

**Three Reading Phases Technique to Develop Reading Skills of Students
Studying at Grade-IX: Action Research**

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

**Submitted by
Nal Raj Dhakal**

**Department of English Education
Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2021

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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 to any university and educational institutions previously for the award of any degree.

Date: 30/12/2021

.....
Nal Raj Dhakal

Recommendation for Acceptance

This is to certify that **Mr. Nal Raj Dhakal** has prepared this thesis entitled **Three Reading Phases Technique to Develop Reading Skills of Students Studying at Grade-IX: Action Research** under my guidance and supervision.

I recommended this thesis for acceptance.

Date: 30/12/2021

.....

Dr. Purna Bahadur Kadel (Supervisor)

Reader

Department of English Education

University Campus,

T.U. Kirtipur, Kathmandu, Nepal

Recommendation for Evaluation

This thesis has been recommended for evaluation from the following

Research Guidance Committee:

Signature

Dr. Gopal Prasad Pandey

.....

Reader and Head

(Chairperson)

Department of English Education

T.U., Kirtipur, Kathmandu

Dr. Purna Bahadur Kadel (Supervisor)

.....

Reader

(Member)

Department of English Education

T.U., Kirtipur, Kathmandu

Dr. Ram Ekwāl Singh

.....

Reader

(Member)

Department of English Education

T.U., Kirtipur, Kathmandu

Date: 30/12/2021

Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Gopal Prasad Pandey

Reader and Head

(Chairperson)

Department of English Education

T.U., Kirtipur, Kathmandu

Dr. Binod Luitel

Professor (English Education)

(Expert)

Research Centre for Educational Innovation and Development

(CERID)

T.U., Kirtipur, Kathmandu

Dr. Purna Bahadur Kadel (Supervisor)

Reader

(Member)

Department of English Education

T.U., Kirtipur, Kathmandu

Date: 30/12/2021

Abstract

The present research entitled **Three Reading Phases Technique to Develop Reading Skills of Students Studying at Grade-IX: Action Research** was an attempt to ascertain the effect of three reading phases technique to develop reading skills and to provide pedagogical implications. I followed action research design to carry out this study. Twenty two respondents were selected using purposive non random sampling procedure. The pre -test, the progress test and the post- test items and a set of rating response item tests were the main tools for data collection. The collected data were analyzed and interpreted descriptively and statistically. The major findings of study shows that three reading phases technique help the students develop reading skills of secondary level students to understand the structure and organization, enable to deduce meaning of unfamiliar phrases and words, understand the underlying themes ; learners have active roles to develop independent in the way of study, remember, store and use language participating in different activities of reading skills and it is suggested that English language teachers should implement this technique in the EFL classroom with different practicable reading activities and assessment process that enable learners to understand the ideas and knowledge from the reading texts.

This thesis consists five chapters. The first chapter deals with the background of the study, statement of the problems, rationale of the study, research objectives, research questions, delimitations of the study and definition of the key terms. The second comprises theoretical review of and empirical studies, implication of the study and conceptual framework. Likewise, third consists of research design, population, sample and sampling strategy, study area/field, sources of data, data collection tools and techniques, data collection procedures, data analysis and interpretation procedure and ethical considerations. The fourth chapter presents the results and discussions. The fifth chapter is about the conclusions and implications of this study. References and appendices are included at the end of this thesis.

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Nal Raj Dhakal

Table of Contents

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Abstract</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Table of Contents</i>	<i>vii</i>
<i>List of Tables</i>	<i>x</i>
<i>List of Figures</i>	<i>xi</i>
<i>Acronyms/Abbreviations</i>	<i>xii</i>
Chapter I: Introduction	1-6
Background of the Study	1
Statement of the Problem	3
Rationale of the Study	4
Research Objectives	5
Research Questions	5
Delimitations of the Study	6
Definitions of the Key Terms	6
Chapter II: Review of Related Literature	7-20
Review of Theoretical Literature	7
Reading Skill	7

Techniques in Teaching Reading Skill	8
Incorporating Three Reading Phases Technique into the Classroom	9
Policy Related Review	11
Introduction to Action Research	13
Review of Empirical Literature	14
Implications of the Review for the Research	18
Conceptual Framework	20
Chapter III: Research Methodology	21-24
Research Design and Method of the Study	21
Population, Sample and Sampling Strategy	22
Study Area/Field	22
Sources of Data	22
Data Collection Tools and Techniques	23
Data Collection Procedures	23
Data Analysis and Interpretation Procedure	24
Ethical Considerations	24
Chapter IV: Results and Discussions	25-32
Results	25
Holistic Analysis	25
Comparative Analysis	26
Rating Response Test Item Analysis	29
Discussions	31
Chapter V: Conclusions and Implications	33-37

Conclusions	33
Implications	34
Policy Related	35
Practice Related	35
Further Research Related	36
References	
Appendices	

List of Tables

	Page No.
Table 1. Holistic analysis of the pre-test, the progress test and the post-test items	27
Table 2. Comparative analysis between the pre- test and the post-test items	28
Table 3. Comparative analysis between the pre-test and the progress test items	28
Table 4. Comparison between the progress test and the post-test items	29
Table 5. Responses on technique of reading during the progress test item	29
Table 6. Responses on technique of reading during the post-test item	30

Lists of Figures

	Page No.
Figure 1. Responses on technique of reading during the progress test item	30
Figure 2. Responses on technique of reading during the post-test item	30

Acronyms/ Abbreviations

EFL : English as Foreign Language

ELT : English Language Teaching

ICT : Information Communication Technology

Reg. : Registration

SLA : Second Language Acquisition

S.N. : Serial Number

T.U : Tribhuvan University

WWW : World Wide Web

Chapter I

Introduction

This study is on "Three Reading Phases Technique to Develop Reading Skills of Students Studying at Grade-IX: Action Research". Chapter I consists the background of the study, statement of the problem, rationale of the study, research objectives, research questions, delimitations of the study and definition of the key terms.

Background of the Study

English has become the language of millions of people all over the world, as the mother tongue in the inner circle countries (Kachru, 1996). Moreover it has been using as a lingua – franca- that is between two people who do not share the same language and or whom English is not their mother tongues (Swell, 2013). The most of its learner, English is not taken as a foreign language that is owned by particular 'other' nation or ethnic group but first and is an international language. The principle and practices of English language teaching has been changing, if teacher are fully competent and fluent in English language and it's new developed theories and policies the problems could avoid that are likely to come up with teaching language in EFL classroom and to deal with them. There was a strong relation against the old fashioned image of as dictator or and lecturer. Ur (1996) states that teacher has come together with as facilitators and supporters to help on their learning environment.

The purpose of teaching and learning English language is for communication, for this the administration; teachers, students and other stakeholders have responsibility. For this the better way is engaging learners in the three reading phases technique like pre- while- post reading stage along with successive associative activities. The particular language skills are necessary to be equipped with the students. The four language skills, i.e. listening, speaking, reading and writing should be taught and learnt interactively. So that students can make a meaningful communication. Teachers need to provide maximum learning opportunity for the different learning level of students in the classroom (Harmer, 2008) which makes sense to integrate differently if it is impossible to complete a task successfully in one

skill area without involving some other skill too. English language is regarded as the difficult task to all the EFL learners.

Reading skills are the process of getting knowledge and information from the written texts. Reading means an understanding of the words, speed that students have on reading, decoding messages, solidify knowledge, acquiring the language, pre-requisite of writing skill. Reading is a receptive language skill on which learners obtain information, new experiences with involving in mutual interaction, dynamic interaction and active interaction between the readers' basic knowledge with the reading text.

We have been noticed many changes in the field of English language teaching and learning. In a language class, the techniques shifted from the teacher to the students. In the context of Nepal, the curriculum has based on communicative approach but most of the English teachers are still following the lecture method where learners are not good communicators. They know the linguistic rules but unable to use them in a day to day communication. Likewise, secondary level English curriculum is followed communicative function. The fluency is focused rather than accuracy. It is primarily spoken and focused in learning language functions. We can observe that students are not willing to read the reading texts and other reading materials and it seems that teachers do not have clear plans and techniques for creating motivational environment in English language classroom. According to Wallace (2010, p.7), "In a profession, we have a kind of occupation which can only be practiced after a long and rigorous academic study." Teacher professional development enhances to make change positive improvement of the standardized of teaching practice. Teachers can facilitates to EFL learner by applying different student centered teaching strategies and techniques like; dramatization, question and answer, guessing the meaning new words from their context, simulation and role play, group work and pair work, inquiry and discovery etc. however, EFL teacher must have knowledge and skill for using appropriate instructional method to address the need and level of EFL learners. Action research can be a way to solve the practical problems of the classroom. It helps the teacher to study their classroom instructions as well as it takes action to improve their teaching in classroom. It involves teachers generating and testing new form of action for realizing their aspiration and theory in reconstructing their own pedagogical

theories. Teacher should follow various process and stage to introduce new methods and techniques in the EFL classroom.

Therefore, I particularly have intended to research on three reading phases technique to develop reading skills of students studying at grade-IX through action research. No one can exaggerate importance for developing reading skill in the context of Nepal. There is the existing problem in present schools and higher educational institutions regarding reading skills, students have not shown their excitement, high level of motivation, confidence and enthusiasm in reading tasks. The purposeful reading tasks should give amount of opportunity to receive input (Krashen, 1985) and how to promote students' development of reading skills through effective use of varieties of reading tasks and activities have become increasingly important issues in our Nepalese scenario for EFL teachers and learners. In this context this study explored how three reading phases technique help for developing reading skills, through action research study.

Statement of the Problem

Reading is very important skill to receive knowledge from texts. So we must have a good skill of reading then we can get the matter that is intended to convey by the texts. The purposes of reading in English class are to arouse interest in reading English texts and to solidify learners' linguistic knowledge providing the best strategies to read literature aiming to develop students' reasoning, creative, critical and analytical ability. Our secondary level curriculum has designed different tasks based on to teach listening, speaking, reading and writing skills. However, the language teachers do not enjoy teaching these skills so the students have been facing an issue on especially learn reading skills. The previous research showed that Sign (2017) did research on survey, experimental research, case study design have been dominantly used number of researcher. Basnet (2016) have done on the role of reading in developing writing skills, Khadka (2017) have researched on the activities used by secondary level teachers while teaching reading ,Chimariiya (2017) have done on context based instruction in teaching reading developing reading through extensive reading, Panta (2019) explored on effectiveness of content and language integrated learning for developing reading comprehension, Pandey (2016) researched on techniques and materials used in teaching reading skill. These above mentioned

research have contributed in the area of developing reading skills. However, there is not final and complete one, researchers have emphasized on the importance of integrating four language skills in the classroom, but it has rarely followed.

Krashen (1985) as cited in (Patrick, R. 2019) puts forward the theory of comprehensible input 'i+1' to emphasize the role of input in the process of SLA, and high receptive skills will naturally results in productive skills. The opponent perspective on developing reading skills issues Swan's (1995) output driven hypothesis depicts the opposite perspective on teaching reading skill. Student should acquire reading skills such as skimming, reading for pleasure and reading for details comprehension (Harmer, 2008). The gaps in exiting body of knowledge is that whether which one technique is the better than other to develop reading skill in our Nepalese local context? If so how and if not why? Could we adopt other techniques and activities to change recent trends on developing reading skills that Students do not show their interest to read reading lesion. Why? Learners are neglecting reading because of language teachers' instruction practices. Whether it is right or not why? Students have not improved listening, speaking and writing language skills. What are the reasons behind it? Learners, teachers and guardians are not satisfied with student's results. Thus I made plan to ascertain the answer through my action research study; how three reading phases technique help to develop reading skill of EFL learners doing this research? So I considered it need to do an action research to enhance the effectiveness of the three reading phases techniques for collecting empirical data in teaching practice. The previous thesis writing of Tribhuvan University ha--ve not answered these questions, the findings of past studies suggested to implement the conventional type of teaching strategies by the language teacher inside EFL classroom for developing reading skill. But as saying time and tide none waits, so it should continually renewed, recreated, redefined and modified. That's why the argue that my study particularly references to fill the gaps doing practical action research aiming to explore how to solve practical problems i.e. poor reading has been happening inside the EFL classroom.

