she hear behind her?

3. What was her necklace made of?

4. What did the thief steal?

5. What did he do next?

---

**Stage-2 Reflection**

Before reading on, try answering the following questions:

– Were your guesses as to what the answers would be completely random? Or

–Did you base them on some kind of evidence or knowledge?

**Stage-3: Trying a Task (2)**

Now look at the text on which the questions are based. Try as you do so to compare your motivation to read and ease of comprehension with those you felt when reading the 'new patient' passage.

**Source: Ur. (1999, p.61)**

From this task we can conclude that before providing reading text to the students, it is essential to ask the questions before the text and questions of reflection.

## 1.1.12 Use of Visual Materials in Teaching Reading

According to Wright (1976, pp.31-37) visual materials are mainly used in three reading techniques as below:

### a. Use of Visual Materials in Oral Reading

Oral reading is usually used when oral fluency is established. Oral readings are those activities which relate to the association of written symbols with spoken sounds. Use of visual material helps the pupils take immediately the recognition of complete sentences. The common example of teaching oral reading using the visual materials is 'matching the pictures and sound'. In this activity, a jumbled pile of words relating to the pictures are provided to the students for matching.

### b. Use of Visual Aids in Intensive Reading

Intensive readings are those activities where the students attempt to understand the high proportion of what they read. Visual aids facilitate those activities. One example of intensive reading activity using visual materials is asking students involve in 'card activity'. In this activity, students are asked to work on

group and look out the cards to complete sentences. Next activity of intensive reading with visual aids is asking the students questions and providing the graphs with the information necessary for answers to be made.

**c. Use of Visual Materials in Extensive Reading**

Extensive readings are those activities where the students attempt to understand the gist of what they read. One example of using visual material in extensive reading technique is 'taking the number of photographs or advertisement from magazine and making true or false statement' about them.

**1.2 Review of Related Literature**

The survey of literature based on the several assumptions while teaching reading has been reviewed as below:

Wright (1976) studied the use of visual material in reading activities and stated "The form and the design of the material will be dependent on the function chosen"(p.31). Wright (ibid) also illustrated many examples for teaching reading using visual materials in terms of oral, extensive and intensive reading technique.

Reading can be done as a class activity but reading activities can also be devised to individualize students' work at home. Instead of choosing one activity for the whole class, two or three sets of exercises of varying difficulty can be prepared based on the same text so that each student can work at home at his own level. If there is little teacher control of the reading activity, then self correcting exercises are extremely useful (Grellet, 1981, p.11).

To quote Harmer (1991, p. 34) about the task in reading skill,

> Many methodologists have concentrated not so much on the nature of language input, but on the learning task that students are involved in. There has been an agreement that rather than pure rote learning or

decontextualized practice, language has to be acquired as a result of deeper experience than the concentration a grammar point.

Similarly, in 1970s the British applied linguist Allwright conducted an experiment which challenged traditional notions of languages teaching. He theorized that ". . . if the language teachers  management activities are directed exclusively at involving the learners in solving communication problems in the target language, the language learning will take care of itself." (1977b, p.5,as cited in Harmer, ibid).

The most important thing to remember here is that the more students' involvement in reading, the better understanding of the text. In other word, the more they do, the better they extract information efficiently from the written text.

On the other hand, Prabhu (1979) originated a long running Bangalore project and used task- based learning for understanding meaning of a text where students themselves have to solve their problems (as cited in Harmer, 1991,p.35).

Concerning with the activities used by the teachers, Nuttall (1996) makes the practical suggestions for the classroom and reflects the view in the reading class. He says that planning reading lesson helps all the students participate and learn: at procedures that direct attention to the text, foster text-focused talk and provide scaffolding when it is needed. He also considers guidance before reading: guidance while reading and guidance after reading as the three different activities of readings.

