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– Neha Basnet

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Strategies Adopted by Secondary Level Teachers to Enhance Reading Comprehension

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Comprehension**

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

**Submitted by  
Neha Basnet**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
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### **Recommendation for Acceptance**

This is to certify that **Ms. Neha Basnet** has prepared this thesis entitled **Strategies Adopted by Secondary Level Teachers to Enhance Reading Comprehension** under my guidance and supervision.

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### **Declaration**

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

Date: 14/04/2021

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**Neha Basnet**

## **Dedication**

Dedicated to

My Parents, Siblings and Husband

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**Neha Basnet**



## Abstract

Strategies for teaching reading comprehension is very essential for making students clear in their learning process. Strategies are considered to be an important part for the teacher to teach any skills for the students. So in relation to the strategies for reading process, the present study entitled "Strategies Adopted by Secondary Level Teachers to Enhance Reading Comprehension" was carried out with the aim to find out the problems faced by the secondary level teachers for teaching reading comprehension. In order to fulfill the objectives of the study, 30 secondary level English teachers were selected from 15 schools of Kathmandu valley through random sampling procedure. A set of questionnaire and a set of observation checklist were prepared for the observation. Through the study it was found that maximum teachers familiarize the students with the help of post questions of the text. They also made the maximum use of objective questions to find out the main idea of the text and summarize the text after teaching. It was also found that the teachers motivated the students towards reading the text before teaching. The teachers also facilitated the students with the strategies of reading comprehension and thanked the students to teach them the way of ending the communicative class.

This thesis is organized in five chapters. The first chapter deals with general background, statement of the problem, main objectives of the study, its research questions, importance of reading, delimitations of the study and operational definition of the key terms. The second chapter is concerned with the review of related theoretical literature, importance of English language teaching and learning, various skills of language teaching, types of reading and its stages, review of related empirical literature, its implications and the conceptual framework. The third chapter deals with the methodology used in the study, under which sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study are described. The fourth chapter deals with analysis and interpretation of data. This chapter consists of two sub sections. The first sub-section deals with the analysis of questionnaire to the teachers and second sub-section deals with the analysis of observation checklist. The final chapter deals with the major findings and recommendations of the study.

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## **Chapter 1**

### **Introduction**

This study is based on 'Strategies Adopted by Secondary Level Teachers to Enhance Reading Comprehension'. This chapter consists of background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### **Background of the Study**

The job of teaching is perceived as a demanding task for any kinds of teachers whether they are experts or novice. It examines one's commitment, expertise, skill and courage. It is an art that requires sound knowledge on how to handle the students, teaching strategies, curriculum, institution's rules and regulations as well as the availability of materials and how to facilitate the students to learn the language.

Teaching has been an important means for imparting knowledge since ancient times. It is important to recognize that methods link thoughts and actions because teaching is not entirely about telling something one way. As a language teacher, they should have thoughts and knowledge about the subject matter. Lasren-Freeman, (2007, P. 1) says "Teachers will be able to examine why they do, what they do and perhaps choose to think about or do things differently." Language teaching involves teaching the second or foreign language. The purpose of language teaching is to enable the students to communicate in the target language. Language teaching involves four different skills in teaching they are listening, speaking, reading and writing. As teaching is a difficult task, it needs the teacher with sound knowledge and skills. The teacher is engaged in lifelong learning process. The teacher should be careful to teach the skills for the students. Here, the teacher must built strategies of teaching the skills differently because each skill is important in language learning.

Reading is a multifaceted process involving motivation, word recognition, comprehension and fluency. Here, recognition means identify the words in print; to construct an understanding from them is called a process comprehension and an achievement is called fluency. According to Richards et.al. (1999, P.306) reading

means “perceiving a written text in order to understand its content.” Reading is one of the receptive skills of the language, is a way of grasping information from the given text.

### **Statement of the Problem**

Strategies for teaching reading comprehension is very important for the students to make them clear about the process of reading. Strategies are an indispensable vehicle for the teachers to teach any skills for the students. There is reliable evidence that reading comprehension difficulty occurs frequently in children who are actually good decoders and spellers.

When, I was a teacher in Adarsha Vidhya Griha in Damauli for secondary level students, I found the students were weak in reading comprehension. I applied the methods like answering questions, summarizing, recognizing. The result was not like as I expected. I consulted with other English teachers and principal but I wasn't satisfied with their ideas. After that, I planned to carry out the research about the existing problem in the secondary level about the issue of teaching reading comprehension.

### **Objectives of the Study**

The study had the following objectives

- ) To identify the strategies adopted by secondary level teachers to enhance reading comprehension.
- ) To suggest some pedagogical implications on the basis of the findings of the study.

### **Research Questions**

The research questions of my study were as follows;

- ) What strategies do teachers adopt to enhance students' reading comprehension?
- ) How do teachers teach the reading comprehension to the students?

### **Significance of the Study**

New innovative ideas, exploration, principles, findings and theories are the essence for the field. Teaching has always been a difficult job, and with the advent of time and development of newer and nobler methods, techniques and strategies in teaching reading has become more challenging. Teaching reading is moving from simplicity to complexity from uniformity to diversity and from oneness to pluralism. English language teachers around the globe are confronted with the challenges of teaching students with diverse academic abilities together well. Having students with different level of language proficiency is one of the biggest challenge that the teachers face. Since this study focuses on explaining the strategies for teaching reading comprehension. The present study will find out the strategies of teaching reading comprehension by English teachers of secondary level school teachers. Through the study the school level teachers, stake holders, curriculum designer, trainers, text book writers and course designer will be benefited because this study will provide insight for providing strategies in reading comprehension. In addition, all the person who are directly and indirectly involved in English language teaching will be benefited from this study.

### **Delimitations of the Study**

The study had some of the delimitations such as, it was delimited to thirty secondary level English teachers of thirty different secondary schools of Kathmandu valley. The datas were collected through questionnaire and observation checklist focusing to the importance and the use of strategy of teaching reading comprehension.

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

- ) **Comprehension:** In my research, I used the term comprehension as the proper understanding of the text.
- ) **Reading:** In my research, I used the term reading as the process of interpreting the written language.
- ) **Secondary Level:** In m research, I used secondary level as the research platform.
- ) **Strategy:** In my research, I used strategy as a plan for teaching used by the teachers to teach reading comprehension.

## Chapter 2

### Review of Related Literature and Conceptual Framework

This chapter includes review of related theoretical literature, review of related empirical literature, implication of the review of the study and conceptual framework.

#### Review of Related Theoretical Literature

This sub-section deals with different theoretical perspectives related to English language teaching and teaching reading comprehension by school teachers.

**English language teaching and its importance.** Traditionally, it was believed that the only basic tool a language teacher needed was a sound knowledge of the target language. But now it has been realized that linguistics is not only area in which a language teacher should be trained. The importance of psychology, teachers devotion for teaching and sociology as well as more extensive training in pedagogy has been realized by those all concerned with language teaching. In this regard Ur. (1996,P.5) writes “Besides methodology, foreign language teaching has further important components such as lesson planning, classroom discipline, the provision of interest-topic which are relevant and important to teachers of all subjects.”

Brown (1994, p.78) presents the role of English teacher more clearly as your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods and classroom techniques. Teacher’s role in the classroom changes with times. In the past some teachers’ role was ‘drill segment’ and ‘orchestra conductor’ but nowadays the teacher act as a facilitator of the language learners. So the language teacher needs to accumulate much more information on how s/she can use his/her knowledge of linguistics, psychology, sociology, philosophy and pedagogy can be used to help the learners learn a foreign language.