Rationale of the Study

I found that while teaching to the EFL Learners in the language classroom, currently reading is not important for learners. They do not focus on reading skills. In

this era, students have smart phone, tablets, and laptops. But they are not focusing on reading skill then next to teachers do not concern on teaching reading skills besides that they want to improve other linguistic performance and competences on EFL learners. Why they do not focus on reading skill? The reason is English teacher's instructional methods and misguided to use of technology as well ELT teacher who do not develop reading skill in a child. They just try to cover up the courses but do not let students to take part into the reading side.

Teachers do not take students in reading and do not do the things to make an interest in reading skills because of this the students do not try to read books, articles, magazine and literary works. Teachers have given a strong impact on students. We can say reading is important for student to achieve goals in life. So ELT facilitator should focus on the development of reading skills then EFL Learners can be successful in their career. So I planned to study on effectiveness of three reading phases techniques to develop reading skill of grade-IX EFL students. This study provides to EFL teacher and students with the opportunities to engage in these struggles for good teaching in reading practice. I commenced an action research study with systematic reflection upon the purpose of leveling reading skill and to change its meaning of teaching practice. The study guidelines to the new researchers, for the syllabus designers and the textbook writers to add interesting topics and to motivate EFL students in learning as well as it is very useful for the policy maker to incorporate students need and self aspiration on educational plans.

Research Objectives

The objectives of this study are stated as below:

- To ascertain the effect of three reading phases technique to develop reading skills.
- To provide pedagogical implications.

Research Questions

On the premise of the research stated objectives, the given research questions were formed to guide this study:

- Whether the three phases technique is effective to develop reading skills or not?
- To what degree applications of different reading activities affect to develop reading skills?

Delimitations of the Study

Every researchers has their own field where as they can easily research their terms that means delimitation. Some delimitations of this study are mentioned as below:

- The study was limited to Shree Shiva Secondary School, Bulingtar -6, Atrauli, Nawalpur, Nepal.
- The students of grade –IX of this school were included conducting practical action research for 21 days restricted to classroom situation.
- Three reading phases technique applied as an instructional method.
- Three different data collection tools including the pre-test, the progress test and the post-test item prepared to administer test and the rating response type item test conducted at the period of the progress test and the post-test.

Definitions of the Key Terms

The key terms which are used in this study are defined as follows:

Reading. To stimulate and motivate students engaging in the varies places of reading opportunities intentionally to develop reading skills.

Three Reading Phases Technique. Refers here to the pre reading, the while reading and the post reading activities and tasks used by language teacher and students on reading lessons.

Action Research. Practical action research is a process of systematic inquiry into teaching and learning in order to know the problems, improve practices, or helps to make a decision to bring changes in the existing methods, techniques and procedure of teaching at single local side.

Chapter II

Review of Related Literature and Conceptual Framework

Literature review is one of the most essential and important task to carry out any kind of research. It helps to make the researchers reliable and valid. This chapter includes review of related theoretical literature, review of related empirical literature, implications of the review for the research and the conceptual framework.

Review of Related Theoretical Literature

Theoretical literature review provides the basic insights with knowledge and skills needed for conducting own research studies. This subsections deals with the different theoretical perspectives related to three reading phases and action research. I reviewed the related literatures that have been carried out in action research and three phases reading techniques. The theoretical review of this study includes the discussion of following topics:

Reading Skill. Reading is an active receptive skill of language learning. The ELT teacher has to teach this skill to enable EFL learners to receive and understand the information which is contained in the different fiction and non- fictions. In the +context of language learning reading means reading and understanding (Ur, 1996). In other words, reading is an interactive, problem-solving process of making meaning from texts. Reading is formed as a cognitive process that has to do with putting clear special signs to get done a value. Reading is an action-bound process of building, is of words. Reading with the purpose helps the reader to increase the knowledge in the target and give all attention to reading. Although the reasons for reading are different from, the main purpose of reading is to get knowledge through the teaching book. If the students don't want to improve their reading skills, no one can develop the reading skills of the students. A student should realize that developing reading skills is very important for ESL learners. If they want to survive in this world so they should focus on to develop their reading skills. A student should read publications, articles, newspapers, and books for developing reading skills. According to Munby (1948), as cited in (Grellet, 1981), reading involves verities of sub skills as mentioned below:

- Recognizing the script of language
- Deducing the meaning and use of unfamiliar lexicon items

- Understanding conceptual meaning
- Understanding the communicative value of sentences and utterances
- Understanding relations within a sentences
- Understanding relation between the parts of the texts through lexicon cohesion devices
- Identifying the main point or important information in a piece of discourse
- Interpreting text by going outside it
- Recognizing indicators in discourse
- Distinguishing the main idea from the supporting details
- Extracting salient points to summarize
- Selecting extraction of relevant points from a text
- Skimming
- Scanning information to diagrammatic display

Techniques in Teaching Reading Skill. Techniques in teaching reading skills refer to the activities, which used in the EFL classroom that enable learners to comprehend the particular reading texts and lessons. Teacher himself/herself creates his/her own techniques in reading language classroom. According to Brown (2006, p. 203), "Techniques in the teaching of reading skills have gone for beyond the traditional passage comprehension, questions and vocabulary exercise." However, the selection of appropriate techniques depends upon the learners' need and learning level including subject matter, literary genres and ability of learners. The successful learners always come in front of the high level of understanding and they ask, do question answer exercise and also can deduce the meaning of unfamiliar vocabulary. In this regard, Grellet (1981) mentioned following techniques that can help students read more quickly and effectively:

- **Previewing.** This is the reading techniques where EFL learners review titles, section heading and photo captions to get a sense of structures and content of a reading section.
- **Predicting.** Using knowledge of the subject matters, the learners make prediction about content and vocabulary and check comprehension by using knowledge of the text type and purpose to make predictions about the author or make prediction about writing style, vocabulary and content.

- **Skimming and scanning.** The EFL learners do a quick survey to get the main idea, indentify text structure, conform or questions and prediction.
- **Guessing of the context.** Learners guess the meaning of a particular reading texts or lessons, based on their prior knowledge of the subject and ideas in the text as clues at the meaning of unknown words instead of stopping to look them up.
- **Paraphrasing.** In this teaching reading techniques, ELT teachers stop the students at the end of the section to check comprehension by restarting the information and ideas in the text.

Harmer (2008) discussed on the purpose of reading is to provide students' exposure in English and they acquire it, a good model of reading text enhances to develop reading proficiency or skill, texts provide good model for English writing where teacher needs to know using good models of reading texts to enhance students for writing skill too. He claims that students should have scanning skill that is glancing rapidly through a text in order to search for a specific piece of information, skimming to get several idea of what it is about reading for pleasure and then reading for detail comprehension. He has given five principles behind the teaching of reading. They are encourage students to read as often as possible, students need to be engage with what they are reading, encourage students to respond to the content of a text and explore their feelings about it, not just concentrate its construction; teacher has to encourage student to respond to the content and the language as well, prediction is a major factor in reading; teacher provides hints, so learner can predict what they are going to read, match the task to the topic, good teacher exploits reading text to the full.

Incorporating Three Reading Phases Technique into the EFL Classroom.

Refers here to the pre reading, the while reading and the post reading activities and tasks used by language teacher and students in reading skill on reading lesson. Based on Ringer and Weber (1984) the aim of pre reading is arousing interest in the reading topic, motivating students by giving related questions to the topic; while reading activity, teacher measures the students' understanding in the subject matter.

According to Chrilly (2002) three stages of reading strategy includes teaching student to evaluate into text or lesson. On the pre reading stage provides new concepts

on content, vocabulary and a means for prediction. The second stage of reading allows students to integrate the knowledge and information in the reading text. After reading, the last stage, permits students in the process of their understanding of what they have read.

In addition, Toprak (2009) says in pre reading provides appropriate knowledge introducing a particular text. Then, in while reading and post reading teacher allows students to do exercises that help students develop reading strategies.

Different scholars and linguistics have argued differently on reading modality or techniques. Teacher can teach reading skill through pre- while and post -model which are mentioned as below:

Pre- Reading Stage. This stage of teaching reading, teacher tries to identify about the students prior knowledge about the particular text. The activities that can be carried out at this stage are:

Scene setting activities. In this stage of reading ELT teacher arouses curiosity about the topic that is going to read through describing pictures, giving background information, watching videos, telling stories/ anecdotes/ jokes.

Clue gathering activities. Here, teacher allows the students for predicting title, writer, writing style, brainstorming, answering pre- reading questions.

Developing knowledge of vocabulary. The EFL learner are engaged on to recognize word for word meaning , getting contextual meaning from context, defining meaning of a word, re- state on defining own words.

While Reading Stage. This is the actual reading stage at which students gets opportunity for the first time to read the text. The students get extensive and intensive reading activities for comprehension. Some of them are:

Extensive reading. It includes reading a loud, pair partner reading, fluency reading activities such as fill in the blanks, choose the best alternatives, matching items.

Intensive reading. The comprehension questions, true false, read and match, re-arrange sentences, and trying to answer pre- reading questions are the intensive reading techniques.

Post- Reading Stage. This stage takes place after actual reading stage which is the last stage of teaching reading. At this stage, two types of activities can be used. They are:

Reflection. In this phase EFL learners have actively participated on Summarizing, interpreting, paraphrasing, reporting, debating, rewriting, identifying main points, skimming, and scanning of a particular reading texts or lessons.

Consolidation. Teacher and learner both side have an opportunity to exchange feedback and suggestions each other.

Policy Related Review. The National Education Policy-2076 has discussed on the issues to make an equivalent between the education and employment, to give new definition of quality education, to transform exam oriented teaching strategy to learning knowledge and the skill to compete inside and outside of the nation. In such context, the Government of Nepal has made different strategy to overcome these problems. For this teacher professional development program need to be updated, motivation and experiences must be connected with the professional competency. An individual teacher must have the aim and purpose to eradicate the teaching and learning issues.

On the other hand, the Secondary Level Curriculum, 9-10 (2071) have been contributing to bring change on English language teaching. The English as a foreign language is assuming an increasing importance worldwide as well as in Nepal both within and outside the school system. It needs a range of teaching strategy to meet different learning needs and explicit teaching to scaffold students' learning so that they can develop and consolidate the required knowledge and skill. The curriculum anticipates child friendly learning facilitations and assessment processes to enable the learners to read a range of fiction and non-fiction in a range of media, understanding the ideas and information they convey with a good degree of precision. In the same way the curriculum has given the EFL learners must have the following reading learning outcomes:

- Construct meaning from reading short texts in written printed or digital forms.
- Show understanding of the underlying themes and the ideas of the texts.
- Identify the structure and the organization of paragraphs by developing an awareness of connectives.
- Interpret information presented in tables, charts and illustrations.
- Deduce meaning of unfamiliar words and phrases in a given context.
- Appreciate literary texts at an appropriate level.
- Retrieve specific information from text to analyze and synthesize by means of various reading techniques.
- Understand the practices and values of both national and target cultures.
- Predict the likely continuation of the interrupted text.

Curriculum has suggested to EFL teacher and the learners while teaching and learning English language as a foreign language, the following methods, techniques and activities should be followed:

- Demonstration and dramatization
- Question and answer
- Guessing the meaning of new words from their context
- Simulation and role play
- Group work and pair work
- Information gap activities
- Inquiry and discovery
- Brainstorming
- Mind mapping
- Quick write

Learners in grade –IX need to develop independence in a way the study, remember, store and use language. The pedagogic approach and techniques at this stage therefore should focus on supporting learners to use learning strategy or skills

which help them to develop this independence. This issue can be address when EFL teacher conduct an action research in field of teaching and reading skill.

Introduction of Action Research. Action research a widely used research that any of us can do our own practices and techniques to improve it. It can be conducted with the assistance on guidelines to improve strategies, practices and knowledge of the environment within which they can practice. Action research is coined by Kurt Lewin on his paper 'Action Research and Minority Problem' in 1946. As Lewin says that Action research is the term that describes the integration of action developing an understanding of the effectiveness of implementation. It is conducted to improve the existing situations. Johnson (1992) called it 'teacher research' and Wallace (1998) as ' professional reflection'. Action research is not about learning why we do certain things but rather how we can do things better. Mainly it focuses on how we can change the instruction process to impact students. Lewin's cyclic processes of action research are planning, acting, observing and reflecting which are discussed as given below:

Planning. This is the first step where researcher identifies that which problems are going to solve. The researcher defines what the real problem is? then determines what to do, which method and procedure like to follow and how to conduct the action. It is a time to prepare the essential tools and materials for research.