A large number of reading researches have been carried out depending on the perspectives of different fields of study in order to see reading as practice, product or process. Regarding reading as practice, Wallace (1992) views "researchers into literacy as social practice have been mainly interested in investigating literacy practices in their own right, although several also discuss

pedagogic implication". Heath (1983) conducted a longitudinal ethnographic study of the literacy practices of two communities in the United States. She concludes the account of her study with the need for schools to take fuller account of the diverse literacy experiences which children bring to school. Concerning with the reading as product, Wallace (ibid) says, "A large body of reading research especially in the field of cognitive psychology is concerned with the ability to decode words and with the particular skills judged to be pre requisite to fluent, independent reading". Adams (1990) offers a thorough review of this research which shows a strong link between phonemic awareness, the ability to process words automatically and rapidly and reading achievement. Similarly, reader focused research: reading as a process is concerned with strategies or resources which readers employ in reading and learning to read. Major figures in this tradition are Good man (1967) and Smith (1971). They are known as 'psycholinguists' on the ground that they view reading as language activity as well as psychological process. Goodman and Smith further argued that reading is best seen not as the matching up visual symbol to sound realization in a linear manner, but as a process heavily mediated by the reader's ability to make informed prediction as he or she progresses through the text (as cited in Carter and Nunan, 2001, pp.23-24).

Reutzel (1985) has proposed the 'Reconciled Reading lesson' to help teacher from effective pre- reading questions. Teachers who adopt the reconciled reading lesson reverse the text book sequence by forming pre- reading from comprehension questions that appear in the text book after reading selection or in the teacher's manual ( as cited in Gnawali et al. 2062,p.188).

Contrary to this,Harrison and Dolan (1979) discuss the studies carried out by Davis (1944 and 1946) and Threstone (1946) on the nature of reading comprehension. In these studies, data was analyzed by using factorial techniques. Davis (ibid) came up with the results which show the involvement of five factors in the process of reading comprehension. But Threstone (ibid) found only one factor salient when he analyzed the same data. So, the argument

that reading comprehension is a series of sub skills was not beyond suspicion (as cited in Khaniya, 2005, p. 140).

Hosen-field (183) has carried out some research studies to uncover the kinds of strategies students use in solving problems of understanding foreign language texts. She( p.233) finds that the skilled readers tend to:

- Keep the meaning of passage in mind,

- Read in broad phrases.

- Skip inessential words.

- Guess from content the meaning of unknown words and have a good self- concept as a reader.

- Identify the grammatical category of words.

- Read the title and make inference from it.

- Use their knowledge of the word (as cited in Khaniya, ibid, p.142).

In order to expand cooperative development among the teachers and to involve students in reading activities, Edge (1992) suggests the quality of empathy. He says, "When I listen to you, I make every effort to get into your shoes, share your experience, experience your feelings and adopt you objectives"(as cited in Gnawali, 2008, p.74).

Similarly, Cruickshank and Zeichner(1981,p.2) popularized 'reflective teaching' and reported on project attempting to assist both pre-services and experienced teachers to teach reflectively. According to Gore (1987,p.37), the sharing of experience in reflective teaching potentially has two outcomes, first, students may come to value their practical knowledge instead of viewing it as inferior to the scientific knowledge produced by researchers . . . A second possible out come of the shared experiences provided by reflective teaching is strongly collegiality (as cited in Gnawali ,ibid,pp.143-145).

In the same way, a number of studies have been conducted on the reading skill at the Department of education in English as below:-

Shiwakoti (1996) carried out a comparative study on reading proficiency of students studying in government aided and private secondary schools of Jhapa district. His study showed that the students of private schools performed better than the students of government aided schools.

Shrestha (1998) made a research on reading comprehension of Grade VIII students studying in Lalitpur district. She found that the students could comprehend the seen texts better than the unseen ones.

Gaulee (2001) conducted a study on English reading speed of Nepalese students involving the students of Secondary Education from Dailekh, Surkhet and Kathmandu districts. His study showed that average English reading speed of Nepalese students was 89.10 words per minute. It also reveled that the students of Kathamndu could read fastest of all and the students of private schools were better than those of government schools.

Basnet (2002) carried out a study "On the Reading Texts and Reading Exercises" and tried to find out the degree to which the objectives set in the curriculum for developing reading skill are fulfilled by the English text book of grade nine. The researcher found that the texts are free from culture and gender biases.

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

Pattel (2003) conducted a comparative study on "Reading comprehension ability of the students of Grade X between Rautahat and Makawanpur District".