In the present situation, the English language is widely accepted as international language as well as lingua franca. The latest and most advanced discoveries and inventions in science and technology are being made in the universities located in the United States of America where the English language is the



means of scientific discourse. Thus, today the English language is globalized and most widely used language in the world.

Thus, we can say that English is globalized and it is widely used by the people of various countries for the purpose of communication. So we can say that the role of English is essential so one has to develop the various skills in teaching and learning English. In further sections the language skill is essential to be discussed in relation to language teaching and learning.

**Skills of language teaching.** When we learn a language, there are four skills that we need for complete communication, when we learn any language first we listen, then speak, then read, and finally we write. The four language skills are, listening, speaking, reading and writing

Out of these four skills listening and reading are input and speaking and writing are output. These four skills are related to each other in two ways; where the direction of communication (input or output) and the method of communication (spoken or written).

The above mentioned skills are in natural order of development of language skill. Listening and reading are receptive skills because we perceive something through them. Productive skills are involved in the production of language skills. However, we cannot draw a watertight distinction between the receptive and productive skill because sometimes receptive skills can also be productive skills and vice versa.

Traditionally, micro language skills are classified into active and passive skills. Under this classification, speaking and writing come under active skills and listening and listening and reading are put under passive skills. But, now it is challenged i.e. not always true. Similarly, on the basis of importance, there are primary and secondary skills. They are also called speech and writing. Speech includes listening and speaking while writing includes reading and writing (the secondary skills). Also, listening and speaking are referred to as obligatory language skills. On the other hand, reading and writing are called optional language skills

because we human beings are not compelled to acquire or learn them to conduct our life.

**Reading comprehension.** Reading, one of the receptive skills of language is a way of grasping information from the graphic symbols. Reading generally means understanding or making a sense of a given text. Reading is a process used for extracting information from a printed or written text. Reading also refers to interpretation of a message. Reading can also be defined as the process of getting specific questions answered.

Reading is a mental process of securing and reacting to an author's message represented by written or printed symbols. To read one must recognize words, and understand the ideas expressed by the author. Goodman (1998), points out "Reading is a psycholinguistic process since it starts with linguistic surface representation and ends with meaning which the reader reconstruct" (as cited in Joshi, 2006, P.5). According to (Grellet, 1981) "Reading comprehension is interpreted as extracting the required information for written text as efficiently as possible" (P.33). It is generally accepted that reading is the most essential activity of the learners of EFL. Reading comprehension is so pervasive and complex that it is difficult to cope with what reading is composed of and what reading is necessary to develop this ability in a learner. In the words of Davies (1974, P.185), "Reading comprehension is a process of analysis of receiving message from a written text". In the same way, Richards et.al (1999, P.306) defines reading and comprehension separately as 'Reading': perceiving a written text in order to understand its contents. Comprehension: the process by which a person understands the meaning of spoken and written language." Reading obviously is an active skill because the reader has to be actively involved in order to receive information. To Harmer (1991, P. 283) "Reading is an exercise dominated by the eyes and brain. The eyes receive message and the brain then has to work out the significance of these message". According to Walter (1985, P. 1) "Reading can be seen as a process of re-creating the text in the reader's mind."

Reading comprehension is an overall understanding of a text which can either be poetry or any kind of prose. Mere understanding of the meaning of words and sentences is not sufficient to understand a whole text because the meaning of a single word and sentence may fail to express the intended meaning. That is why

understanding of the whole text very much important. To comprehend a text properly one needs to know its organization, prosodic features used, nature of the text etc.

Reading is one of the important skill of language teaching which includes various sub-skills. According to Munby (1978, as cited in Grellet, 1981, P.4, 5), reading involves variety of sub skills like every reader should recognize the script of a language, one should deduce the meaning and use of unfamiliar lexical items, understanding conceptual meaning, scanning to locate specifically required information, trans-coding information to diagrammatic display, understanding explicitly stated information, understanding information when it is not explicitly stated, understanding relations within the sentences, understanding the communicative value of sentences and utterances, scanning to locate specifically required information, skimming, basic reference skills, interpreting text by going outside, recognizing indicators in the discourse, scanning to locate specifically required information and selecting extraction of relevant points from the text.

Together with all these sub-skills, a detailed comprehension is possible since understanding the gist of a text is not quite enough for a successful reading comprehension.

**Types of reading.** Readers go through a text if they have some purpose in mind. Reading can be categorized on the basis of various factors. Harmer (2008), suggest the following types of reading. The various types of reading are described below;

***Rapid reading.*** Rapid reading is also known as faster or speed reading. It consists of technique to teach students to read more quickly and achieve a greater degree of understanding of what they read.

***Reading aloud.*** This kind of reading is carried out to enable the students to read with correct pronunciation, articulation, intonation and rhythm. This involves both physical and mental processes.

***Silent reading.*** It involves mental process without making use of organs of speech. The aim of silent reading is to get pleasure or read for interest or to get information.

***Extensive reading.*** Extensive reading means to read silently and quickly in order to understand the subject matter and derive the meaning as a whole without necessarily understanding each word and without the help of teachers. It is mainly carried out for pleasure.

***Intensive reading.*** Intensive reading is done generally at a slower speed, and requires a higher degree of understanding. In intensive reading, the students are expected to learn all the words, their spelling, pronunciation, semantic and syntactic relations and sequence of thought in the passage while they are in the stage of practicing reading.

***Skimming.*** Skimming is a type of speed reading in which the readers make a rapid survey of texts to grasp the general theme or central ideas of the text being read.

***Scanning.*** Scanning is mainly carried out when the reader wants to locate a particular piece of information.

**Stages in reading skills.** Teaching of successive reading comprehension follows three successive stages. Pre-reading stage, while reading stage and post-reading stage (Doff, 1988; Nuttall, 1996).

***Pre-reading stage.*** It took place before the students go through the actual reading materials. There are various things we can do before reading a text which make it easier for students to understand the text and help them focus attention on it as they read. The purpose of the activities in pre reading stage is to arouse interest in the students, motivate them and prepare them for the text they are going to read. Reading this stage, Nuttall (1996, P. 154) suggest the strategies like guessing the topic and content through headlines, illustrations, pictures etc., presenting some new words which will appear in the text, giving a brief introduction of a text, brainstorming about the content, plot or characteristics of the text, telling the purpose of the reading text and giving illustration from different texts

**While reading.** At this stage, the actual reading takes place. Students read the text to find the answers to some specific questions or to get the gist of it etc. Doff (1988) suggest some strategies for the task of while reading stage. They are scanning the passage to locate some specific information, answering the questions asked to them, completing the table, map, chart etc., labelling the pictures, matching halves choosing the appropriate answer among the alternatives and asking question to each other.

As, the students read and do the tasks, the teacher can move around the class and help those students who are in need of help.

**Post-reading stage.** This is the evaluation stage and the teacher asks the students to check their responses. In addition, s/he may introduce some additional tasks related to the text but not necessarily related to reading skills. In other words s/he asks students to do some other language activities related to the topic. Thus, reading skill can be practiced in combination with speaking or writing. According to Doff (1988), Post reading strategies may take one or more of the forms. They are discussing the new and interesting event in the text, discussing and debating about the controversial topic in the text, doing the language exercise based on the text, summarizing the text, orally or in written form and role playing or improving the scenes of the text

Thus, reading skill is not an independent skill, but an integration of all language skills in which students summarize, reflect or question what they have just read.