Acting. In the second step, researchers select a course of action and conduct the research. The research activity goes on by reflecting teaching activities and evaluating the applied methods and techniques through taking different periodical tests and questionnaires.

Observation. In this stage, research processes it's results or product that have been measured through micro eyes. The importance of this stage is to study whether the applied activities or ways are supportive to improve or solve issues that we have. Teacher does self-observation to the EFL learners' actual behaviors and their role of participation in the EFL learning classroom environment.

Reflection. In this stage of action research, the research activity goes on reflecting teaching activities and concerning about the good and unnecessary practices. It completes a one cycle of researching. Through which, the teaching

instruction planning can be shifted if that does not suit as students' needs. If it happens, EFL teacher researcher interrupts the regular classroom activities and introduces new treatment.

While doing action research, teacher researcher begins a cycle of posing questions, gathering data, reflection and deciding to be useful or not. In the same way, Nunan (1992) have described seven steps; Initiation, preliminary investigation, formulation of hypothesis, intervention, evaluation, dissemination and follow up are repeatedly conducted until a researcher gets the satisfactory result. The first step is initiation in which EFL teacher notices a problem in class. The second step is preliminary investigation where teachers are spending the time in observing the class and taking notes of their behavior. The next step is hypothesis. In this step, teacher researchers prepare the questions or hypothesis as to the cause of the problem. The fourth step is intervention in which researcher tries to several strategies to solve the problem. The evaluation is the fifth step where teachers consciously observes and measures the class again to see if there has been any improvement. The sixth step is dissemination where teacher shares their findings with others. The last step is follow-up, here teacher looks for other methods to solve their original classroom problem.

Review of Empirical Literature

Empirical literature review is an important part of analysis that contributes the valuable role during the process of literature. It consists of the related thesis studies. The Several research studies have been carried out in the field of the practice of English language teaching. Every researcher needs to observe the fundamental background of the related subject and past studies. A number of research works have been carried out in the field of techniques of developing reading skills; some of the major research works related to my study were reviewed which are mentioned as given below:

Chimariya (2011) conducted a research on "Context base instruction in teaching reading". The main objective of this research was to find out the effectiveness of content based instruction in teaching reading at grade nine. The method of this study was Action research. The students of grade nine, studying in the government aided schools were population of this study using purposive sampling procedure. The main tool for the collection of data was test items from the primary

sources regarding marking scheme. Through this study the researcher found that on the basis of holistic comparison of pre-test and post-test, obtained by the students revealed that teaching reading through context based instruction is an effective method in developing students reading skills.

Likewise, Shahi (2011) carried out research on "Use of authentic material in extensive reading". The objective of this study was to analyze student's opinion on the use of authentic material in extensive reading. For this study, action research design was practiced. The researcher selected 120 students of bachelor T.U. Gorkha Campus, through non-random judgmental sampling procedure for the study, the close to open ended questionnaire had used as the tools of collecting information and data. The study showed that students do not have much knowledge about authentic materials but they sometimes use at for pleasure information. The students found difficulty on pronunciations and meaning of the context in the authentic materials but all the students emphasized as the importance of reading not only textbook but also other reading materials. The recommendation of this research was students should be provided with the variety of authentic materials to investigate how those items help to develop the vocabulary power of students which motivates the learners.

Similarly, Khadka (2012) studied on the topic "Developing reading through extensive reading through an action research design". The main objective of this research was to find out the effectiveness of extensive reading. For this research, the population of the study consisted 27 students of +2 in a private college of Kathmandu; they were selected using simple random sampling procedure. The pre- test, the progress test and the post-test administered to elicit the required data. The progress test and the post-test had conducted how the lessons were in progress. This research found that the comparison of score in the pre-test and the post-test shows that extensive reading is an effective measure developing students reading skills. The students' average score illustrated a remarkable progress through extensive reading. The recommendation of this study was according to the students' progressive result, the teachers are admired to use extensive reading class which is effective to develop reading skill. In more numbers of students and a researcher can do study on this issue to verify the finding of the study.

Pandey (2016) conducted a research on "Techniques and materials used in teaching reading skill" to find out techniques of teaching reading skill and materials used by the primary level English teachers. The researcher selected eight primary level school situated in Rupendehi district using purposive non random sampling procedure. In the same way, 40 classes of the eight ELT teachers from these schools were selected using the same sampling procedure, class observation with the checklist as tools were used in which sensitizing, skimming and scanning were most frequent techniques. Similarly, 30 kinds of visual materials were also used in which textbook used in 87.5% and comic script were 75% classes respectively.

Likewise, Basnet (2016) carried out research on "Teachers' perceptions on the reading in developing writing skill". The main objective of the study was to find out the effectiveness of creative writing in ELT classroom and to explore teachers' perceptions on the roles of reading input in developing students writing skill in English language classes at higher secondary level in Nepal. The method of study was followed survey design. There were 40 teachers from 20 higher secondary schools of Kathmandu using non- random judgmental sampling procedure. The major research tools were questionnaire consisted of both close ended and open ended. The obtained data coded, analyzed, tabulated, and interpreted both qualitatively and quantitatively. It found only 50% of teachers engaged students occasionally only. Almost 90% teachers agreed in the interrelationship between reading and writing. So there is a significance role of reading and for creating impetus to the students to expand their knowledge of their horizon in the subject matter what they are going to write.

Singh (2017) studied on "Analysis of the studies carried out in reading skill" with the objective was to find objectives, methodology, findings and recommendation mentioned in the studies of reading skill in the department of English education and compare those studies in terms of similarities and differences. The method of this study was the survey research. Forty thesis of reading skills were selected using non-random purposive for this study. The main tools for collection of data used check list then the data processed and put into a tabular form according to its basic grounds. The finding of this research shows that all research papers have some similarities and differences at the same time. The structure, the format, genre, gender, ethnic grounds are the few elements which commonly found in all different research papers. But there was largely differ in methodological approach, objectives levels and course of

finding. The survey has dominantly used by number of research as a process of data collection.

Khadka (2017) conducted a research titled on "The activities used by secondary level teachers while teaching reading skill". The main purpose of this study was to identify, describe and compare the activities used by secondary level teachers of rural and urban areas while teaching reading skill. Under the case study design, only two teachers from one rural and urban area were selected by using purposive non random sampling procedure. The Observation and diary writing were the data collection tools and data were analyzed descriptively. The finding of this study illustrates that pre, while and post-reading activities teaching that teachers only depend on the course book and without using out of text book materials. Only textbook based activities, were practiced in the post-reading phase.

Panta (2019) carried out a research entitled "Effectiveness of content and language integrated learning for developing reading comprehension". The objective of the study was to find out the effectiveness of content and language integrated learning for teaching reading comprehension in class ten. It was an experimental research. Only test items were used as the instruments to elicit the required information. The sample of the study included 30 students of Shree Jana Kalyan Higher Secondary school, Besishar-11, Lumjung using random sampling procedure. The data was interpreted analyzed and described, using central tendency (mean). The finding of the study showed content and language integrated learning is more effective than usual techniques while teaching reading comprehension. The recommendation of this study was that it is required to study about reading skill based on action research, survey research, and case study.

My present research is different from all above mentioned researches. None attempt has been made to find out the effectiveness of three reading phsesse technique to develop reading skills of students studying at grade-IX through an action research. At the initial day of my teaching, I had noticed and identified by observing student's performance and behavior as well the nature of problem that was the poor reading of EFL learner in the classroom. The previous research had not been investigated to solve the actual reading problem that happens in multilingual classroom of community school. So, I had not obtained answer of that can be effective strategies of

teaching for developing reading skills of EFL learners. So, my study is significantly different from the studies mentioned above because this is associated with the design of action research with single group to examine how do three reading phases technique effect for developing reading skills?

Implications of the Review for the Research

There is valuable implications of literature review from the beginning to the deriving the findings of any research. To select the researchable new topic in action research to develop reading skills, I reviewed the previous research works and articles which were already been carried out. I conceptualized of the gap between what has already been found and what has not found yet. As the purpose of literature review is to expand and explore up on the context in background of the research. So, I obtained knowledge from various research books, thesis writings and journals and articles. After reviewing these works, the researcher learned more about why and how to conduct action research in EFL classroom to find the role of three reading phases technique for developing reading skills of students studying at grade-IX.

In fact, the aforementioned literature works have been playing an extremely important role in shaping my research area and to select research problem and then to understand the body of knowledge in my purposed study. In addition, I had gone through journals and articles of Lewin (1946), Grellet (1981), William (1984), Elliot (1991), Nunan (1992), Nuttall (1996), Duke & Pearson (2005), Creswell (2012), August (2016), Tabbasum (2019). Likewise, I accumulated information from the varieties of books like; Ellis (1985), Ur (1996), Harmer (2008), Kumar (2009) which helped to get ideas about action research in Nepalese context and to establish the sound basis of theoretical framework and refining the methodological background of my study. Likewise, the theoretical review is an essential to examine and evaluate theories and all the researches carried out are relevant to the present study. There are other valuable materials which became part of my research that includes in the reference section.

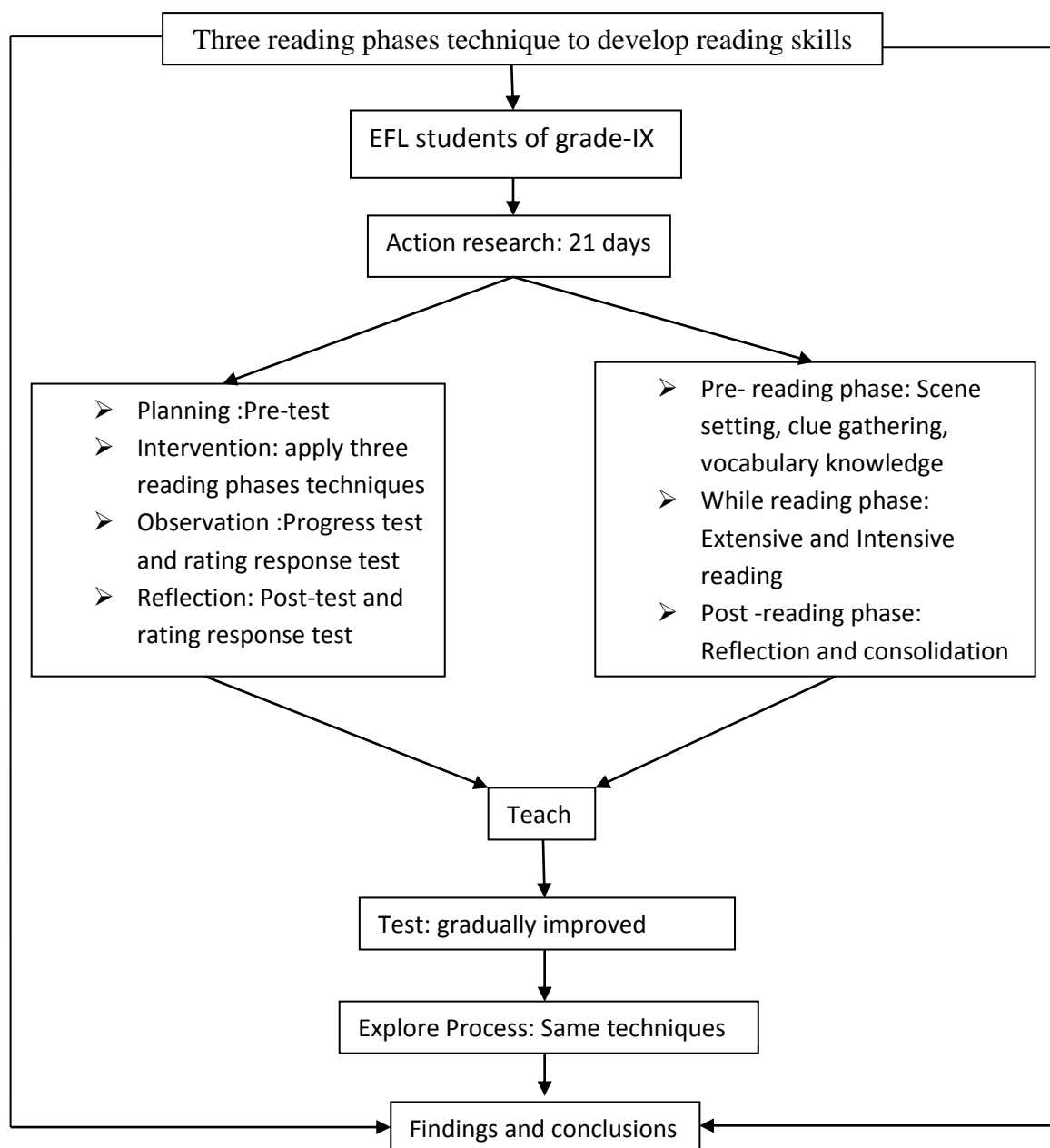
Next to, by reviewing empirical research works, I got knowledge and information about elementary and secondary level English teachers' teaching strategies, techniques and activities in EFL classroom. I reviewed the action research of Khadka (2012) on "Developing reading skill through extensive reading", Singh

(2017) on " Analysis of the studies carried out in reading skill" and Basnet (2016) on "Role of reading in developing writing skill" which helped me a lot to widen knowledge based on my research area i.e. methodology and concept of how to analyze and recognize the received raw data.