The objective was to identify and compare the proficiency of the students in comprehending written texts. He concluded that the students can comprehend any seen text better than unseen text.

Bhattarai (2004) carried out a descriptive study "Reading comprehension and reading speed of PCL first year and Grade XI students". His overall study concluded that XI graders had comparatively better reading comprehension ability and speed than those of PCL first year students, the students of grade XI and PCL first year could comprehend any seen text better and faster than any unseen text.

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

This study is different from the studies mentioned above because most of the studies above addressed the reading proficiency but it is related with reading activities. They were comparative study but it is a survey study. Even in survey study it used observation checklists and survey opinionnaires to find out activities used by the teachers for active participation of students while teaching reading.

**1.3 Objectives of the Study**

The objectives of the study were as below:

   a. to find out the activities used by the teachers while teaching reading skills.

   b. to identify the reactions of students towards the activities used by the teachers while teaching reading skills.

c. to list some pedagogical implications.

## 1.4 Significance of the Study

As the study provides the information about the up to date accounts of present situations, issues and problems related to regular classroom activities used by the teachers, professional development and quality of action, it is quite considerable in the field of English languages teaching. By the same token, the study, predominantly, focuses on the teacher's activities, techniques, methods and approaches used in reading skills for the active participation of students which is actually demand of the day .We have still used the outdated methods, even though, the global scenario of ELT has entered into anti-method' era due to the demand of communicative ability and task- based learning. According to Richards and Rodgers (2001) "language teaching in twentieth century was characterized by frequent change and innovation and by the development of some times competing languages teaching ideologies". Depending upon this global scenario of change and innovation, this study draws the attention to the concerned people such as teachers, textbook writers, syllabus designers and researchers to modify their approach and to move according to the demand of the day.

# CHAPTER TWO

# METHODOLOGY

This study was conducted using the following methodology:

## 2.1 Sources of Data

Both primary and secondary sources of data were adopted to carry out this study.

### 2.1.1 Primary Sources of Data

The primary sources of data were the teachers and students of proficiency certificate level of Kathamndu district.

### 2.1.2 Secondary Sources of Data

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

Wright (1976), Abbs et al. (1980), Joffe (1980), Grellet (1981), Ellis (1985), Harmer (1991), Siwakoti (1996), Ur (1996, 1999), Carter and Nunan (2001), Richard and Rodgers (2001), Basnet (2002), Khaniya (2005), Lyons and Heasely (2006), Awasthi (2065) , Bista (2008), Gnawali et al. (2065) and Paudel (2008).

## 2.2 Sample Populations and Sampling Procedure

The total populations of this study were the teachers and students of proficiency certificate level in Kathamndu District. Again, the sample primary sources consisted of five teachers and ten students each from five different PCL campuses of T.U. Thus, total sample populations were five teachers and fifty

students of PCL campuses. These five teachers and campuses were selected purposively and fifty students were selected randomly.

## 2.3 Research Tools

Basically, observation check-lists and survey opinionnaires were used in collecting required information. To observe the classroom activities of reading skills used by the teachers, observation check-lists were adopted. Similarly, to explore the reactions of students to the selected reading activities, survey opinionnaires were used (see in appendices).

## 2.4 Procedures of Data Collection

a. Observation checklist was prepared on the basis of the curriculum of proficiency certificate level under the guidance of the research supervisor. Altogether, forty activities under eight different categories were listed in the check-list. These activities were based on different books and research reports reviewed.

b. Similarly, survey opinionnaire was designed on the basis of concerned curriculum. Altogether, fifteen statements related to teachers' activities in reading skills were listed. Agreement and disagreement options with five point scale were used.

c. After the preparation of the research tools, the researcher contacted the principals of concerned campuses and asked for their permission to carry out the study.

d. After getting permission from the concerned authority, he built the rapport and started his study.

e. After the permission, he visited the selected campuses, told the purpose of the study and observed the selected teachers' classes to collect data using the checklists. He observed three classes of each teacher.

f. Similarly, he asked the selected students to fill the survey opinionnaires and identified the reactions to the activities for data.

## 2.5 Limitations of the Study

The study was limited to:

a. five teachers, fifty students and five campuses of proficiency certificate level.

b. the research tools : observation checklists and survey opinionnaires.

c. reading activities used by the teachers while teaching reading.