**Strategies in teaching reading comprehension.** Effective language teachers show students how they can adjust their reading behavior to deal with a variety of situation, types of inputs and reading purpose. The most important functions of the language instruction then, is to help students get the idea. Teachers help students a set of reading techniques and match appropriate techniques to reading situation. According to Grellet (1981, P.17) there are the techniques that can help students read more quickly and effectively includes:

**Previewing.** Reviewing titles, section heading and photo captions to get a sense of structures and content of a reading section.

**Predicting.** Using knowledge of the subject matter to make prediction about content and vocabulary and check comprehension: using knowledge of the text type and purpose to make predictions about discourse, structure: using knowledge about the author to make prediction about writing style, vocabulary and content.

**Skimming and scanning.** Using a quick survey of the text to get the main idea identify text structure, confirm or questions, predictions.

**Guessing of the context.** Using prior knowledge of the subject and ideas in the text as clues to the meanings of unknown words instead of stopping to look them up.

**Paraphrasing.** Stopping at the end of a section to check comprehension by restarting the information and ideas in the text.

Above mentioned strategies are one of the most effective strategies used in teaching reading skills. The above mentioned strategies are used from a long period of time in teaching reading skills. Here are some other strategies suggest by Ur (1996; P.146) for teaching reading skills. They are described below;

**Pre-questions.** A general question is given before reading, asking the learners to find out the piece of information central to the understanding of the text.

**Do-it-yourself question.** Learners compose and answer their own questions.

**Provide a title.** Learners suggest a title if none was given originally, or alternative, if there was.

**Summarize.** Learners summarize the content in a sentence or two. This may be also be done on mother tongue.

**Continue.** The text is a story: learners suggest what might happen next.

**Preface.** The text is a story: learners suggest what might have happen before.

**Gapped text.** Towards the end of the text, four or five gaps are left that can only be filled in if the text has been understood. Note that this is different from the conventional cloze test (a text with regular gaps throughout) which tests grammatical and lexical accuracy and actually discourage purposeful, fluent reading.

**Mistakes in the text.** The text has towards the end, occasional mistakes (wrong words; or intrusive ones; or omission). Learners are told in advance how many mistakes to look for.

**Comparison.** There are two texts on a similar topic; learners note point of similarity or difference of the content.

**Responding.** The text is a letter or a proactive article; learners discuss how they would respond or write an answer.

**Re-presentation of content.** The text gives information or tells a story; learning re-present its content through a different graphic medium. For example: a drawing that illustrates the text, colouring, marking a map, lists of events or items described in the text and a diagram (such as a grid or flow chart) indicating relationships between items, characters or events.

## **Review of Related Empirical Literature**

This section is an attempt to review the related studies, articles and reports. The literature review is an integral part of entire process and makes a valuable contribution to almost every operational step. The most important function of the literature review is to ensure researcher read widely around the subject area in which s/he is interested. Here, some of the previous studies have been reviewed considering them as related literature and also as evidence to the present study.

Acharya (2010) carried out a research on ‘Strategies Adopted by Teachers while Teaching Reading’ to find out the strategy adopted by English teachers of education and Humanities faculties for teaching reading at higher secondary level. This study is based on primary source of data. The study consisted of 40 teachers teaching in higher secondary level of Kathmandu valley. Among them 20 teachers were M.ED and 20 teachers were M.A degree holders. The data were collected by

using videotape and observation checklist. Through the research he found M.Ed. degree holders were better than M.A at interacting with students, warming up, using significant questions, involving students at guessing text, praising to a good response etc. and M.Ed. degree holders were found better than M.Ed. at creating situation, giving brief introduction to the text, giving illustrations, summarizing the text etc.

Baral (2011) carried out a study on 'Difficulties in Reading Comprehension.' The study was based on the problems faced by secondary level students in reading comprehension and causes of students' poor reading comprehension. For this study he selected 60 secondary level students through this study or research of sixty secondary level students and twenty English teachers of the same level were selected from 20 schools by using purposive sampling procedure. He used two sets of questionnaire for the research. He found the main cause behind the problem was lack of persistency and motivation.

Similarly, Raut (2011) carried out research on 'The Effectiveness of language Experience Approach in Teaching Reading Comprehension.' The main objective of his research was to find to find out the effectiveness of language experience approach in teaching reading comprehension. For the research, the researcher took the students of grade nine and collected data from sampled population of fifty students of Shree Janta Secondary School. He used objective and subjective questionnaire as the tool of data collection and found that the language experience approach has significant effect in teaching reading comprehension as a whole.

Rijal (2011) carried out research on 'Effectiveness of Discussion Technique in Teaching Reading Text' to find out the effectiveness of discussion technique in teaching reading text. In his research both primary and secondary sources were used for data collection. All the data were collected through the test items prepared for pretest and posttest. The primary source of data were thirty students from grade '8' of Shree Mansing Dharma Higher Secondary School and they were collected by using random sampling procedure. The students' were divided into two groups' discussion group and technique group. Through the study the major finding was the use of discussion technique helps to enhance their level of understanding of what they read.



Tamang (2011) carried out research entitled 'Role of Pair-work Technique in Developing Reading comprehension'. The main objective of the study was to find out the role of pair work technique in developing reading comprehension in secondary level students. To fulfill the objectives of the study, 32 grade nine students of Jana Jyoti Secondary School, Lamjung were selected as primary source of data. The tool for data collection was progressive test. Through the whole research the major finding was the role of pair work technique is found very effective to develop the reading comprehension of secondary level grade nine student.

Gautam (2011) carried out the research on 'Effectiveness of Thematic Approach in Teaching Reading Comprehension'. The main objective of the study was to find out the effectiveness of thematic approach in teaching reading comprehension and to suggest some pedagogical implications. The research was carried out by using pretest and posttest method. The research was experimental in its nature. The result of the research was found that the thematic approach was effective in teaching reading comprehension.

Janawali (2012) carried out the research entitled, 'Vocabulary as an Affecting factor in developing Reading Comprehension' to find out the development of reading comprehension. The data were collected using purposively sampled method where 20 students were selected randomly. Pre-test items were administered for them to find out their initial proficiency level in English vocabulary and reading comprehension. Pre-test were conducted for the collection of data. Through the research the researcher found out that development of reading through teaching vocabulary was achieved enthusiastically and the researcher also recommend some pedagogical findings.

Pandey (2016) conducted research on "Reading Comprehension Ability of Higher Secondary Level Students". The objective of her study was to find out the reading comprehension ability of higher secondary level students. In order to achieve the objective of this study, she carried out a survey research. The sample of the study was 30 students of three schools. Non-random sampling procedure was used to take the sample and test items were used as the tool to collect data. The finding of her study showed that the reading comprehension ability of the higher secondary level students studying different schools in Syangja district is 79.19% which is satisfactory.