Similarly, the thesis writings of Chimriya (2011), Pandey (2016), Khadka (2017) and Panta (2019) have helped me to internalize an effectiveness of teacher's practical activities inside the EFL classroom. Hence, I noticed and identified by observing student's performance and behavior in early days of my teaching classroom as well the nature of problem that the learners are very poor in reading lesson and had been feeling of hesitation even to read simple passages. It was very hard to engage them on discussion and dialogue conversations. Therefore, I was thirst how to make them able to read to achieve general understanding on a particular texts and lessons. Thus, I made plan to apply an effective teaching strategy or technique through practical action research to obtain my answer of that can be effective strategies for developing reading skills. So, I intended to seek the answer of how do three reading phases technique help to develop reading skills? Then, I purposed to study on reading skill issue which is different from the previous study.

Conceptual Framework

A conceptual framework is a road map that gives a clear picture of whole research work. The main aim of it is to show the connection between and among variables of the study. The research was about three reading phases technique to develop reading skills. The respondents of the study were the EFL students of grade-IX. The study attempt to ascertain the effect of three reading phases technique to develop reading skills and to give pedagogical implications. I had consulted different documents related to this study to carry out the research and literature review as well as developed my conceptual framework which is presented in figure as given below:



Chapter III

Research Methodology

This section consists of methodological procedure for data collection during the study. Research methodology determines activate to achieve main objectives of study to make research more valuable and reliable. Research methodology consists of research design and method of the study, population, sample and sampling strategy, study area/field, sources of data, data collection tools and techniques, data collection procedures, data analysis and interpretation procedure and ethical considerations.

Research Design and Method of the Study

For this research, I adopted the action research as the design of study in order to achieve objectives of my study. As Kemmis and McTaggart (1988) argued that action research includes; the first, EFL teacher carry it; the second, it is collaborative and thirdly that it is aimed at changing things. Action research is not about learning why we do certain things but rather how we can do things better. This design of the study is not only limited as a research methodology but it can be a significant as a teaching approach to understand, improved or reform instructional practices (Manion and Morrison, 2011). Mainly, it focuses on how we can change the instructional process to impact on students. As Lewin's cyclic processes of action research are planning, acting, observing and reflecting. The reading proficiency is considered as the most essential skill for educational and to be success in school. That was the reason for which I used this research design. This was carried out in the EFL school setting.

Based on Lewin's cyclic processes of action research, in the first step of planning, I identified an issue or problem that is how to develop EFL grade-IX students' reading skills then I made a plan what to do. In the same way, I selected practical action research by adopting three reading phases technique including different activities. That was the method of study and procedure that I liked to follow. I had prepared the essential tools i.e. 21 intervention lesson plans including the three set of test item that were the pre-test, the progress test and the post-test. Similarly, I prepared another the rating response type item test to receive students' reflection. In the second step, I conducted the research. My research activity had been going on by

reflecting teaching activities and evaluating of the applied method and technique conducting different periodical test items.

At the stage of observation, the research process and its results or product measured through micro eyes. The importance of this stage was to study whether the applied activities or ways had supportive to improve or solve issues that I had been applying. I did self-observation on the EFL learners' actual behavior and participation in the EFL learning classroom environment. In reflection stage, the research activity went on by reflecting teaching activities and concerning about the good and unnecessary practices. It came out from one cycle of research. The same teaching instruction planning had applied, not shifted because that suit as students' need on the second cycle of research. Thus, I followed Lewin's cyclic process of action research as a method of study.

Population, Sample and Sampling Strategy

All the students of grade -IX of the community school were the population of this study. The twenty two students of grade - IX were selected from Shree Shiva Secondary School Bulingtar- 6, Nawalpur using purposive non- random sampling procedure.

Study Area/Field

This study concerned with the practice of English language teaching for English language learner inside the formal classroom environment. Moreover, the grade -IX of the Shree Shiva Secondary School, Bulingtar - 6, Nawalpur had consulted as the specific field to conduct this study.

Sources of Data

In this study, I used both primary and secondary sources of data. The primary sources of data had obtained from the pre-test, progress test and post-test item. The students' reflection on applied techniques obtained from the rating response type questionnaire. The secondary sources of data were collected from various books, previous researches, articles, journals and other published and unpublished sources.

Data Collection Tools and Techniques

To find out the detailed and relevant information of the phenomena, the researchers need to use appropriate data collection tools and techniques. For this research, I had prepared 21 intervention lesson plans and the data collection tools, three different test items like; the pre-test, the progress test and the post-test item that I had administered in certain period. The same test item used in the first and the end i.e. post-test period. The progress test item constructed depending upon how the lessons are on progress. In addition, I administered rating response type item test aiming to measure motivation, enthusiasm and excitement of pupils and their perception on running teaching learning technique and activities i.e. three reading phases technique.

Data Collection Procedures

Data collection is considered as the important part in the sense that without data whole activity becomes incomplete. The researcher should focus on certain and systematic procedure while collecting data. So, I had selected action research design and studied deeply on my research issue. First of all, I asked permission of administration and students to carry out the research. There were pre-research activities where I disseminated the related information about the study. Then, I commenced new teaching strategies in the EFL classroom i.e. three reading phases technique along with different activities. The two cycles of study had included planning, acting, observation and reflection. The first one was for two weeks. At the beginning I administered the pre- test item for the sampled group to determine the level of language proficiency on reading skill and there was the progress test item after two weeks.

On the cycle -2 went on with the same type or series of teaching techniques and activities. The rating response type item test item had done by the students at the stage of the progress test and the post-test and received their reflection. The data collection procedure had completed with the post- test item to measure the change on student's performance of reading skills. Hence, in total the action research was for 21 days in the EFL classroom. After that, I analyzed the data depending on the different results of the test items and students' reflection on rating response test item to analyze

the effectiveness three reading phases technique to develop reading skills of EFL learners.

Data Analysis and Interpretation Procedure

For data analysis and interpretation the quantitative descriptive data analysis approach had applied. Through this study, the data analyzed using the basic measurement scale of statistics (e.g. percentage, and mean) under the two heading i.e. holistic and comparative analysis. Next to, the percentage and bar graph used to see the results and findings of the rating response type test item.

Ethical Considerations

Ethical consideration is one of the most important aspects of the research. Ethics plays the vital role in any kind of study. As such, in order to keep the research endeavor sound, the research holds different ethical issues with care. The data collected from the students had mentioned only for the research purpose as the form of privacy in this research. The weaknesses of the students would not be expressed in the research to maintain the trustworthiness. There are not any materials listed in reference section without citing anything from that in the research works. It means all the materials cited in the research works are included in the reference section.

Chapter IV

Results and Discussions

This chapter deals with the results and discussions. The data collection sources were students of grade- IX of Shree Shiva Secondary School Bulinngtar-6, Nawalpur. The data had been collecting by administering the pre-test, the progress test and the post-test items. In addition, the rating response type item test had been administering to get FEL learners' reflection and responses on three reading phases technique to develop their reading skills. These all research tools had been greatly influenced on the planning, acting, observing and reflection for doing action research in the EFL classroom and to achieve the results and findings.

Results

The study entitled "Three Reading Phases Technique to Develop Reading skills of Students Studying at Grade-IX: Action Research Study" was carried out to ascertain the effect of three reading phases technique to develop reading skills and to provide pedagogical implications. I analyzed and interpreted the received data through different tables and graphs. Based on the analysis of data, the interpretation has been made. The data has been analyzed descriptively and statistically. The analysis and interpretation of collected data have presented systematically based on three areas the holistic analysis and comparative analysis. Likewise, the analysis and interpretation of the rating response test items have discussed separately.

In the same way, the comparative analysis compares between the results of three different test items. Likewise, the results of rating response type test item discussed, whether the learners are positive or not, to show the attitude of students towards the running instructional pedagogy.

Holistic Analysis. The holistic analysis has summarized the general progress of the students in the three different test items. This is one of the research analysis and interpretation technique in which the average marks obtained by the students in three different test items are analyzed. The average marks and percentage are presented below:

Table 1**Holistic analysis between the pre-test, progress test and the post -test items**

Test Items	No. of Students	Total Marks	Average Marks	Average Percentage
Pre –Test Item	22	372.5	16.93	33.86%
Progress Test Item	22	566	25.73	51.46%
Post –Test Item	22	861.5	39.16	78.32%

The table 1 reveals that the students in pre -test scored average marks 16.93, i.e. 33.86% out of 50 marks. Similarly, in the progress test item, the students scored 25.73 average marks, i.e. 51.46% out of 50 marks. At last, the students have scored 39.16 average marks, i.e.78.32% out of 50 marks in the post-test item.

The results of table 1 clearly illustrates that there has increment in the score of reading through three reading phases technique of reading to develop their reading skills. The students had gradually progressed in their reading skills in the case of the responses given to the progress test and the post-test item in comparison to their performance on the pre-test item. In the sense that, they had understood their roles and responsibilities to develop reading skills co-operating with teacher and EFL co-learners. So, it has proved that this technique is very effective for developing reading skill especially for secondary level EFL students.

Comparative Analysis. The comparative analysis distinguishes and compares between the results of different test items that had been conducted in the EFL classroom by the EFL teacher researcher. Here, the comparison between the pre-test, the progress test and the post-test item's scores or results analyzed and interpreted to get findings under this heading:

Table 2**Comparative analysis between the pre-test and the post -test items**

Test Items	Pre-Test Item	Post-Test Item	Difference
Full Marks	50	50	
Average Marks	16.93	39.16	22.23
Percentage	33.86%	78.32%	44.46%

The table 2 shows that the students had obtained 16.93 average marks, i.e. 33.86% out of 50 in the pre-test and 39.16 marks, i.e. 78.32% out of 50 in the post-test item. The difference between the average score of the pre- test and the post-test item is 22.23 and the average difference percentage is 44.46%.

Based on this difference, the students had shown their better performance in the post-test than the pre-test item. Therefore, it has proved that three reading phases technique had been providing the maximum learning opportunities for different level of students in the EFL classroom. It had been helping to integrate listening, speaking, reading and writing skills simultaneously. As the demand of modern world, techniques have been shifted from one teacher to the students. But most of ELT teacher have been following the traditional methods where they become the most dominant source of information. In addition, the ELT teachers and the students have less motivation for innovation in teaching. In this context, this technique seems to be influential in the developing of reading skills to the EFL students of secondary level.

Table 3**Comparison analysis between the pre-test and the progress test items**

Test Items	Pre-Test Item	Progress Test Item	Difference
Full Marks	50	50	
Average Marks	16.93	25.73	8.8
Percentage	33.86%	51.46%	17.6%

The table 3 illustrates that the average marks obtained by the students in the pre-test is 16.93, i.e. 33.86 % out of 50 and they had scored 25.73, i.e. 51.46% out of 50 in the progress test. The increment in the average score on the first progress test item is 8.8, i.e. 17.6%. This result reveals that the students made a good progress in the progress test item.