# CHAPTER THREE

# ANALYSIS AND INTERPRETATION

Systematically collected data from teachers and students were transcribed and coded with the help of frequency distribution tables and then analyzed and interpreted descriptively by using pie-charts.

## 3.1 Analysis and Interpretation of Data Obtained from the Check Lists

To find out the activities used by the teachers while teaching reading, five teachers were observed by using observation check-lists. Altogether forty activities under eight different categories were observed. Depending upon the concerned curriculum, these activities were checked .The data collected from checklists were coded and transcribed by using the frequency distribution table as below:

**Table No. 1**

**Frequency Distribution of Overall Activities**

| S.N | Categories | Frequency | | | | | | |
|-----|-----------|-----------|---|-----------|---|-----------|---|-------|
| | | Good | | Tolerable | | Poor | | Total |
| | | No. of Activities | % | No. of Activities | % | No. of Activities | % | |
| 1 | Management for educational change | 5 | 20 | 15 | 60 | 5 | 20 | 25 |
| 2 | Classroom management | 33 | 60 | 22 | 40 | | | 55 |
| 3 | Use of reading exercises | 5 | 50 | 5 | 50 | - | - | 10 |

| 4 | Use of visual materials | 0 | 0 | 3 | 20 | 12 | 80 | 15 |
|---|---|---|---|---|---|---|---|---|
| 5 | Communicative activities | 7 | 28 | 15 | 60 | 3 | 12 | 25 |
| 6 | Pre-reading activities | 2 | 10 | 10 | 50 | 8 | 40 | 20 |
| 7 | While- reading activities | 10 | 28.57 | 15 | 42.68 | 10 | 28.57 | 35 |
| 8 | Post – reading activities | 4 | 26.67 | 7 | 46.66 | 4 | 26.67 | 15 |

From the above table, it can be interpreted that the research carried out in five teachers each for five activities related to management for educational change shows the frequency distribution of good, tolerable and poor scale as 5, 15, and 5 respectively, Thus, 15 activities (60%) out of 25 were tolerable, 5 (20%) good and other 5 (20%) poor. Thus, most of the teachers reading activities for the management of educational change were tolerable.

Similarly, the study carried out in five teachers each for eleven activities related to classroom management shows the frequency distribution of 'yes' and 'No' scale 33 and 22 respectively. From this, it can be gathered that 33 activities (60%) out of 55 were used for the purpose of classroom management whereas 22 (40%) were not used .Regarding the use of reading exercises, the table shows 5 activities (50%) out of 10 were found good and the same 5 (50%) tolerable.

Contrary to this, the research carried out in five teachers concerning to the use of visual materials shows the miserable condition because none of the activities was good. Only 3 activities (20%) out of 15 activities were tolerable.

Viewing the communicative activities on this table, 7 (28%) out of 25 belong to the good communicative activities, 15 (60%) tolerable and remaining (12%) poor.

Analyzing the pre-reading activities used by the teachers from the table, it can be transcribed that only 2 (10%) out of 20 were found good pre-reading activities, 10 (50%) tolerable and 8 (40%) poor. In the same way, the table shows 10 (28.87%) out of 35 were good while reading activities and 15 (42.86%) tolerable.

At last, the table clarifies that 4 (26.67%) out of 15 activities were used as good post reading activities and 7 (46.66%) tolerable.

### 3.1.1 Analysis and Interpretation of Pre-reading Activities

The data collected from the teachers to find out the pre-reading activities have been presented as below:-

**Table No. 2**
**Frequency Distribution of Considered Teachers in Pre-reading Activities**

| S.N | Pre-reading activities | Good | | Tolerable | | Poor | | Total |
|---|---|---|---|---|---|---|---|---|
| | | No. of Teachers | % | No. of Teachers | % | No. of Teachers | % | |
| 1 | Guessing the topic | 1 | 20 | 2 | 40 | 2 | 40 | 5 |
| 2 | Presenting unfamiliar words, phrases sentences | - | - | 2 | 40 | 3 | 60 | 5 |
| 3 | Writing sign-post questions | - | - | 3 | 60 | 2 | 40 | 5 |
| 4 | Providing purposes of reading | 1 | 20 | 3 | 60 | 1 | 20 | 5 |

From the above table, it can be interpreted that one fifth of the teachers (20%) were good and a reasonable number of them (40%) were tolerable while asking the students to guess the topic.