Awasthi (2019) conducted research on "Reading Comprehension Ability of Tenth Grade Students". The objectives of his study is to find out the reading comprehension ability of secondary level students and to compare and contrast the proficiency of students in reading comprehension in terms of gender. In order to achieve the objective he used unseen reading text of twenty marks test as a tool which was followed by subjective and objective questions. The sample for the study was sixty students from three public schools of Kailali district were selected using non-random purposive sampling strategy. The finding showed that twenty seven girls out of thirty passed in the test whereas twenty three boys out of thirty passed the test which means the reading comprehension ability was better than those of the boys'. The girls' reading comprehension ability in true/false, re-arranging and multiple choice items was far better than those of the boys. But in case of short answer question items, both their reading comprehension ability was similar.

### **Implications of the Review for the Study**

Different previous research works have been reviewed considering them as useful to the present research work. These research works have been carried out with different objectives, methodology and research questions and in different situation. Various ideas were found after reviewing them about teaching reading comprehension, difficulties in teaching reading comprehension and strategies adopted by the secondary level teachers to teach reading comprehension.

From Acharya's research work (2010) he found the M.Ed. degree holders were found better than M.A at interacting with students, warming the students. From Baral's (2011) research study, it was found that due to lack of persistency and motivation, teaching reading skill was difficult and the difficulty of understanding vocabulary items in reading comprehension. Both of them used the questionnaire method for data collection.

In the same way, the next researcher Raut (2011) also used questionnaire method for the data collection to find out the effectiveness of language experience approach in teaching reading comprehension. Similarly, Rijal (2011) also used the pretest and posttest method with both primary and secondary sources for data

collection. He divided the students into two groups and found that the use of discussion technique helps to enhance their level of understanding of what they read.

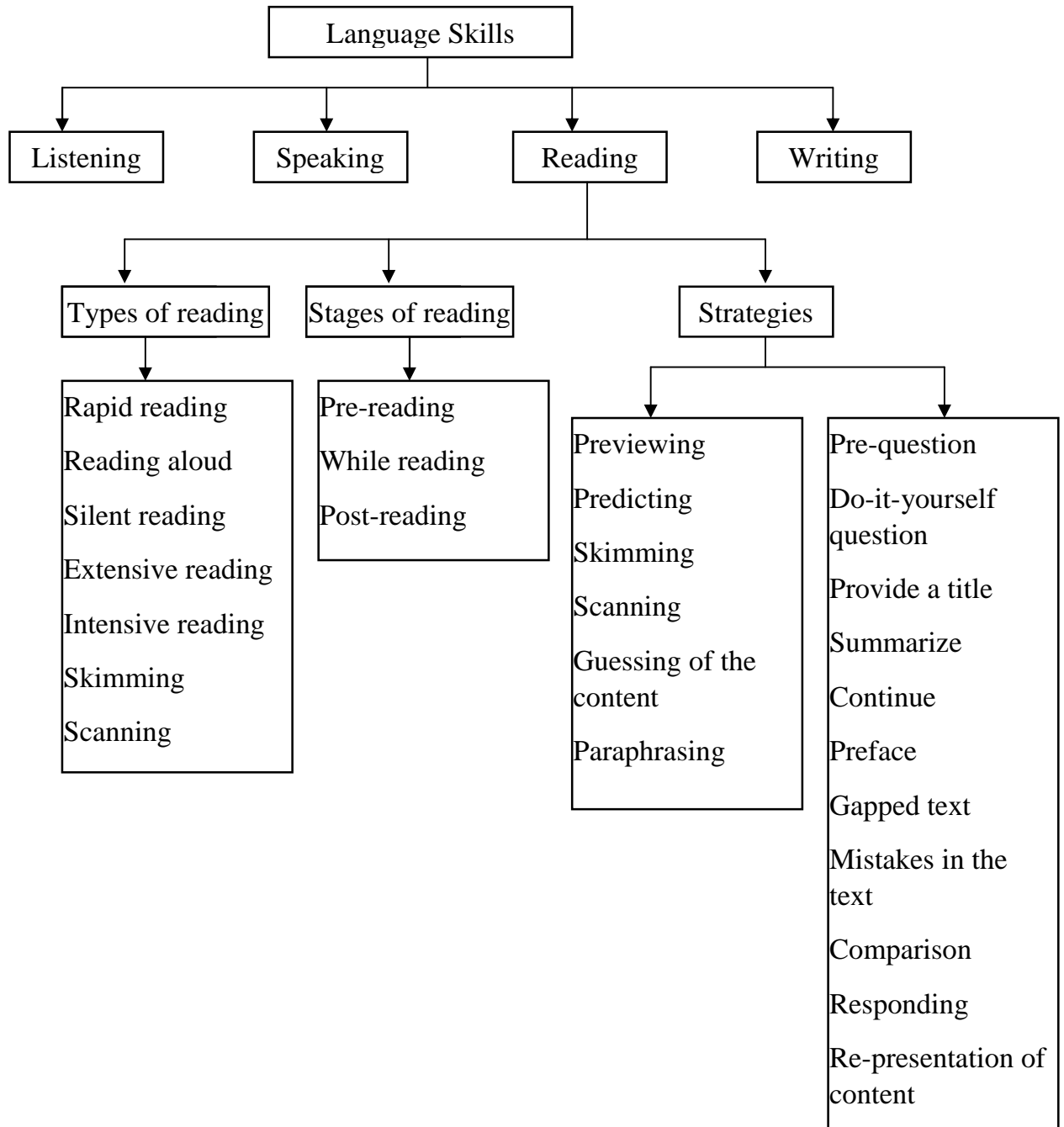
Tamang (2011) used progressive test as the tool of data collection to find out the role of pair work technique in developing reading comprehension. Similarly, Gautam (2011) also used pretest and posttest method for data collection and his research was experimental in nature to find out the effectiveness of thematic approach in teaching reading comprehension. In the same way another researcher, Jnawali (2012) used purposively sampled method and select the students. He also used the pretest and posttest method for data collection and found the development of reading through teaching vocabulary was enthusiastic. In the similar way, Pandey (2016) helped me to understand the ways of collecting the data and to develop data collections tools whereas Awasthi (2019) helped me to find out the reading comprehension ability of secondary level students and to compare and contrast the proficiency of students in reading comprehension in terms of gender.

So after reviewing all those research works, I updated myself with research process and methodological tools which are very beneficial to my research. In order to conduct those research works the researcher used various research design. As my study is based on survey research design, I got ideas on the process of it after reviewing those research works. As above researchers have used questionnaire as research tool of data collection, these works have direct implication to my research study because I will also use questionnaire for data collection. I will also use the observation check list as the method of data collection

## Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher and his/her conceptualizing of the relationship between different variables.

The conceptual framework of the present study is given below.



## Chapter 3

### Methods and Procedure of the Study

This chapter includes the design of the study, population sample and sampling strategy, research tools, source of data, data collection procedure, data analysis and interpretation procedure and ethical consideration.

#### Design of the Study

I adopted the survey research design to carry out this research work as the population sample for this study was carried out from the large number. Similarly, this study represented the Kathmandu valley English teachers. Survey research design was widely used in social and educational researches. Primarily, it is carried out in the large numbers of population to find an attitude, belief or people or an individual as well. It is mostly used to generalize findings in a large number of population. It is cross-sectional in nature. In survey research, data are gathered from relatively large numbers of population using certain sampling procedure where the whole population for data collection is not feasible. According to Cohen and Manion (1985, as cited in Nunan, 2010) says “Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigations through small scale studies carried out by single researchers. The purpose of survey research is generally to obtain a snapshot of condition, attitudes and events at a single point in time (P.140).”