I, as a teacher researcher, had experienced that the EFL learners had known linguistic rules but were unable to use them in their day to day practice at the initial cycle of my study. I had observed the classroom activities of learners; they had not shown willing to read the reading texts. Later on, three reading techniques gave clear way of reading skills. Hence, as above finding reflects, it had been creating motivational learning environment to them.

Table 4**Comparative analysis between the progress test and the post-test items**

Test Items	Progress Test Item	Post-Test Item	Difference
Full Marks	50	50	
Average Marks	25.73	39.16	13.43
Percentage	51.46%	78.32%	26.86%

The table 4 presents that the students had secured 25.73, i.e. 51.46% out of 50 marks in the progress test and 39.16, i.e. 78.32% out of 50 marks in the post-test. The difference between the progress test and the post-test item is 13.43, i.e. 26.86%. It can be analyze through this results that the students had been showing their progressive performance in the post-test than in the progress test item. In addition, the applied teaching technique and activities had been encouraging to participants because of continuous feedback and suggestions from the teacher and friends.

The Rating Response Test Item Analysis. This heading reveals on the student's reflection and responses on the followed instructional pedagogy i.e. three reading phases technique in the EFL classroom. The objective type test item i.e. ' How did you feel about three phases technique for developing reading skills? It has analyzed based on student's response on different five alternatives like; extremely easy, easy, quite easy, difficult very difficult and impossible. The results and findings are presented as below:

Table 5

Response on technique of reading during the progress test item

Responses	Frequency	Percentage
Extremely Easy	-	-
Easy	19	86.37%
Quite Easy	3	13.64%
Difficult Very Difficult	-	-
Impossible	-	-

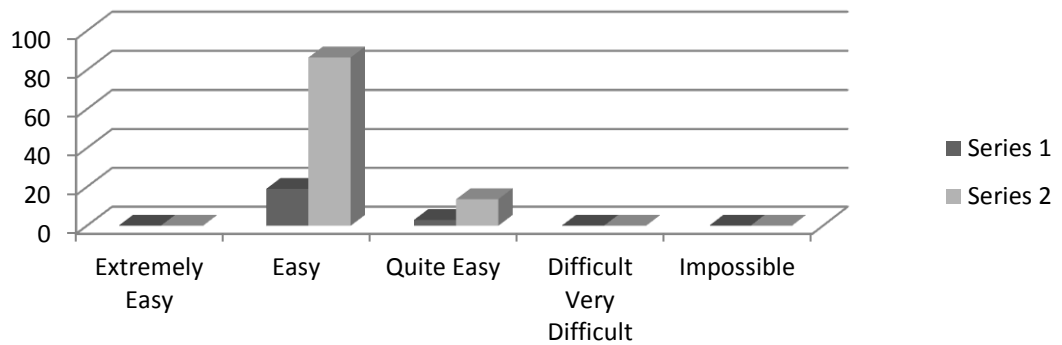


Figure 1: Responses on technique of reading during the progress test item

The given table 5 and figure 1 reflects that out of 22 students, 86.37% and 13.64% students had their responses or experiences at the easy and quite easy respectively in favor of three reading phases technique. It means, all the students felt very easy this instructional method to develop their reading skills. So, I argue that this technique had extremely supportive and effective while teaching reading skills in EFL Classroom. Therefore, I had been following the same procedure for developing reading skills until the post-test of this action research.

Table 6

Responses on technique of reading during the post-test item

Responses	Frequency	Percentage
Extremely easy	12	54.54%
Easy	10	45.45%
Quite Easy	-	-
Difficult very Difficult	-	-
Impossible	-	-

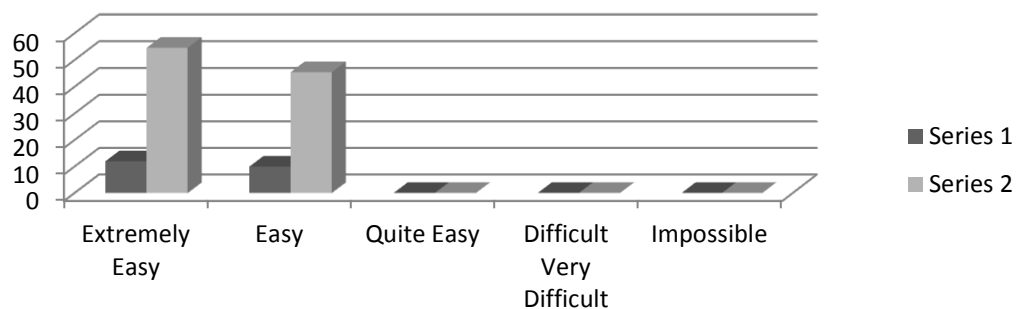


Figure 2: Responses on technique of reading during the post-test item

The given table 6 and figure 2 shows that out of 22 students had given their opinion at the extremely easy and easy respectively. It means that all students had stimulated through this three reading phases technique to develop their reading skills. So, this way of reading instruction is supportive for the secondary level EFL students in the formal education scenario. I suggest to all the EFL Teachers and learners to apply this techniques of reading inside the EFL classroom for developing reading skills.

Likewise, the results of rating response type test item reflect learners were positive on the reading techniques for developing reading skills. More than 90 % students had experienced very easy to develop reading skills through following this technique where as it was very difficult to improve reading skills of EFL students in the past days. Based on the analysis and interpretation of the results from three test item and the rating response type test item; the finding of my study concluded that three reading phases technique help to develop reading skills of secondary level students to understand the structure and organization, enable to deduce meaning of unfamiliar phrase and words, to understand the underlying themes and ideas of texts. Likewise, the learners have active roles to develop independence in a way the study, remember, store and use language participating in different activities of reading skill. It has suggested English language teachers to implement this technique in the EFL classroom with different practicable reading activities and assessment process to enable learners to understand the ideas and knowledge of the given reading texts or lessons.

Discussions

The main aim of teaching reading skill is intend to provide students' exposure in listening, speaking, reading and writing skill in English as a foreign language (Harmer, 2008) and not only the best design of curriculum and the teaching texts or lessons can assist to develop reading skill of EFL learners but also there must be a good model of teaching reading techniques or strategies.

However, the present research has contributed to ascertain the effectiveness of three reading phases technique for developing reading skills of secondary level EFL students and provides pedagogical implications. The present secondary level curriculum-2071 has given emphasis on a range of teaching strategy to meet different

learning needs and explicit teaching to scaffold students' learning that can be fulfilled by following three reading phases technique. By which, the students can develop and consolidate the required knowledge and skills. The curriculum anticipates child friendly learning facilitations and assessment processes to enable the learners to read a range of short fiction and non-short fiction in a range of media, understanding the ideas and information they convey with a good degree of precision. In this context, my study particularly found that the three reading phases teaching strategy made a strong foundation and became a new concept to EFL learners for developing their English reading comprehension skills.

The three reading phases technique to develop reading skills of secondary level had effective and successful. The Teacher permitted the learners to engage actively participating on reading lesson to obtain new concept of the short fiction and non-short fiction texts, vocabulary, a means of prediction to know their prior knowledge about particular content (Chrilly, 2002) at the stage of pre-reading phase. The learners' enthusiasm and motivation to read texts had been arousing inside and outside the classroom setting. Likewise, all the students who were participated in this study had supported that reading through three reading phases technique was very easy and extremely useful to develop reading skills and for learning different reading lessons. The holistic comparative analysis as well as the results of the rating response type test illustrated that there was increment score of reading from this teaching reading technique and had been progressing on reading comprehension. So, it has suggested to the English language teachers to implement this technique in the EFL classroom applying context-sensitive along with different practicable reading activities.

Chapter V

Conclusions and Implications

This is the final chapter of the study. This chapter includes the conclusions and implications based on analysis and interpretation of data.

Conclusions

Conclusion is the outcome or theme drawn after the successful study. This study entitled “Three Reading Phases Technique to Develop Reading Skills of Students Studying at Grade-IX: Action Research Study” was carried out initiated with the objective of ascertaining the effect of three reading phases technique for developing reading skills. In order to achieve this research objective, I had selected grade-IX students of Shree Shiva Secondary School, Bulingtar-6, Nawalpur. I conducted 21 days practical action research applying three reading phases technique. The teaching material was the English textbook including different reading lessons. As a part of research the pre-test item was administered before beginning of my study to know the ability of learners in reading skills. After teaching eleven lessons, one progress test item had administered to see the effect of teaching technique and activities as an observation. Likewise, the rating response type test item administered after the completion of 21 lessons of practical action research to know how well the learners had been experiencing on the applied instructional method. Then, I carried out the item wise analysis of the pre-test, the progress test and the post-test item along with the rating response of students. The study had found the students showed their better performance on the given tasks during the period of 21 days; by using the three reading phases technique to grade-IX EFL students.

The results and discussions were derived based on analysis and interpretation of collected received data. From the review of existing body of knowledge and the real practical action research, the results and findings indicated that the three reading phases technique played successive role for developing reading skills of EFL secondary level students. The results of this present study shows that students were very poor in reading comprehension skill in the past days and they had not sound knowledge and techniques to identify, understand and analyze patterns in grammar, vocabulary and phonology for improving their English language reading skill. This

issue solved successively after I had applied the three phases reading technique for 21 days to the grade-IX EFL students inside the classroom. Later on, the students were able to listen to the spoken text, understanding the gist and receive specific information from the reading text. The use of this technique will be fruitful if they are selected and as require information using appropriate activities. The students engaged in group discussion expressing opinions and problems each other without any hesitation. The errors and the mistakes were the part of learning. They were actively participated to construct meaning from the given texts or lesson by understanding underlying themes and ideas of any text and identify structure and the organization of paragraphs by developing awareness of connectives. Therefore, this three reading phases technique played extremely supportive and effective role to develop reading skills. So, it has suggested to ELT teachers to implement appropriately at the secondary level EFL learners in Nepalese scenario.

Implications

I had followed the three reading phases technique to develop reading skills of the EFL students of grade-IX in the practical action research. The conclusions showed that this technique had played pivotal role for secondary level EFL learners to develop their reading skills. This technique supports to the learners to be able for reading to get information and pleasure, study any textbook, scholarly journals, novels, newspapers etc. by making understanding on those reading items and to make their better career. It is said that good reading provided models for writing, to stimulate discussion and to study language. In my research the Students were competent to develop a critical thinking process in advance to get main ideas in text and exploring the organization of the text. They had enough opportunities and time to do reading practice. Through this technique learners become autonomous and able to read both the inside and the outside of the classroom and to study keeping touch with the text. In the same way, students can develop genuine ideas, good writing styles, an adequate vocabulary, advanced grammar and become competent scholars.

Based on the results and findings of my present study, I have concluded my research study. It is hoped that the findings as summary and the gist as conclusions will be utilize in the following mentions related level. The following

recommendations, suggestions and implications for the different level are presented separately as below:

Policy Related. This study suggests the following policies that need to be considered:

- The different teacher trainings, workshops and seminar should be conducted by the concerned authority based on teaching reading skills.
- The three reading phases technique along with different classroom activities should disseminate for solving an issues and problems on reading skills of EFL learners.
- The concerned authorities should encourage for effective use of variety of activities under the three reading phases technique which greatly contribute to enhance the four language skills simultaneously.
- The policy makers should revised the recent provision related to different education acts, policy, rules and regulations by which EFL teacher are motivated to do practical action research in their teaching profession enthusiastically.

Practice Related. This is the actual level of implementation of policies into practice. Several precise pedagogical implications can be drawn on the basis of the findings of the present study as the insights for the educational practioner, EFL teachers, administrations and students based on my study:

- Reading comprehension texts, passages, news stories and different types of reading texts and related exercise should be included for sufficient practice in the curriculum and the textbooks. For this, the syllabus/curriculum designer and textbook writer must be conscious. This makes lively, stimulating and more interesting to the learners.
- The present study has shown that the students had increment their level of reading ability and skills from the pre-test to the progress test then the progress test to the post test item. Likewise, it was found that learners were highly motivated to learn English language through three reading phases technique of reading skills. So, this technique of teaching reading must to adopt by the ELT teachers in the EFL classroom.