One the other hand, while presenting unfamiliar words, phrases and sentences, none of the teachers was good whereas a considerable number of them (40%) tolerable and an excessive numbers of them (60%) were poor.

Similarly, none of the teachers was good while asking the students sign-post questions. Rather, 60% of them were tolerable and 40% of them poor. Finally, while providing the purpose of reading, 20% teachers were good, 60% tolerable and other 20% poor.

**3.1.2 Analysis and Interpretation of While- Reading Activities**

The data collected from the five teachers regarding the while reading activities have been presented systematically by using the following frequency distribution table.

**Table No. 3**
**Frequency Distribution of Considered Teachers in While-reading Activities**

| S.N | While reading activities | Good | | Tolerable | | Poor | | Total |
|---|---|---|---|---|---|---|---|---|
| | | No. | % | No. | % | No. | % | |
| 1 | Scanning | - | - | 1 | 20 | 4 | 80 | 5 |
| 2 | Skimming | - | - | 1 | 20 | 4 | 80 | 5 |
| 3 | Asking general question | 1 | 20 | 3 | 60 | 1 | 20 | 5 |
| 4 | Jigsaw reading | - | - | 4 | 80 | 1 | 20 | 5 |
| 5 | Complete sentence | 3 | 60 | 2 | 40 | - | - | 5 |
| 6 | T/f Statement | 2 | 40 | 3 | 60 | - | - | 5 |
| 7 | Comprehension questions | 4 | 80 | 1 | 20 | - | - | 5 |

While analyzing data from the table, firstly, it has been identified that only a few teachers (20%) were tolerable and most of them(80%) poor for scanning activity whereas none of them was good in this respect. Similarly, same was

the case with skimming. Secondly, it has been noticed that 20% of the teachers were good, 60% tolerable and 20% poor in asking the general questions (i.e. Do you like the text?). Thirdly, it has been found that none of the teachers was good, most of them (80%) tolerable and a few of them (20%) poor while providing jigsaw reading. Fourthly, it has been ascertained that the majority of the teachers (60%) were good and (40%) tolerable for completing exercises. Fifthly, it has been interpreted that some of the teachers (40%) were good and the majority of the teachers (60%) tolerable for T/F statements. Finally, it has been obtained that no fewer than 80% teachers were tolerable for asking comprehension questions.

### 3.1.3 Analysis and Interpretation of Post -Reading Activities

The data collected from the observation checklists of five teachers about the post -reading activities have been systematically coded, presented and analyzed by using the following pie-charts**.**
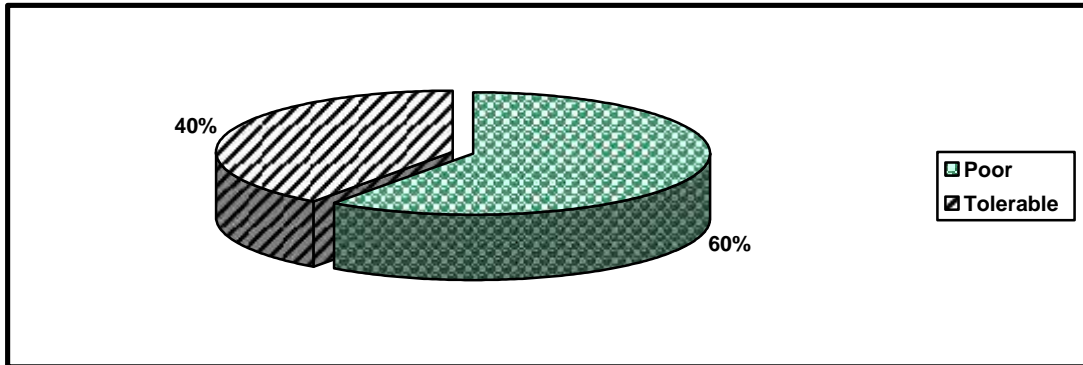
**Pie-Chart No. 1**