Survey research is different from other types of researches as experimental and quasi-experimental research in terms of population of the study, nature of collecting data. As survey research is a data collection tool used to gather information about individuals. Surveys are commonly used in psychology research to collect self-report data from study participants. A survey focus on a factual information about individuals, or it aim to obtain the opinions of the survey takers.

As research is a systematic process of investigating ideas, we can't conduct it haphazardly. In order to conduct research activity, researcher have to follow the

systematic process, otherwise these will be fake data. Nunan (2010, P.14) suggests the following eight step procedure of survey research design. They are described below:

**Defining objectives.** First the objectives should be clearly defined to carry out the research. The research must have the significant objectives so that the research can have the reasonable result.

**Identify the target population.** The population should be identified clearly by using the sampling procedure. The target population must be identified to carry out the research.

**Literature review.** During the research the researcher must review the related literature of the topic so that researcher can have sufficient ideas for the previous work after the review.

**Determine sample.** The sample of respondent must be determined so that the researcher can conduct the research in an effective way.

**Identify survey instrument.** The survey instrument must be identified by the researcher so that the research feel comfortable for data collection.

**Design survey procedure.** The survey design or its nature must be designed by the researcher to have the effective research.

**Identify analytical procedures.** The analytical procedure must be identified for the research so that the researcher won't have problem during the research.

**Determine reporting procedure.** The reporting procedure must be determine by the researcher so that the research will have efficient result.

### **Population, Sample and Sampling Strategy**

Survey research demands a large number of population. So, the population of this study consisted of all secondary level English teachers of Kathmandu valley. Since it is a small scale study, it is difficult to collect data from each and every member of the respondents. The required sample consist of thirty secondary level English teachers. All together thirty schools were selected for the research. One

teacher from one school was representing and taking part in my research. The teachers and schools were selected using random sampling procedure.

### **Research Tools**

The tool or data collection for this study were questionnaire and observation check list. This tool was supposed to be effective, appropriate and feasible for the respondents of this study and useful for the researcher to meet the objective of this study.

### **Sources of Data**

I used both primary and secondary sources of data.

**Primary sources.** The data were collected from the respondents whereas the respondent were the secondary level English teachers of Kathmandu valley.

**Secondary sources.** In order to complete and facilitate the study I consulted various books on language testing, testing reading comprehension articles, journals and research work. Such as Grellet (1987), Alderson (2000), Heaton (1988) including other article and written documents available in printed form and electronic media which were related to my study.

### **Data Collection Procedures**

In order to collect the authentic data after the determination of prerequisites, I visited thirty secondary level schools of Kathmandu valley and established rapport with the principal for class observation and further questionnaire. After clarifying of the purpose and getting approval, I visited the class of English teachers for observation with the observation check list. After the observation, I requested the teachers to complete the questionnaire and I hand over the questionnaire to the respective teachers and request them to complete it within a week as per the constrained time. Then, I collected the questionnaire from them for further research step.

### **Data Analysis and Interpretation Procedures**

By and large, most of the survey researches are qualitative and quantitative in nature. Being a survey research, it has the characteristics of both qualitative and quantitative analysis. After collecting the raw data I analyzed them descriptively and statistically.

### **Ethical Considerations**

As the research involve human beings as participants, before commencement of the study I got approval from the principal of respective schools, then I visited the class of English teachers asking their permission for observation by filling the consent form and requested them to complete the questionnaire within a week. I assured them that all identifiable personal information would be strictly kept confidential and that no names will be mentioned in the thesis as well as in any publications resulting from the thesis.



## Chapter 4

### Analysis and Interpretation of Result

On the basis of collected data, the result were derived and it was discussed in terms of teaching reading comprehension for secondary level students.

#### Analysis and Interpretation

Data analysis and interpretation is the process of assigning meaning to the collected information and determining the conclusions, significance, and implications of the findings. The steps involved in data analysis are function of the type of information collected. However, returning to the purpose of the assessment and the assessment questions will provide a structure for the organization of the data and a focus for the analysis.

**Starting of teaching reading comprehension text.** Teaching reading comprehension is one of the essential and competing task for the teachers. This section deals how the teacher starts teaching reading comprehension text to their students. The table shows that the teachers' response on the way of starting to teach reading comprehension text in their teaching.

**Table 1**

**Starting of teaching reading comprehension text**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Dealing with vocabularies	9	30
Familizaring the students with post questions	11	36.66
Explaining the text line by line	3	10
If any, then suggest	7	23.33

The above table shows that the maximum number of teachers i.e. 36.66% familizered the students with the post questions, 30% teachers dealt with vocabularies, 23.33% teachers suggested their own view according to their teaching strategies and 10% teachers explained the text line by line to teach comprehension text. This implies that explaining the text line by line to teach comprehension text is

not reliable so, teacher should follow other strategies like dealing with vocabularies or giving background information to teach reading comprehension text.

**Teachers teaching reading comprehension.** The purpose of this section is to find out the teachers' response whether they teach reading comprehension to their students or not. The table shows that the teachers' response whether they teach reading comprehension to their students or not.

**Table 2**

**Teachers' response on teaching reading comprehension**

<b>Responses</b>	<b>Number of teachers</b>	<b>Percentage</b>
Yes	28	93.33
No	2	6.66

From the above table, it is clear that the majority of teachers i.e. 93.33% teachers teach reading comprehension whereas 6.66% teachers didn't accept to teach reading comprehension to the students. From, the given response to this statement, we can conclude that the most of secondary level teachers teach reading comprehension to their students.

**Finding out the main idea of the text.** It is necessary to find out the main idea of the text while teaching reading comprehension because without finding the main idea the objective of reading comprehension is not obtained. So, this table shows the response of teachers how they find out the main idea of the text.

**Table 3**

**Finding out the main idea of the text**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Subjective questions	5	16.66
Objective questions	11	36.66
Vocabularies	3	10
Summarizing	8	26.66
If any other then suggest	3	10

From this table, it is noticed that 36.66% teachers use objective questions, 26.66% teachers summarized the text, 16.66% teachers give subjective questions and 10% teachers use vocabularies and 10% teachers suggest other ideas to find out the main idea of the text. It implies that most teachers use objective questions some use subjective questions and summarize the text to find out the main idea of the text.

**Method of asking the students to recall facts and details.** This section specially deals with the method of asking the students to recall facts and details of the text. So the teachers were provided some ways how they deal with the students to recall facts and details.

**Table 4**

**Asking students to recall facts and details**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Short questions answers	6	20
Long questions answers	1	3.33
Objective type of questions	14	46.66
Free writing	4	13.33
Guided writing	1	3.33
If any other then suggest	4	13.33

From the list provided to the respondents, it is seen that the majority of respondents i.e. 46.66% teachers used objective type of questions, 20% teachers used short questions 13.33% teachers and 13.33% teachers used free writing and other strategies like summarizing and 3.33% teachers marked for guided writing to recall facts and details of students. So, we can say that, objective type of questions and short questions answer is applicable for teachers to use to students to recall facts and details.

**Following the stages of teaching reading comprehension while teaching.**

The table shows that the response of the teachers either they follow the stages i.e. pre reading, while reading and post reading of teaching reading comprehension to their students or not.

**Table 5****Following the stages of reading comprehension while teaching**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Yes	27	90
No	3	10

From the table, it is identified that the majority of teachers i.e. 90% follow the stages of reading comprehension whereas 10% teachers do not follow the stages of reading comprehension and teach them reading comprehension.