- Teachers need to use the curriculum and textbooks that recommended by the government of Nepal. The advertisements, selected paragraphs, worksheets, dictionaries, newspapers, magazines, novels and different ICT tools and practice books need to use appropriately to make reading lessons effective. For this, the administration needs to assist to the EFL teachers and learners.
- The teachers should replace the reading activities as need, problems and the learning level of the learners at the time of using the pre, the progress and the post phase of reading in the EFL classroom. For instance, the teacher can teach vocabulary before the reading lesson or after the reading lesson. In this context the activity should be done as the learner's level and interest.
- Teachers should encourage students to involve on massive reading activities and to engage on practice of reading exercises. It must be address students' needs and problems at the time of teaching and learning.

Further Research Related. The result of the single study is insufficient to decide the effectiveness of the three reading phases technique to develop reading skills in all the context and conditions. Regarding the further research in the issue of teaching reading skill; it is important to understand that the context sensitivity of any research rather than the best practice. In the same way, this research study had done in the community school at the site of rural village of Nepal where teachers had been using Nepali spoken language to teach inside the classroom except an English subject. In this situation, it was very difficult to develop reading skills to the EFL learners. So, this present study might not be generalizable in other context of Nepal. However, an English teacher can do same type of action research to observe its effectiveness on the issue of reading skill to the secondary and basic level EFL learners.

Thus this study only discussed about the use of three reading phases technique to develop reading skills. So, I have tried to mention some related topics for the research as stated below:

- A narrative inquiry on the strategy of EFL students to develop their reading skill
- Role of the English textbook for developing reading skill
- The use of ICT in secondary level EFL class to develop reading comprehension: An action research study

- Effectiveness of three phases technique of reading for developing productive skills
- The techniques used in the EFL classroom for developing reading skills: A survey study
- Extrinsic motivational factors are primary role for developing reading skills: A case study
- An experimental research for the developing reading skill through the three phases reading technique

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Appendix I

An Application to the Administration

Date: 2077-11-23

To the administration
Shree Shiva Secondary School, Atrauli,
Bulinngtar-6, Nawapur

Sub: For Permission to the field work of M.Ed. Thesis Writing

It is notify you that I have made Master's Thesis Proposal as a part of completion of Master Degree; the area of study I have chosen is your school and the sample of study will be all the EFL Students of Grade- IX for 21days. This work absolutely will help to develop student's reading skills and would be supportive for the examination point of view so I am willing to let your permission for the field work of this research. Looking for your allowance as soon possible.

Applicant
Nal Raj Dhakal
M.ed. Student of Faculty of Education,
Tribhuvan University
Kirtipur, Kathmandu,
Nepal.

Appendix II

Intervention Lesson Plan

Day- 1 Lesson Plan

Class: Ix

Date: 2077-12-14

Sub: English

period: 2nd

Unit: two

Time: 45 min.

Lesson Topic: SUGGESTING, ADVISING AND PERSUADING No. of Students: 22

Teaching and learning items: Vocabulary

1. Specific Objectives: At the end of the lesson, the students will have:

- i.) Guessed the meaning of unfamiliar words and phrases from the context.
- ii.) Completed the reading comprehension tasks.

2. Teaching Aids:

- Daily used materials

- Dictionary

3. Teaching and learning activities:

Pre Reading

Activity-1: Teacher shows flash cards of vocabulary to stimulate the students towards the lesson.

While Reading

Activity-2: Teacher asks to learner for silent reading.

Activity- 3: Divide students into pairs for discussion to predict or guess to find the meaning of unfamiliar words and phrases from the context. Where teacher provides guideline if there is needed.

Post Reading

Activity -4: Read the exercise of page no. 14. Teacher plays the role here as a resource person.

Activity-5: Class ends with proving feedback and suggestions.

4. Evaluation: Find similar word meaning: aware, act performed, interact, common language, qualities, companionship, etc.

5. Homework: Write the reading comprehension tasks of page no. 14.

Day- 2 Lesson Plan

Class: Ix

Date: 2077-12-15

Sub: English

period: 2nd

Unit: two

Time: 45 min.

Lesson Topic: SUGGESTING, ADVISING AND PERSUADING

No. of Student: 22

Teaching and learning items: Reading (page.12)

1. Specific Objectives: At the end of the lesson, the students will be able to:

i.) take notes of the important points from the reading text.

2. Teaching Aids:

- Daily used materials

- Dictionary

3. Teaching and learning activities:

Pre reading

Activity-1: Teacher arouses interest in the students for reading showing pictures and talking about the title, writing styles, etc.

While reading

Activity-2: Teacher asks to the students for find out difficult vocabularies on the text then teacher facilitates for developing knowledge of vocabularies encouraging them to understand and defining words using dictionary.

Activity- 3: Teacher makes students to engage in reading text. First teacher explains the text

Post reading

Activity – 4: Students do the silent reading. Teacher tells to note down important points in their copy.

Activity-4: Class ends with proving feedback and suggestions.

4. Evaluation: Teacher evaluates students' achievement through asking the important points of the text.

5. Homework: Summarize the given text.

Day- 3 Lesson plan

Class: Ix

Date: 2077-12-16

Sub: English

Period: 2nd

Unit: two

Time: 45 min.

Lesson Topic: SUGGESTING, ADVISING AND PERSUADING No. of Student: 22

Teaching and learning items: Reading

1. Specific Objectives: At the end of the lesson, the students will be able to answer the following questions:

- i.) Where and when was this letter written?
- ii.) According to Nima what is an interesting ways of learning English?
- iii.) Which of the ways suggested by Nima do you prefer? Why do you think so?

2. Teaching Aids:

- Daily used materials

3. Teaching and learning activities:

Pre reading

Activity-1: Teacher asks students the previous class lesson's exercise based questions.

Activity-2: Teacher divides students into four to five in a group.

While reading

Activity- 3: Teacher writes the questions on the board and tells them to read the text silently and let them to discuss within group to do question answer.

Post reading

Activity -4: after completion of writing answers, they share to whole class.

Activity-5: Class ends with proving feedback and suggestions.

4. Evaluation: Teacher asks to the students to say orally in a group:

- i.) Where and when was this letter written?
- ii.) According to Nima what is an interesting ways of learning English?
- iii.) Which of the ways suggested by Nima do you prefer? Why do you think so?

5. Homework: Do exercise of page no. 25.

Day- 4 Lesson plan

Class: Ix

Date: 2077-12-17

Sub: English

period: 2nd

Unit: two

Time: 45 min.

Lesson Topic: SUGGESTING, ADVISING AND PERSUADING No. of Student: 22

Teaching and learning items: Reading (Grammar)

1. Specific Objectives: At the end of the lesson, the students will be able to pick out the prepositions such as on, in, for, from which are used in the text and to explain where and how they are used.

2. Teaching Aids:

- Daily used materials
- Pictures of using prepositions

3. Teaching and learning activities:

Pre reading

Activity-1: Teacher arouses interest to learner by showing pictures.

Activity-2: Teacher provides opportunities to discuss in pair about how and where the prepositions are used in the text.

While reading

Activity- 3: Teacher asks students to write the sentences where and how the prepositions are used and tells them to share in the class.

Post reading

Activity -4: Teacher explains about where and how the prepositions like on, in, at, from are used in the text with illustration deductively.

Activity-5: Class ends with proving feedback and suggestions.

4. Evaluation: Teacher evaluates to learner's achievement through giving fill in the blanks tasks based on the text.

5. Homework: Do exercise (b.) page no. 17.

Day- 5 Lesson plan

Class: Ix

Date: 2077-12-18

Sub: English

period: 2nd

Unit: Three

Time: 45 min.

Lesson Topic: MAKING REQUEST AND RESPONDING TO THEM No. of Student: 22

Teaching and learning items: Reading vocabulary

1. Specific Objectives: At the end of the lesson, the students will have:

- i.) guessed the meaning of unfamiliar words and phrases from the context.
- ii.) solved the vocabulary related tasks given in the textbook.

2. Teaching Aids:

- Daily used materials
- Dictionary
- Online resources (dictionary) through power point

3. Teaching and learning activities:

Pre reading

Activity-1: Teacher arouses motivation to the learner for reading vocabulary displaying flash cards and asks them to read loudly.

While reading

Activity-2: Teacher divides students in pairs and let them to find then underline difficult vocabulary given in the text and ask them list out those words to each pair.

Activity- 3: students share those words what they have listed. Teacher writes some of them in the board selecting frequently used words.

Post reading

Activity -4: Teacher explains each word using dictionary, with synonyms and antonyms etc. Students define those words in their own words with suitable examples.

Activity-5: Class ends with proving feedback and suggestions.

4. Evaluation: Teacher evaluates by asking word meaning related to text based.

5. Homework: Do exercise page no. 28. (1).

Day- 6 Lesson plan

Class: Ix

Date: 2077-12-19

Sub: English

period: 2nd

Unit: Three

Time: 45 min.

Lesson Topic: MAKING REQUEST AND RESPONDING TO THEM No. of Student: 22

Teaching and learning items: Reading

1. Specific Objectives: At the end of the lesson, the students will be able to know:

- i.) about the pandemic of avian influenza.
- ii.) answer to the questions which is given before pre reading text.

2. Teaching Aids:

- Daily used materials
- Dictionary
- Power point presentation

3. Teaching and learning activities:

Pre reading

Activity-1: Teacher arouses motivation to the learner by projecting power point to show the different disease and their affects using images and picture and videos.

Activity-2: Teacher divides students in pairs and tells them to read the text silently.

While reading

Activity- 3: teacher explains the text main theme and points in brief.

Post reading

Activity -4: Teacher asks to predict answer to the questions given before the text by discussing within pair.

Activity-5: Class ends with proving feedback and suggestions.

4. Evaluation: Teacher evaluates to learner's achievement by asking the following questions:

- i.) What is bird flu?
- ii.) How it affects human mind?
- iii.) How it spreads and transferred?

5. Homework: Read and write the text.

Day- 7 Lesson plan

Class: Ix

Date: 2077-12-21

Sub: English

Period: 2nd

Unit: Three

Time: 45 min.

Lesson Topic: MAKING REQUEST AND RESPONDING TO THEM No. of Student: 22

Teaching and learning items: Reading

1. Specific Objectives: At the end of the lesson, the students will be able to:

i.) Identify main points from the text and vocabulary to make sentences using own words.

ii.) Summarize the main ideas of the text.

2. Teaching Aids:

- Daily used materials -Pictures of disease suffered people and surrounding

3. Teaching and learning activities:

Pre reading

Activity-1: Teacher display pictures in front of class and let hem to discuss each other what about it?

While reading

Activity-2: Teacher divides students into four to five groups and tells them to read the text silently. Then tell them to discuss some while about the text content, subject matter, focused content, vocabulary, etc.

Activity- 3: Teacher writes some vocabulary extracting from the given text and tell students to make sentences using their own simple words or language.

Post reading

Activity -4: Teacher tells to each group to identify and note down key points from the text and to share in the class.

Activity-5: Class ends with proving feedback and suggestions.

4. Evaluation: Teacher evaluates to learner's achievement by asking word meaning of some vocabulary the main theme and gist of the given text.

5. Homework: Write the sentences where present perfect and present perfect tense used in the text.

Day- 8 Lesson plan

Class: Ix

Date: 2077-12-22

Sub: English

period: 2nd

Unit: Three

Time: 45 min.

Lesson Topic: MAKING REQUEST AND RESPONDING TO THEM No. of Student: 22

Teaching and learning items: Reading

1. Specific Objectives: At the end of the lesson, the students will be able to:

i.) complete the reading comprehension tasks.

2. Teaching Aids:

- Daily used materials

3. Teaching and learning activities:

Pre reading

Activity-1: Teacher asks students the main theme of the text.

Activity-2: Teacher divides students into group of four to six.

While reading

Activity- 3: Teacher asks to discuss based on the reading comprehension tasks, teacher controls the learning environment.

Activity -4: Teacher tells to write some tasks given in the text book to each group.

Post reading

Activity-5: Students read out their writing tasks into the class. After that, class ends with providing some feedback and suggestions.

Activity-6: Class ends with proving feedback and suggestions.

4. Evaluation: Teacher asks reading comprehension tasks.

5. Homework: Read and write exercise 1, 2, 3 & 4; page no. 28 to 29.

Day- 9 Lesson plan

Class: Ix

Date: 2077-12-23

Sub: English

period: 2nd

Unit: Three

Time: 45 min.