**Discussing the New Text**
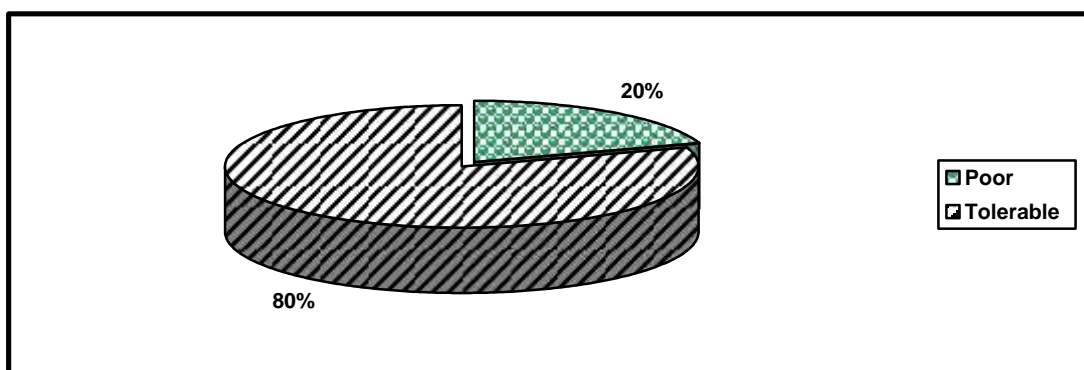


While analyzing data, from the Pie chart , it has been identified that almost 80% of the teachers were tolerable and only a few (20%) of them poor but none of the teachers was good for discussing what was new or interesting the text while teaching reading.
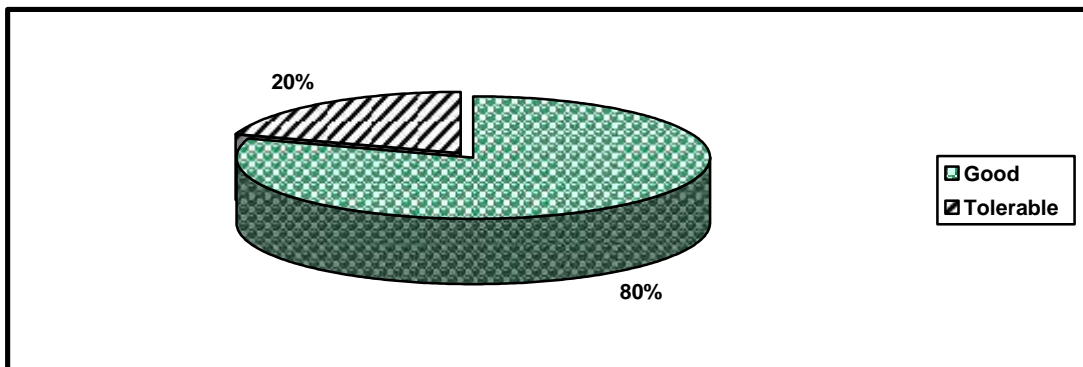
## Pie-Chart No. 2

## Debating the Controversial Topic



 While analyzing the data from the pie-chart, it has been found that the majority of the teachers (60%) were poor and the rest (40%) tolerable but none of them (0%) was good for debating on the controversial topic.

## Pie-Chart No.3

## Summarizing the Text



While analyzing the data from the table 4 and pie-chart 3, it has been noticed that virtually a significant number (80%) of the teachers were good,one fifth of them( 20%) tolerable and none of them poor for summarizing the text while teaching reading.

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

To find out the opinions of the students towards activities used by the teachers while teaching reading, a total number of 50 students were surveyed. Altogether, 15 statements were distributed for this purpose. The data collected from the survey opinionnaire have been systematically coded and transcribed by using the following frequency distribution table.