**Letting their learners to preview the text before they read.** In the teaching process, the teacher must be aware of various methods and way of teaching as English is secondary language for this students. So, the teachers were asked either they let their learners to preview the text before they read it in the class or not. So, this table shows the response of teachers either they let their learners to preview the text before they read or not.

**Table 6****Reviewing the text before they read**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Yes	25	83.33
No	5	16.66

Here, I found that most of the teachers let their students preview the text before they read. It is noticed that 83.33% teachers let their students to preview the text and 16.33% teachers didn't let the students preview the text before they read. So, I found that before teaching the reading comprehension the teacher let the students to preview the text for effective teaching of reading comprehension.

**Encouraging/asking the students to predict while reading a text.** Students must be encouraged for their better learning. So, the teacher must be aware of encouraging or asking the students to make prediction while teaching reading text. So, this table shows the responses of teacher either they encourage their students or not to

make prediction while teaching reading comprehension. So, it is found that following the stages of reading is essential for effective learning.

**Table 7**

**Encouraging/asking students to make prediction while reading text**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Yes	26	86.66
No	4	13.33

This item is about the encouragement of students to predict while reading a text. This table shows 86.66% teachers encouraged the students to predict while reading a text and 13.33% teachers didn't encourage the students to predict while reading text. This implies that maximum teachers encourage the students to predict while reading the text.

**Using test items for students to make prediction.** Students should be encouraged to make prediction of the text. The teachers were given some strategies like guessing the context, ask them and explain background information by you to take the responses of the respondents. So, the table shows the responses of the teachers either they use any test items for students to make prediction or not.

**Table 8**

**Using test items for students to make prediction**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Guessing the context	19	63.33
Ask them	4	13.33
Explain background information by you	7	23.33

From the respondents, it is found that the majority of respondent 63.33% teachers marked the option guessing the context. 23.33% teachers marked the option explain background information by you and 13.33% teachers marked the option ask them. It implies that the maximum teachers let the students guess the context for

prediction and some explain the background by themselves to let the students predict themselves.

**Asking the time to the students to summarize the text.** The teachers should ask the students to summarize the text to meet the objective of reading comprehension. This table shows the responses of the teacher that when do they ask their students to summarize the text for e.g. if they ask to summarize before teaching, while teaching or after teaching.

**Table 9**

**Response on asking the time to the students to summarize the text**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Before teaching	-	-
While teaching	-	-
After teaching	19	63.33
After practicing all the questions that precede and follow the text.	11	36.66

The respondents presented different opinions on the statement of time asking the students' to summarize the text. The majority of respondents 63.33% teachers agreed on the option after reading 36.66% teachers gave their opinion on after practicing all the questions that precede and follow the text and no respondents agreed with the option before teaching and while teaching. We can conclude that we can ask the students to summarize the text after reading and after practicing all the questions that precede and follow the text.

**Applying of the strategy while conducting classwork to check the students' understanding.** The table shows the response of teachers on the strategy applied by the teachers to check students understanding while conducting classwork. The teachers were provided three different methods of checking the students understanding level in the research.

**Table 10**

**Applying the strategy while conducting classwork to check students understanding**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Group discussion	8	26.66
Finding solutions individually	14	46.66
Pair work	8	26.66

The above table makes clear about the responses given by the teachers on the statement on strategy applied while conducting classwork to check students' understanding. I found the maximum respondents 46.66% teachers marked the option finding solutions individually and 26.66% teachers and 26.66% teachers marked the option group discussion and pair work. It implies that finding solutions individually is more applicable but group discussion and pair work also can be used as the good strategy while conducting classwork to check students' understanding.

**Strategy applied to attract students' attention to the class activities.**

Teaching reading comprehension is student oriented task. So in the process of teaching reading comprehension students must have total attention towards the class. This table shows the different strategy applied by the teachers to attract students' attention to the class activities.

**Table 11**

**Strategy applied to attract students' attention to the class activities**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Asking yes/no questions	13	43.33
Drilling vocabularies	4	13.33
Drilling questions and answers that follow and precede the text	8	26.66
Making them quite	5	16.66

The above table implies that asking yes/no questions must be applied to attract the student attention to the classroom. Similarly, drilling vocabularies, drilling

questions and answers that follow and precede the text. Sometime it is necessary to make the quite in the classroom to make the students' have attention in the classroom.

**Asking information to explore after skimming.** The table shows the respondents' response about the information that is asked to students to explore after skimming. The teachers were given some of the strategy of exploring the information in the research.

**Table 12**

**Asking information to explore after skimming**

<b>Responses</b>	<b>Number of Teachers</b>	<b>Percentage</b>
Check speed reading only	1	3.33
Check how fast their eyes move	-	-
Discover the main idea or gist of the text	21	70
Find out a particular piece of information	8	26.66

The above table implies that the majority of respondents 70% teachers agreed the option to discover the main idea or gist of the text, 26.66% teachers marked to find out a particular piece of information and only one teacher marked to check speed reading only and none of the teachers marked on the option to check how fast their eyes move. To conclude, the students are asked to discover the main idea or gist of the text and find out a particular piece of information.

**Strategies of teachers used in the classroom.** The class performance of the teachers were observed and observation checklist were filled on the various items related to the techniques of teaching grammar. The table given below presents the data. The list of questionnaire to the teachers were provided in order to collect the data. As it is a survey research it has both open ended and close ended questions. The set of the question was complete by both open and close ended questions. As a survey research needs both qualitative and quantitative data. The open ended question in the questionnaire helps to get the qualitative data. The three open ended questions and the responses given by the teachers are:



The strategy of teaching reading comprehension in the following stages.

***Pre-reading.*** In this stage maximum teacher respond to give short introduction and preview lesson of related topic to warm up the students. Some of them suggest to give. Some questions and let the students guess about the text and few of them discuss the vocabularies to make their students clear. Here are some of the responses given by the teachers like Teacher-1 asking the topic, guessing the meaning of the topic, asking the meaning of hard words. Teacher-2 responded to give them chance to understand and vocabulary and central idea. Teacher-3 responded to let them reading given questions and guess about the text.

***While reading.*** In this stage maximum teacher responded of silent reading paragraph wise and they also suggest of finding cohesion in sentences than paragraph. In while reading stage some of the teacher even ask yes/no question and go with class interaction and explain the text by giving examples to enhance reading comprehension to the students. Some of the respondents of the research responses like teacher 1 responded on drilling vocabularies and letting the overall idea of the text. Teacher 2 shared to try to solve their confusion and difficulties for e.g. meaning, pronunciation etc. and teacher 3 responded of silent reading paragraph wise to find cohesion is sentences then paragraph in the stage of while reading.

***Post reading.*** This stage is followed by summarizing the text by the teacher to make the students clear. Some teacher respond for doing exercise and some suggest to check the understanding level the teacher should ask the analytical questions, yes/no question to their students. In this stage some of the respondents teachers 1 responded of summarizing the gist of the text. Teacher 2 responded of dealing with yes/no questions, short questions and analytical questions later whereas teacher 3 responded of reading line by line and summarize the text in simple forms of English and if it is needed translate into Nepali too.

**Reason for showing the difference of teaching reading comprehension to other aspect of language.** Maximum teacher said that yes, it is really challenging than teaching other aspects because it is entirely based on how to gather information first so that the students could present the required information as they are given questions.

