

**THE ACTIVITIES USED BY SECONDARY LEVEL TEACHERS
WHILE TEACHING READING SKILL**

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

**Submitted by
Binu Khadka**

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

2017

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2017

T.U. Reg.: 9-2-512-22-2008

Fourth Semester

Exam Roll No: 280078/071

Date of Approval of

Thesis Proposal: 23-02-2017

Date of Submission:07-05-20

RECOMMENDATION FOR THE ACCEPTANCE

This is to certify that **Ms. Binu Khadka** has prepared this thesis entitled **The Activities Used by Secondary Level Teachers While Teaching Reading Skill** under my guidance and supervision.

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DECLARATION

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

Date: 07-05-2017

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Binu Khadka

DEDICATION

Affectionately Dedicated

To

MY PARENTS

Who devoted their entire life for my study and made me what I am at present.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my sincere gratitude to my respected Guru and thesis supervisor **Prof. Dr. Anjana Bhattarai**, Department of English Education, T.U. Kirtipur, who encouraged, inspired and guided me throughout my research work, as a result I came up at this stage.

I am also extremely grateful to **Dr. Ram Ekwel Singh**, Reader and Head, Department of English Education, T.U. for his kind co-operation, valuable suggestions during the period of thesis writing as well as before this period.

Likewise, I also show my gratitude to **Mr. Laxmi Prasad Ojha**, Teaching Assistant, Department of English Education for providing guidance, encouragement and constructive suggestions to complete my study.

I am also extremely grateful to my external supervisor **Dr. Gopal Prasad Pandey**, Department of English Education, Mahendra Ratna Campus, Tahachal for his guidance and valuable suggestions to complete this thesis.

Similarly, I am also thankful to **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Laxmi Bahadur Maharjan, Prof. Dr. Anju Giri, Dr. Purna Kandel, Mrs. Madhu Neupane, Mr. Raj Narayan Yadav, Mr. Guru Prasad Poudel, Mr. Khem Raj Joshi, Mr. Resham Acharya, Mr. Ashok Sapkota** and all others at the Department of Education T.U., for their contributions, instructions and constructive suggestions.

I am also grateful to my brother **Mr. Bishal Khadka** for his support in materials collection for this study. Finally, I would like to thank **Mr. Chandra Adhikari** for his full moral support and regular encouragement in writing this thesis.

Binu Khadka

ABSTRACT

The present study entitled “The Activities Used by Secondary Level Teachers While Teaching Reading Skill” was conducted to identify, describe and compare the reading activities used by secondary level teachers teaching in schools of rural and urban areas. To meet the objectives of the research two secondary level teachers were selected using purposive non-random sampling method. As a case study research, the observation checklist and diary writing were used to explore the activities used by secondary level English teachers. The result of the study reveals that loud reading, silent reading, skimming and scanning and answering text related questions were mostly practiced by both teachers. Similarly, it was found that through the use of group and pair works, students are motivated, inspired and their interest was aroused towards reading. I also found that the teachers and students in rural areas are facing many problems like; lack of teaching materials and electronic devices like computers and projector, they are less exposed to the outside world, lack of knowledge about the current issues and less educated parents in comparison to the urban areas’ students which play great role in creating gap in their performance.

The present study consists of five chapters. The first chapter deals with the introduction of the study along with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter contains review of the related literature and conceptual framework. Similarly, the third chapter includes methods and procedures of the study. Likewise, the fourth chapter deals with the analysis and interpretation of the data. Finally, chapter five comprises the findings, conclusion and recommendations in policy related, practice related and further research related.

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