### Table No. 4

### Frequency Distribution of the Considered Students

| S.N | Statements | Strongly agree | | Agree | | Uncertain | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. | % | No. | % | No. | % | No. | % | No. | % |
| 1. | Teacher uses visual aids. | 12 | 24 | 3 | 6 | 9 | 18 | 10 | 20 | 16 | 32 |
| 2. | Use of authentic text motivates students. | 16 | 32 | 17 | 34 | - | - | 10 | 20 | 7 | 14 |
| 3. | Communicative activities encourage students in reading. | 10 | 20 | 19 | 38 | - | - | 12 | 24 | 9 | 18 |
| 4. | Teachers introduces course concept. | 22 | 44 | 18 | 36 | 2 | 4 | 8 | 16 | - | - |
| 5. | Ice- breaking light house and classroom metaphors change the students' attitude. | 12 | 24 | 6 | 12 | 6 | 12 | 13 | 26 | 13 | 26 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 6. | Classroom management is essential in reading. | 15 | 30 | 13 | 26 | 4 | 8 | 7 | 14 | 11 | 22 |
| 7. | 'Do you like the text?' is a general question in reading. | 20 | 40 | 14 | 28 | 6 | 12 | 3 | 6 | 7 | 14 |
| 8. | Teacher asks the students for library study. | 13 | 26 | 11 | 22 | 10 | 20 | 6 | 12 | 10 | 20 |
| 9. | Teacher writes sign-post questions before teaching. | 9 | 18 | 9 | 18 | 12 | 24 | 7 | 14 | 13 | 26 |
| 10. | Teacher always asks the students to guess the topic. | 20 | 40 | 5 | 10 | 8 | 16 | 11 | 22 | 6 | 12 |
| 11. | Teacher uses scanning, skimming, jigsaw reading techniques with T/F item fill in the blanks and comprehension questions. | 10 | 20 | 10 | 20 | 6 | 12 | 6 | 12 | 18 | 36 |
| 12. | Role play discussion and debating activities are post reading activities. | 9 | 18 | 8 | 16 | 8 | 16 | 10 | 20 | 15 | 30 |
| 13. | Teacher always checks and asks for cross-checking. | 16 | 32 | 6 | 12 | 8 | 16 | 8 | 16 | 12 | 24 |

| 14. | Reflective teaching is suitable in reading | 10 | 20 | 8 | 6 | 12 | 9 | 8 | 9 | 17 | 34 |
|-----|---------|----|----|----|----|----|----|----|----|----|----|

To analyze the data from the above table, firstly, it has been noticed that virtually one third of the students (32%) strongly disagreed and a declining number of them (24%) strongly agreed while using the visual materials. Secondly, it has been found that the majority of the students (34%) agreed and almost equal number of them (32%) strongly agreed with the statement that the use of authentic text with variety of exercises motivates students. Thirdly, it has been identified that a significant number of the students (38%) agreed and solely a fewer number of them (18%) strongly disagreed regarding the statement that communicative activities encourage students in reading. Fourthly, a larger number of students (44%) strongly agreed and only a few of them (4%) were uncertain with the statement that teacher introduces course concept. Fifthly, it has been ascertained that less reasonable number of the students (26%) strongly disagreed and almost the same number (24%) strongly agreed with the statement that ice- breaking, light house and classroom metaphors change the students' attitude .Sixthly, it has been identified that 30% of the students strongly agreed and only 8% of them were uncertain regarding with the classroom management. Seventhly, more or less number of the students (40%) strongly agreed and little and little number of them (6%) disagreed with the general question 'Do you like the text? Next, it has been gathered that a reasonable number of the students (26%) strongly agreed and quite a few of them (12%) agreed with the statement that teacher asks the students for library study. Similarly, only a few (18%) of the students strongly agreed and more of them (26%) strongly disagreed with the signpost questions. Contrary to this, a substantial number of the students (40%) strongly agreed and a little number of them strongly disagreed with the activity guessing the topic.

In addition to this, only one fifth of the students (20%) strongly agreed and more than one third (36%) strongly disagreed with the while reading activities such as scanning, skimming, jigsaw reading, T/F items, completing sentences and answering questions. Accordingly only the decreasing number of students (18%) strongly agreed where as increasing number of the students (30%) strongly disagreed with the post reading activities such as role play, discussion and debating exercises. Similarly, a massive number of students (32%) strongly agreed and a fewer of them (24%) strongly disagreed with the checking and cross – checking exercises. Finally, it has been interpreted that no more than 20% of the students strongly agreed and no fewer than 34% of them strongly disagreed with the reflective teaching.