**Problems faced by teachers to teach reading comprehension.** Various teachers face many problems while teaching reading comprehension. Some of the problems as they suggest are firstly students give importance to other subject like maths, science, etc. the students think they know it well as, they score marks without any difficulties and didn't become serious. Some teachers suggest students are unable to deal with the vocabularies and teachers find it difficulties to evaluate and understanding. The research also found the lack of active involvement of students in practical class and problem in the management of the class.

**Table 13**

**Observed practices in teaching reading comprehension**

<b>Strategies</b>	<b>Ignore</b>	<b>Normal</b>	<b>Good</b>	<b>Excellent</b>
Creating situation	-	12 (40%)	15 (50%)	3 (10%)
Pre- questions	-	12 (40%)	15 (50%)	3 (10%)
Do it yourself question	15 (50%)	10 (33.33%)	5 (16.66%)	-
Provide a title	-	12 (40%)	8 (26.66%)	10 (33.33%)
Giving a brief introduction to the text	-	18 (60%)	8 (26.66%)	4 (13.33%)
Guessing / predicting	-	11 (36.66%)	9 (30%)	10 (33.33%)
Interacting	-	9 (30%)	15 (50%)	7 (23.33%)
Scanning the text	5 (16.66%)	8 (26.66%)	10 (33.33%)	7 (23.33%)
Previewing the text	3 (10%)	18 (60%)	8 (26.66%)	1 (26.66%)
Respond student's error	-	12 (40%)	10 (33.33%)	8 (26.66%)
Re- presentation of the content	5 (16.66%)	22 (73.33%)	3 (10%)	-
Summarization	-	20 (66.66%)	8 (26.66%)	2 (6.66%)
Explanation	-	18 (60%)	8 (26.66%)	4 (13.33%)
Interacting with students	-	28 (93.33%)	2 (6.66%)	-
Paraphrasing	-	17 (56.66%)	9 (30%)	4 (13.33%)
Skimming	7 (23.33%)	22 (73.33%)	1 (3.33%)	-
Thanking the students	-	2 (6.66%)	24 (80%)	4 (13.33%)

The main purpose of observation checklist was to find out how the teachers use their principles into practice. The performance of the teacher was matched with the indicators in the study. As for the indicators ignore means, the teacher completely doesn't use the strategy. Normal indicates that the teacher uses the strategy in few content only. Similarly the indicator good refers to make maximum use of strategy to make students clear whereas excellent indicator indicates the teacher uses the strategy perfectly in every content during the class and make students understand the text. In

order to meet the purpose various secondary level teachers were observed through the observation checklist.

The table 14 showed that how teachers use strategies in their daily teaching. The observation checklist was prepared by observing thirty teachers from fifteen different schools. The result through the observation was displayed through the table. The table showed that the strategies like creating situation and pre-questions is not ignored by the teachers. 40% of teachers used it normally, 50% of teachers used it in a good way and 3% of teacher used it in an excellent way. It means creating situation and pre-questions helped the teachers teach reading comprehension in a better way.

Regarding the use of do it yourself question none of the teachers use it in an excellent way. 50% of teachers ignore it whereas 33% teachers use in a normal way and 16.66% of teachers use it in a good way to make their students learn their teaching. In order to teach the reading skill teacher didn't ignore to provide a title and they normally provide a title to make their teaching effective where the students can learn effectively.

Teacher also gave a brief introduction to the text. This strategy isn't ignored by the teachers. I found that 60% of teachers normally use it, 26.66% used it in a good way and 13.33% of teachers used in an excellent way. From the research it is found that none of the teachers ignored it for better learning. Similarly, guessing and interacting wasn't ignored by the teachers in their teaching. Guessing and interacting is most essential for students learning which means the teacher must let the students guess the text and interact with the students to get better performance. The strategy scanning the text was ignored by 16.66% of teachers, 26.66% used it normally, 33.33% used it in a good way and 23.33% used it in an excellent way. Here, scanning strategy was used in a good way, few of them ignored it. It was found that maximum of the teachers used in their own way while teaching reading comprehension. Only one teacher previewed the text in an excellent way whereas 10% of teachers ignored it completely and 60% of teachers used it in normal way and 26.66% used it in a good way to enhance reading comprehension to their students.

Regarding the strategy respond student's error none of the teachers ignored it, 40% responded it normally, 33.33% of teachers used it in a good way. We can say

that respond on students' error is essential to enhance reading comprehension to the students which made teaching and learning essential. All of the teachers made a perfect use of re-presentation of the content to make their students clear on reading comprehension. It means they represented the content to make students clear. In the teaching and learning process, teacher adopt various types of strategies to enhance skills within their study. In the same way maximum teachers 66.66% used summarization method in a few content only to enhance reading comprehension but none of them ignored it summarization helped students learn the gist of the whole text clearly. So adopting to this strategy made students clear about the text. Regarding the use of explanation strategy none of the teachers ignored it, whereas 60% of teachers used it in a normal way 26.66% used in a good way and 13.33% used them in an excellent way. From this, we figured out the explanation is also the best strategy to enhance reading skills within the students whereas interacting with students is also essential because students are the real learners. So interaction with them helps the students motivated to their study.

Regarding the strategy paraphrasing none of the teacher ignored it and only 13.33% of teacher make an excellent use of the strategy to make their students clear on the teaching learning process as paraphrasing can be also considered as good strategy in teaching reading skills.

In addition to these, skimming strategy was used by all the teaches to make the reading comprehension effective whereas thanking the students isn't ignored by the teacher 13.33% of the teachers only make an excellent use of the thanking the students.

From the above description of data analyzed, I found out that every teachers have various strategy and ideas on teaching reading comprehension.

Through the use of observation checklist teaches make a perfect use of do it yourself question, re-presentation of the content, interacting with students and skimming in their teaching but none of the teachers forget to make good use of thanking the students. Teacher also respond on student's error, so the students can review on their errors and enhance the reading comprehension in their level. Similarly, none of the teacher ignore paraphrasing, explanation, summarization,

interacting with students, creating situation, pre-question. Teacher also provide a title and give brief introduction of the text before they start the teaching process.

In overall, we can say that teachers make a maximum use of interacting with students, re-presentation of the content, do it yourself question and skimming in their teaching to enhance reading comprehension and they don't forget to thank the students in their teaching process which helps to establish a good relation between the teachers and students.

## Chapter 5

### Findings, Conclusion and Recommendation

Finally, conclusion of the study will be encapsulated point wise. Moreover, the recommendation of the study will be recommended for the following levels.

#### Findings

On the basis of the analysis and interpretation of data, the following findings of the study are presented.

- ) It was found that most of the teachers (36.66%) familiarized the students with the help of post questions of the text and maximum number of teachers teach (93.33%) teach reading comprehension.
- ) It was also found that the teachers used more objective questions to find out the main idea of the text and to recall the facts and details of the text.
- ) Teachers let the students to preview the text before they read and many teachers follow the stages of reading comprehension while teaching.
- ) The teachers motivated the students towards reading the text before teaching.
- ) The teachers made the students familiar with the strategies of reading comprehension.
- ) The teachers facilitated student with the strategies of the reading comprehension.
- ) The teachers re-presented the content of reading comprehension text before starting it.
- ) The teachers summarized the reading comprehension text after teaching.
- ) The teachers interacted with the students while teaching reading comprehension text.
- ) The teachers re-presented the content to enhance reading comprehension.
- ) Explanation and summarization was seen most essential while teaching reading comprehension.
- ) After teaching reading comprehension text teacher must thank the students to teach them the way of ending the communicative class.