Lesson Topic: MAKING REQUEST AND RESPONDING TO THEM No. of Student: 22

Teaching and learning items: Reading text based vocabulary items

1. Specific Objectives: At the end of the lesson, the students will be able to:

i.) know the meaning of unfamiliar words and phrases from the text.

ii.) define meaning of each words in their own words.

2. Teaching Aids:

- Daily used materials

- Flash cards

3. Teaching and learning activities:

Pre reading

Activity-1: Display the flash cards in front of the class.

Activity-2: Teacher divides students into group of four to six each.

While reading

Activity- 3: Teacher asks them to work in the groups and discuss the possible meaning of the words given in exercise.

Activity -4 Teacher encourages to the students to refer to context in which words are used in debate.

Post reading

Activity-5: Teacher asks them to write meanings in their note copy.

Activity-6: Teacher asks each group to share their notes into the class.

Activity-7: Class ends with proving feedback and suggestions.

4. Evaluation: Teacher asks each group to give their own meaning to concerned vocabulary in the poem.

5. Homework: Read and write page no. 31.

Day- 10 Lesson plan

Class: Ix

Date: 2077-12-24

Sub: English

Period: 2nd

Unit: Three

Time: 45 min.

Lesson Topic: MAKING REQUEST AND RESPONDING TO THEM No. of Student: 22

Teaching and learning items: Reading comprehension

1. Specific Objectives: At the end of the lesson, the students will be able to:

i.) read the poem and completed the reading comprehension tasks.

2. Teaching Aids:

- Daily used materials

3. Teaching and learning activities:

Pre reading

Activity-1: Get the student into pairs.

Activity-2: Teacher tells them to work with their partners to answer them go through the poem, and mark the area that contains the answers of each question.

While reading

Activity- 3: Teacher goes around the class and helps pairs' answer questions. Pay special attention to students who find difficulty.

Post reading

Activity -4: Teacher asks them to complete their answer with the immediate pairs.

Activity-5: Teacher provides feedback. Add ideas or helps students improve their responses.

4. Evaluation: Teacher asks each pair questions answer related to poem.

5. Homework: Read and write page no. 30-31.

Day- 11 Lesson plan

Class: Ix

Date: 2077-12-24

Sub: English

Period: 2nd

Unit: Four

Time: 45 min.

Lesson Topic: EXPRESSING CONDOLENCE AND SYMPATHY No. of Student: 22

Teaching and learning items: Reading Sympathy Letter

1. Specific Objectives: At the end of the lesson, the students will be able to know:

i.) meaning of unfamiliar words and phrases from the context and use them in their writing.

2. Teaching Aids:

- Daily used materials
- Display cards of Sympathy letter.
- Flash cards containing contextual word meaning

3. Teaching and learning activities:

Pre reading

Activity-1: Display the sympathy letter in front of class to make interest on the topic.

Activity-2: Teacher tells students list out names of death ceased ones they remembers in their neighborhood in the last few years.

While reading

Activity- 3: Divide students into pairs, discuss about sympathy letter.

Activity -4 Teacher displays the flash cards and tells the meaning deductively.

Post reading

Activity-5: Teacher asks them to work in pair to make sensible sentences in their own words using given vocabulary in the flash cards.

Activity-6: Class ends with proving feedback and suggestions.

4. Evaluation: Teacher asks word meaning of the vocabulary mentioned in the textbook.

5. Homework: Read and write exercise (b.); page no. 41.

Day- 12 Lesson plan

Class: Ix

Date: 2077-12-25

Sub: English

Period: 2nd

Unit: Six

Time: 45 min.

Lesson Topic: MAKING OFFERS AND RESPONDING THEM

No. of Student: 22

Teaching and learning items: Reading ' Using a dictionary'

1. Specific Objectives: At the end of the lesson, the students will be able to know:

i.) use dictionary while learning vocabulary or word meaning

2. Teaching Aids:

- Daily used materials
- Oxford Advanced Learner's Dictionary
- Online dictionary

3. Teaching and learning activities:

Pre reading

Activity-1: Teacher distributes available dictionary by dividing students into four to six each.

Activity-2: Teacher asks students the following questions:

- What do you see in the picture? -How do they help you?
- Do you have any of them?

While reading

Activity- 3: teacher display the online dictionary through overhead projector and explains in detail how to use it.

Post reading

Activity -4 Teacher asks to study and discuss within each group page no. 71 where teacher facilitates in need of time.

Activity-5: Class ends with proving feedback and suggestions.

4. Evaluation: Teacher asks them to find words in dictionary and their meaning.

5. Homework: Read and write exercise (b.); page no. 41.

Day- 13 Lesson plan

Class: Ix

Date: 2077-12-26

Sub: English

period: 2nd

Unit: Seven

Time: 45 min.

Lesson Topic: GIVING INSTRUCTIONS AND DESCRIBING PURPOSE

Teaching and learning items: Reading

1. Specific Objectives: At the end of the lesson, the students will be able to know:

i.) Define and make sentences in context using own words.

2. Teaching Aids:

- Daily used materials

- Flash cards containing the word meaning

3. Teaching and learning activities:

Pre reading

Activity-1: Teacher displays the flash cards containing the 'words' from the vocabulary in the context.

While reading

Activity-2: Teacher tells the students go through the text and see the context in which those words are used. They do this in group.

Post reading

Activity- 3: Teacher asks to complete the tasks, asks them to share their answer in the class and provides feedback.

4. Evaluation: Teacher asks them the following word meaning:

E mail, network, server, hotmail, verification, browser, etc.

5. Homework: Read and write exercise 1, 2 & 3 page no. 80-90.

Day- 14 Lesson plan

Class: Ix

Date: 2077-12-28

Sub: English

period: 2nd

Unit: Six

Time: 45 min.

Lesson Topic: GIVING INSTRUCTIONS AND DESCRIBING PURPOSE

Teaching and learning items: Reading

1. Specific Objectives: At the end of the lesson, the students will be able to:

i.) complete the reading comprehension tasks given of the textbook.

2. Teaching Aids:

- Pictures of daily used materials gadgets containing their implications.

3. Teaching and learning activities:

Pre reading

Activity-1: Teacher displays the pictures gadgets in front of the class room.

Activity-2: Divide students into pairs and asks them to discuss based on pictures given above the textbook.

While reading

Activity- 3: Teacher asks to read the text and do the exercise discussing on pair.

Post reading

Activity -4 Teacher facilitates and adds answers if it is needed.

Activity-5: Class ends with providing feedback and suggestions.

4. Evaluation: Teacher asks questions related to the text to know their learning achievement.

5. Homework: Read and write page no. 83

Day-15 Lesson Plan

Class: IX

Date: 2077-12-29

Sub: English

Period: 2nd

Unit: Seven

Time: 45 min.

Lesson Topic: GIVING INSTRUCTIONS AND DESCRIBING PURPOSE

Teaching and learning items: Reading

1. Specific Objectives: At the end of the lesson, the students will be able to:

i.) identify main points and summarizing the text.

2. Teaching Aids:

- Daily used materials

3. Teaching and learning activities:

Pre reading

Activity-1: Teacher divides students into pair and tells them to read the text silently and engage each pair to note down main points.

While reading

Activity-2: Teacher facilitates and plays the role as a resource person and helps while summarizing the text to moving around the class room.

Post reading

Activity- 3: Teacher tells to share their writing to others in the class

Activity-4: Class ends with providing feedback and suggestions.

4. Evaluation: Teacher asks them to tell main points of the text.

5. Homework: Read and write page no. 83-84.

Day-16 Lesson Plan

Class: Ix

Date: 2078-01-02

Sub: English

Period: 2nd

Unit: Seven

Time: 45 min.

Lesson Topic: GIVING INSTRUCTIONS AND DESCRIBING PURPOSE

Teaching and learning items: Reading comprehension

1. Specific Objectives: At the end of the lesson, the students will be able to:

i.) complete the reading comprehension tasks based on text such as fill in the blanks, rearrange sentences, and answer the questions. (Page. no. 91&92)

2. Teaching Aids:

- Daily used materials

3. Teaching and learning activities:

Pre reading

Activity-1: Teacher divides students into pairs and let them read the text silently discussing within pair.

While reading

Activity-2: Teacher facilitates and plays the role as a resource person and helps while doing such tasks like fill in the blanks, true or false, rearrange the events/ sentences, etc.

Post reading

Activity- 3: Teacher tells to share their writing to others in the class

Activity-4: Class ends with providing feedback and suggestions.

4. Evaluation: Teacher checks their answers related to text.

5. Homework: Read and write page no. 91-92.

Day-17 Lesson Plan

Class: Ix

Date: 2078-01-03

Sub: English

Period: 2nd

Unit: Eight

Time: 45 min.

Lesson Topic: TALKING ABOUT THE PAST: NARRATING PAST EVENTS

Teaching and learning items: Reading

1. Specific Objectives: At the end of the lesson, the students will be able to:

i.) identify main points and summarizing the text.

2. Teaching Aids:

- Daily used materials

3. Teaching and learning activities:

Pre reading

Activity-1: Teacher divides students into pair and tells them to read the text silently and engage each pair to note down main points.

While reading

Activity-2: Teacher facilitates and plays the role as a resource person and helps while summarizing the text to moving around the class room.

Post reading

Activity- 3: Teacher tells to share their writing to others in the class

Activity-4: Class ends with proving feedback and suggestions.

4. Evaluation: Teacher asks them to tell main points of the text.

5. Homework: Read and write page no. 90-91.

Day-18 Lesson Plan

Class: Ix

Date: 2078-01-05

Sub: English

Period: 2nd

Unit: Nine

Time: 45 min.

Lesson Topic: GIVING DIRECTIONS

Teaching and learning items: Reading comprehension

1. Specific Objectives: At the end of the lesson, the students will be able to:

- i.) know the meaning of unfamiliar words and phrases from the text.
- ii.) define meaning of each words in their own words.

2. Teaching Aids:

- Daily used materials

- Flash cards

3. Teaching and learning activities:

Pre reading

Activity-1: Display the flash cards in front of the class.

Activity-2: Teacher divides students into group of four to six each.

While reading

Activity- 3: Teacher asks them to work in the groups and discuss the possible meaning of the words given in exercise.

Activity -4 Teacher encourages to the students to refer to context in which words are used in debate.

Post reading

Activity-5: Teacher asks them to write meanings in their note copy.

Activity-6: Teacher asks each group to share their notes into the class.

Activity-7: Class ends with proving feedback and suggestions.

4. Evaluation: Teacher asks each group to give their own meaning to concerned vocabulary in the poem.

5. Homework: Read and write page no. 98& 99.

Day-20 Lesson Plan

Class: Ix

Date: 2078-01-07

Sub: English

Period: 2nd

Unit: Nine

Time: 45 min.

Lesson Topic: GIVING DIRECTIONS

Teaching and learning items: Reading comprehension

1. Specific Objectives: At the end of the lesson, the students will be able to:

- i.) know the meaning of unfamiliar words and phrases from the text.
- ii.) define meaning of each words in their own words.

2. Teaching Aids:

- Daily used materials

- Flash cards

3. Teaching and learning activities:

Pre reading

Activity-1: Display the flash cards in front of the class.

Activity-2: Teacher divides students into group of four to six each.

While reading

Activity- 3: Teacher asks them to work in the groups and discuss the possible meaning of the words given in exercise.

Activity -4 Teacher encourages to the students to refer to context in which words are used in debate.

Post reading

Activity-5: Teacher asks them to write meanings in their note copy.

Activity-6: Teacher asks each group to share their notes into the class.

Activity-7: Class ends with proving feedback and suggestions.

4. Evaluation: Teacher asks each group to give their own meaning to concerned vocabulary in the poem.

5. Homework: Read and write page no. 102.

Day-21 Lesson Plan

Class: Ix

Date: 2078-01-08

Sub: English

Period: 2nd

Unit: Nine

Time: 45 min.

Lesson Topic: GIVING DIRECTIONS

Teaching and learning items: Reading comprehension

1. Specific Objectives: At the end of the lesson, the students will be able to:

i.) complete the reading comprehension tasks based on text such as fill in the blanks, rearrange sentences, and answer the questions. (Page.103)

2. Teaching Aids:

- Daily used materials

3. Teaching and learning activities:

Pre reading

Activity-1: Teacher divides students into pairs and let them read the text silently discussing within pair.