# CHAPTER FOUR

# FINDINGS AND RECOMMENDATIONS

## 4.1 Findings

On the basis of the analysis and interpretation of the data, the researcher has derived the following findings.

1.    Only one fifth of the teachers (20%) were good in the activities like guessing the topic and providing the reasons for reading and none of them was good in asking the signpost questions and presenting unfamiliar vocabularies. It was miserable for pre-reading activities.

2.    The data obtained from both teachers and students about the while reading activities reveal that our students have still learned in the shadow of the outdated method even though our global scenario have entered in the 21$^{st}$ century. Scanning, skimming, jigsaw reading and silent reading techniques were found poor. Only lecture technique was extensively used.

3.    Except in summarizing the text, more than 60% teachers were poor in post reading activities. Solely a few of them used the activities such as discussion, role play and project work.

4.    The data collected from both checklists and survey opinionnaires show glaring discrepancy on the use of visual materials while teaching reading because a very few teachers used visual materials in oral extensive and intensive reading.

5.    The data related to the use of reading exercises shed the new light convincingly on teaching reading .Half of the teachers used various reading exercises such as Matching items, T/F statements, Fill in the blanks and Comprehension questions.

6. The data of the communicative activities expose that views of depression have changed in the light of recent development of teaching reading. Some teachers used activities with communicative desire, intent and purpose such as role-play, discussion dialogue.

7. The data concerned with the activity introducing course concept provides an illuminating discussion of how education changes.

8. The data analysis related to series of activities such as ice-breaking lighthouse and classroom metaphors help to elucidate for the ordinary reader for bringing out experiences and attitudes towards change.

9. As the data analysis related to classroom management highlights the need for a new approach to the cohesion of a lesson, the majority of the activities were found good as the classroom management.

10. The result of the question 'Do you like the text?' shines a light on the pressure of the global use of the general question while teaching reading. The substantial number of teachers asked the questions.

11. Only 26% of the students were found to strongly agree the library study for pleasure.

12. A massive number of teachers were found reasonable in checking and cross-checking exercises while teaching reading.

13. Reflective teaching was found rarely used in teaching reading.

To sum up, guessing the topic and providing the reasons for reading were found good pre-reading activities. Fill in the blanks, T/F statements and comprehension questions were found good while reading activities and summarizing the text was found the good post reading activity. Similarly, presenting unfamiliar vocabularies, writing signpost questions were found the tolerable pre reading activities. Scanning, skimming and jigsaw reading were

found the tolerable while reading activities and role play discussion and debate were tolerable post reading activities.

## 4.2 Recommendations

On the basis of the above mentioned findings of the study, some recommendations have been made as follows:

1.  All the teachers should be careful and sensitive to the pre-reading activities such as presenting vocabularies, writing signpost questions in addition to providing the reasons for reading and guessing the topic.

2.  The teacher used while reading activities such as completing sentences, T/F statements and answering questions that was good but they should also be moved according to the global scenario of $21^{st}$ century rather than out dated method and highlight scanning, skimming, jigsaw reading and silent reading.

3.  The teacher should not only summarize the text but also ask to discuss and debate about the interesting and controversial topic as the post-reading activities.

4.  The teacher should use the visual materials properly and extensively.

5.  The teacher should provide variety of exercises such as matching items, guessing games, multiple choices from the authentic text so that students could be motivated to the text.

6.  The teacher should give the students a lot of information gap activities for meaningful interaction while teaching reading.

7.  It is essential to introduce 'course concept' clearly and address the issues, related to teachers as well as students while teaching reading.

8.     The teacher should use series of activities such as ice-breaking, classroom metaphors and light house in order to bring out the change in teaching reading.

9.     The teacher should manage the class properly while teaching reading.

10.    The teacher should always ask the general question "Do you like the text?" for the understanding of students' interest.

11.    The teacher should ask the students for the library study so that they would get pleasure and satisfaction from the reading.

12.    Checking and cross-checking exercises should be provided extensively for the meaningful interaction and purposeful communication.

13.    Teacher should teach reflectively and thoughtfully with self evaluation.

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