## Conclusion

The research found most of the teacher familiarize the students with the help of post questions of the text and maximum number of teachers teach reading comprehension to their students. It is also found that teachers use more objective questions to find out the main idea of the text and to recall the facts and details of the text. Through the research, it is also found that the teacher motivate the students, then familiar and facilitate them with the strategies of the reading comprehension. The teacher also should re-present the content of reading comprehension text before starting it and summarize the text after teaching. Interacting with students is most essential to enhance teaching and learning of reading comprehension. The content also should be represented by the teacher whereas explanation and summarization is considered to be essential while teaching reading comprehension. At last to end the communicative class the teacher should make a good use of thanking the students so, that they can have effective learning of reading comprehension.

To conclude, I can say teaching of reading comprehension must follow various strategy to make it effective and understanding.

## Recommendations

On the basis of findings of the research the following recommendations are made and suggested.

**Policy level.** Policy level is a plan of action agreed or chosen by a certain organization, business and so on. Every nation has its own policy in different sectors. Since policy is a higher level action, it works as a catalyst for the development of the country. This study has great implications at the policy level. Some of the recommendations to be provided to the policy makers on the basis of the findings of this research are as follows:

- ) The findings of this study suggest that most of the teachers familiarize the students with post questions and objective questions to enhance reading comprehension.

- ) The experts and trainers should focus on the strategies related to develop reading comprehension while making policy of promoting reading comprehension.
- ) The good policy is the good sign of effective practice. So while making policy of developing reading comprehension the concerned authority should pay due attention on it.
- ) The government should formulate special policies for the effective implementation of the curriculum. The provision of developing reading skill should be well implemented.
- ) The findings suggest several courses of action for policy makes that they should develop curriculum with various strategy and sufficient reading text to make the reading understandable.
- ) The teacher should facilitate the students with the strategy of reading comprehension, so that students can develop their reading ability which leads them towards being an independent and good reader.
- ) Reading comprehension should be taken as an important part of overall language comprehension. So, the policy makers like experts, textbook writers, course developers and teacher trainers should design the course and activities that helps to enhance the reading comprehension of the students.

**Practice level.** Practice related means the actual implementation of the policies into the classroom. This is the level where students and teachers apply the policies into practice in the classroom. Some of the implication of this study can be drawn.

- ) Creating the situation is one of the good strategy. So, the teacher should create the situation before teaching which makes the teaching purposeful and systematic.
- ) To develop reading comprehension, the teacher should familiarize the students with the stages of reading text. So, the students can have effective learning.
- ) Teacher should encourage the students and interact with them which builds the interest in the students of reading.



- ) The teacher should explain the text and summarize the text. So, that the students can understand and get the main idea of the text.
- ) Teachers should thank the student at end. So that the students can understand the way of ending the communicative class.
- ) The teacher should be aware about skimming and scanning of the text by the students and even the teacher should focus on the low level students about the practice of reading comprehension.

**Further research related.** Research is a systematic inquiry that investigates hypotheses, suggests new interpretations of data or texts, and poses new question for further research to explore. We can say that research is continuous and ongoing process. This study tried to reflect the strategies to teach reading comprehension by secondary level teaches. This study could not cover all the areas of the study due to time and expenses constrains however it has thrown up many questions in the need of further investigation. As the time goes on changing on the strategy of teaching reading comprehension also goes on changing. So, the way of research to search again and again is always continuous. This is a survey research the finding of the study may be applicable all the time in every cases, as the cases may vary from one situation to another, one place to another. Further research can be carried out to explore more strategies that can be used by teachers to enhance, reading, comprehension in their students. This study has been limited to secondary level teachers. Moreover, the present study would be helpful for those who want to carry out further research in the field of strategies adopted by the secondary level teachers to enhance reading comprehension. It will be secondary sources for them as well.

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## Appendices

### Appendix I

#### Participant Consent Form

**Faculty of Education, Tribhuvan University**

**Kirtipur, Kathmandu, Nepal**

**Supervisor: Resham Acharya**

**Strategies adopted by Secondary level teachers to enhance Reading  
Comprehension**

I ....., agree to take part in this research study.

In giving my consent I state that:

I understood the purpose of the study, what I will be asked to do, and any risks/  
benefits involved.

1. I have read the participant information statement and have been able to discuss my involvement in the study with researcher if I wished to do.
2. I have got answers to any questions that I had about my study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part compulsorily.
4. I understand that my real name will not be used in the study.
5. I understand that personal information about me that is collected over the course of the study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.

I consent to:

Completing required questionnaire                      YES                      NO

Signature.....                      Name.....

Date.....

## Appendix II

### Questionnaire for the Teachers

Name of the teacher: -----

Date: -----

Name of the school: -----

Class: -----

Tick the right alternative in the box if given and answer the question where necessary.

1. How do you start your teaching comprehension text?

- Dealing with vocabularies
- Familiarizing the students with post questions
- Explaining the text line by line
- If any others, then suggest

-----

2. Do you teach reading comprehension to your students?

- Yes
- No

3. What kinds of questions do you use to find out the main idea of the text?

- Subjective questions
- Objective questions
- Vocabularies
- Summarizing
- If any other then suggest

-----

4. What types of questions do you prepare to ask the students to recall facts and details?

- Short question answer
- Long question answer
- Objective type of question
- Free writing
- Guided writing
- If any other ten suggest

-----

5. Do you follow the stages of teaching reading comprehension while teaching?

6. Do you let your learners preview the text before they read?

7. Do you ask/ encourage your students to predict while reading a text?
8. What kinds of test item do you use to ask students to make prediction?
- Guessing the context
  - Ask them
  - Explain background information by you

9. When do you ask the students to summarize the text?

- Before teaching
- While teaching
- After reading
- After practicing all the questions that precede and follow the text

10. Which strategy do you apply while conducting class work to check your students understanding?

- Group discussion
- Finding solutions individually
- Pair work

-----

11. Which strategy do you apply to attract your students' attention to the class activities?

- Asking yes/ no question
- Drilling vocabularies
- Drilling questions and answers that follow and precede the text
- Making them quite

12. What sort of information do you ask to explore after skimming?

- Check speed reading only
- Check how fast their eyes move
- Discover the main idea or gist of the text
- Find out a particular piece of information

13. How do you teach reading comprehension in the following stages?

- Pre reading
- 

- While reading
-

) post reading

-----

14. Do you think teaching reading comprehension is different to teach other aspects of language? Why? Why not?

15. Point out any three main problems while teaching reading comprehension

### Appendix III

#### Observation Check List

Name of the teacher: -----

Date: -----

Name of the school: -----

<b>Strategies</b>	<b>Ignore</b>	<b>Normal</b>	<b>Good</b>	<b>Excellent</b>
Creating situation				
Pre-questions				
Do it yourself question				
Provide a title				
Giving a brief introduction to the text				
Guessing/ predicting				
Interacting				
Scanning the text				
Previewing the text				
Respond students' error				
Re-presentation of the content				
Summarization				
Explanation				
Interacting with students				
Paraphrasing				
Skimming				
Thanking the students'				