While reading

Activity-2: Teacher facilitates and plays the role as a resource person and helps while doing such tasks like (1.) read and answer and (2.) true or false.

Post reading

Activity- 3: Teacher tells to share their writing to others in the class

Activity-4: Class ends with providing feedback and suggestions.

4. Evaluation: Teacher checks their answers related to text.

5. Homework: Read and write page no. 91-92.

Appendix III Tools for primary data collection

Pre and Post Test Item

Class: Nine
Sub: English
Name:
School:

F.M.:50
P.M.:20
O.M.:

Roll. No.:

Attempt all the questions

Q.1) Read and answer the following questions.

Once there lived a hermit, who was famous for telling the truth. He had taken a vow not to lie and was popularly known as "Mr. Truthful". No matter what he said, everyone believed him because he had earned a great reputation in the community where he lived and did his spiritual practices.

One evening, a robber was chasing a merchant to rob him. The merchant was running for his life. To escape from the robber, the merchant ran towards the forests where the Hermit lived outside the village. The merchant feel very safe because there was no way the robber could find out where he was hiding in the jungle. But the Hermit had seen the direction in which the merchant went.

The robber came to the Hermit's cottage and paid his respects. The robber knew that the Hermit would tell only the truth and could be trusted, so he asked him whether he had seen somebody running away. The Hermit knew that the robber must be looking for somebody to rob, so he faced a big problem. If he told the truth, the merchant would certainly be killed. If he lied, he would incur the sin of lying and lose his reputation. Any immoral act that may harm others is called sin. Ahimsa (nonviolence) and truthfulness are the two most important teaching of all religious that we must follow. If we have to choose between these two, which one should we choose?...

A. State whether the following sentences are true or false.2.5

- The Hermit was known for his lie. ()
- The people in the community adopted his spiritual practices. ()
- The robber could not find the merchant. ()
- The Hermit was in great dilemma. ()
- We should take the truthful path like the robber. ()

B. Match the words in column 'A' with their meaning in column. 5

Column 'A'

- Hermit
- Spiritual
- Merchant
- Immoral
- Nonviolence

Column 'B'

- of or pertaining to the spirit
- peaceful
- a religious recluse
- an operator of retail business
- dishonest

C. Find the words in the text which are similar in meaning to the following words: 4

Falsehood= b. prestige= c. trader= d.
experienced=

D. Find the words in the text which are opposite in meaning to the following words: 2.5

a. Secure= b. inside= c. disbelieve= d. lose= e.
moral=

E. Complete the following sentences with suitable words choosing from the above text. 5

- A.....lives a very simple life for religious reasons.
- It'sto steal. C. He couldn'tfrom the prison.
- People fee that there is a lack of values in the modern world.
- It is really difficult to earn.....as an honest person.

F. Rewrite the following sentence in right order as they occur in the story. 2.5

- a. One evening, a robber was chasing a merchant to rob him.
- b. There lived a great hermit.
- c. He faced a big problem because he was in dilemma.
- d. The robber come to the Hermit's cottage and greeted him.
- e. Hermit knew that the robber was going to rob the merchant.

G. Answer the following questions in short. 5

- a. How did the Hermit earn a good reputation?

Ans:

- b. Why was the robber chasing the merchant?
- c. Give a suitable title to the story. Ans:
- d. Why was the Hermit in a dilemma?

Ans:

- e. Why did merchant run towards the forest?

Ans: **Q.2) Read the following advertisement and answers the questions given under it.**

A reputed English medium school is seeking a dynamic, energetic and well experienced secondary level teacher for the following post:

Post: English teacher (Full time)

Qualification: M. Ed. Or a equivalent form a reputed university

Experience: at least 3 years in related field

Age: 25 to 40

Qualified and interested Nepali citizens with fluency in English are invited to send their hand written application to the following address by 25th June, 2015 the principal, Sahara Higher Secondary School, Kalunchok, Surkhet with a copy of their academic qualification, Bio-data and a recent passport size photograph.

A. Answer the following questions: 4

- a.) What is the advertisement about?

Ans:

- b.) Who can apply for the advertised post?

Ans:

- c.) How much salary is fixed for the post?

Ans:

- d.) What are the things to be submitted with the application?

Ans:

A. Tick (✓) the following sentences selecting the correct alternative given within the bracket: 3

- a.) The school has advertised for the post of an English teacher. (Primary level, Secondary level, higher secondary level)
- b.) The candidate needs the qualification of..... inn English. (B. A., BBS, M. Ed)
- c.) The application must be(Typed, handwritten, printed)
- d.) The application must be submitted by..... (25th June, 25th July, 25thJanuary)
- e.) He candidate must have at least Experience is related field. (3 years, 2 years, 4years)
- f.) The advertisement is for the post of an English teacher. (Half time, past time, full time)

B. Give a single word for the following: 4

- a.) having a strong personality=
- b. prestigious=
- c.) official document used as proof =
- d. a written statement to inform the people=

Q.3) Read the email and answers the following questions: 4

Subject: Resignation

Romash Soni

Dear Mr. Dahal,

Please accept this message as notification that I am leaving my position with ABCD Company effective September 15.

I appreciate the opportunities I have been given at ABCD and your professional guidance and support. I wish you and company success in the future.

Please let me know what to expect as far as my final work schedule, accrued vacation leave, and my employee benefits.

If I can be off assistance during this transition, please let me know.

In the future, you can continue to get in touch with me through my non-work email, romash.isoni123@hotmail.com, or my cell phone, 9858068349

Sincerely,

Ramesh

C. Write the words from the text above which are similar to the meaning below.6

- a.) Announcement=
- b.) Chances=
- c.) Expert=
- d.) Accumulated=
- e.) Alternation=
- f.) reimbursement=

a.) Why is Ramesh writing this email?

Ans:

b.) Who will receive the email?

Ans:

c.) Is Mr. Ramesh angry with ABCD? How do you know?

Ans:

d.) What has he requested to let him know?

Ans:

B. State True or False: 2.5

a.) Mr. Dahal is going to quit the job.()
September 17.()

b.) The letter came an effect from

c.) Mr. Soni is thankful to ABCD for the opportunities he was offered.() d.) He is fed off with his job.()

Best Of Luck!

Progress Test Item

Class: Nine
Sub: English
Name:
Roll. No.:

School:

F.M.: 50
P. M.: 20
O.M.:

Attempt all the questions

Q.1) Read the poem and answers the following questions:

The Foolish Fish

"Dear mother," said a little fish,
"Is that a worm I see?
I am hungry, and I wish
You'd get the worm for me."
"Sweet innocent, " The mother cried,
And started from her nook,
"That worm you see is there to hide
The sharpness of a hook . "
As I have heard, the little trout
Was young and foolish too,
And presently he ventured out
To learn what might be true.
Around about the worm he played,
With many a longing look,
And " Dear me!" to himself he said,
"I ' m sure there is no hook."
"I think I'll give one little bite,"
And that was what he did,
And thus he died in helpless plight
By not doing as he was bid. - Ann and Jane Tylor

A. Find the similar words from the above poem: 2.5

a.) small b.) stupid c.) set out d.) conceal

= = = =

e.) deceased=

B. Match the following words: 2.5

Column A

a.) worm
b.) nook
c.) trout
d. plight
e.) venture

Column B

a kind of fresh water fish
a small long thin creeping animal
unlucky and unfortunately
offer in order to buy something
sheltered quiet place or corner

C. True or False: 5

- a.) The little fish addresses his mother. ()
b.) The fish had no appetite. ()
c.) The mother fish seems to be arrogant. ()
d.) The word ' Plight ' refers to trouble. ()
e.) The baby fish ate the worm and died. . ()

D. Answer the following questions: 5

a.) what does the baby fish want the mother fish to do?

Ans:

b.) why does the baby fish want to get the worm?

Ans:

c.) why was the young trout foolish?

Ans:

d.) what lesson does the poem teach us?

Ans:

e.) who was composed this poem?

Ans

Q.2) Read the one act play "A Disaster" and do the questions that follow:

A Disaster

Characters:

Pratik: 18 years old boy

Kumar: Pratik's father

Paru; Pratik's mother

Gayatri : Pratik's grandmother

Dharmendra: neighbor

Rajamati: neighbor

Settings: at 11: 55, Saturday morning, Baisakh 12, 2072BS, Pratik, Kumar and Paru are on the top floor of the three storeys building enjoying the weekend. Suddenly they were hit by a powerful earthquake.

Scene I

Pratik: Baba, earthquake! (He screams! He tries to run but can't)

Kumar: Yes!

Paru: Oh my god! (She goes to Pratik and Kumar. They hold each other.) It's very big. Oh god! What is going to happen? Where is mother? She must be frightened. Let's go down.

(All struggle down to storey and find Gayatri yelling and trembling.)

Kumar: Let's go down! Hurry up! (All run down to an open field nearby)

Scene II

(People trying hard to make calls, running towards the open fields, children crying, elderly people praying. Again they feel an aftershock. All scream)

Pratik: (Tries to make a call but network is busy. Meanwhile he receives a call) Hello! Yes, don't worry, we are safe here. I can't believe, it's(Line disconnected)

Gayatri: who's that?

Pratik: My friend, Norbu from Australia.(Keeps trying to get update from F.M. radios. As he gets some informs people around him.) It's 7.8 on the Richter scale and its epicenter is Gorkha. (All look shocked and scared Pratik keeps listening to radio.)

Gayatri: Oh god! Have mercy upon us? Is this the end of our life? What shall I do?

Pratik: everyone listen! Do you know what this massive earthquake did? Dharahara, Basantarpur Durbar Square, Patan Durbar Square, temples and many houses have collapsed.

Paru: Oh! Dear. What a pity. Today is Saturday and there must have been so many people on the tower. What is going to happen? What's the next?

Kumar: that's too bad. Any human casualty? Perhaps a lot!

(All shocked . Other people also join the crowd)

A. Find the similar words: 5

- a. Calamity= b.) Terrified=
c.) Screaming = d.) Wishing=
e.) Cry loudly =

B. Find the opposite words: 5

- a.) Tiny= b.) Closed=
c.) Carefree= d.) Hypocenter=
e.) Minor=

C. True or False. 5

- a.) The play is about natural disaster. ()
b.) Pratik is unable to call others due to the busy network.()
c.) Only Dharahara was collapsed by earthquake. ()
d.) After shocked have stunned everybody. ()
e.) Earthquake in Nepal is not prioritized by the media. ()

D. Answer the following questions: 5

a.) What is the setting of the play?

Ans:

b.) When did the big earthquake hit Nepal?

Ans:

c.) How did they know the epicenter of the earthquake was Gorkha?

Ans:

d.) How were people preparing for staying overnight in the field?

Ans:

e.) Where is Norbu calling from?

Ans

Q.3) Read and answer:

CONDOLENCE

Late Bir Bahadur Shahi

We are deeply saddened to learn about the sudden, premature and untimely demise of **Mr. Bir Bahadur Shahi** an English teacher at Patan Secondary School, Lalitpur. Late Shahi suffered a massive brain haemorrhage. He was helpful as well as popular among the students and his colleagues.

We extend our heartfelt condolence to his bereaved family and friends grieving the irreparable loss.

May the departed soul be at eternal peace with our Heavenly Father!

Class IX students

Patan Secondary School, Lalitpur

A. Find the similar words of the following words: 5

a.) Upset= b.) Sorrow= c.) Unending = d.) Harm= e.) Divinely=

B. Find the opposite meaning of the following words: 5

a.) Fear= b.) Brief = c.) Gain= d.) Gradual= e.) Body=

C. True or False: 2

- a.) Bir bahadur passed away in his old age. ()
b.) The message of condolence is for his friends and family. ()
c.) Bir bahadur's co- workers liked him very much. ()
d.) The loss of life can be repaired. ()

D. Answer the following questions: 3

a.) What was the name of school where Bir Bahadur worked?

Ans:

b.) What was the cause of the death?

Ans:

c.) According to the text, what was Bir Bahadur like?

Ans:

Best of Luck!

Appendix IV

Rating Response Test Item:

Class: Nine

Sub: English

Name:

Roll. No. :

School: Shree Shiva Secondary School, Atrauli, Bulingtar-6, Nawalpur

How did you feel about three phase technique for developing reading skill?

Extremely easy

Easy

Quite easy

Difficult very difficult

Impossible