

CHAPTER-ONE

INTRODUCTION

This study is on **The Activities Used by Secondary Level Teachers While Teaching Reading Skill**. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Teaching has been an important means for imparting knowledge since ancient times. The job of teaching is perceived as a demanding task for any kinds of teachers whether they are experts or novice because it examines ones commitment, expertise, skill and courage. It is an art that requires sound knowledge on how to handle the students, teaching strategies, curriculum, institutions rules and regulations as well as how to facilitate the students to learn language. It is important to recognize that methods link thoughts and actions because teaching is not entirely about telling something one way. As a language teacher, she/he should have thought and knowledge about the subject matter. Regarding teaching Larsen- Freeman, (2007, p.1) says “ Teacher will be able to examine why they do, what they do and perhaps choose to think about or do things differently.” The purpose of language teaching is to enable the students to communicate in the target language. Language teaching involves four different skills in teaching they are listening, speaking, reading and writing. The teacher should be careful to teach the skills for the students. Here, the teacher must use different activities of teaching the skills differently because each skill is important in language learning.

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. Reading is an interactive process that goes on between the reader and the text resulting in comprehension. The text presents letters, words, sentences and paragraphs that encode meaning. So, reading is an activity with a purpose. A person may

read in order to gain information or verify existing knowledge, or in order to critique a writer's idea or writing style. A person also may read for enjoyment or to enhance knowledge or the language being used. The purpose for reading also determines the appropriate approach to reading comprehension. Reading is a means of language acquisition, communication, and sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude and language community which is culturally and socially situated. The reading process requires continuous practice, creativity and critical analysis. Reading is a multifaceted process involving motion, word recognition, comprehension and fluency. Here recognition means identify the words in print to construct an understanding from them is called process comprehension and an achievement is called fluency. According to Richards and Richards (1999,p.306), reading means "Perceiving a written text in order to understand its content". Similarly, Harmer(1991, p.190), states that "Reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then work without significance of the reader". In the same way, Lyons and Neasey(2006, p.57) define reading as "A good pre-writing activity, it is particularly useful in helping you to understand the vocabulary of the chosen area". Gnawali (2065, p.169), also states "Reading is both process and a product. It is more than just receiving meaning in a literal sense. It involves bringing an individual's entire life experience and thinking power to bear to understand what the writer has encoded". Thus, Prior sensory experiences provide the basis for comprehending what is read.

1.2 Statement of the Problem

Reading is an interactive process that goes on between the reader and the text resulting in comprehension. The text presents letters, words, sentences and paragraph that encode meaning. The readers use knowledge, skills, and strategies to determine the meaning. Teaching a reading text is taken as the easiest task among all the activities that teachers do in language classroom. Most of the teachers come in the class without any

preparation and deliver a long lecture on the content. As I have a teaching experience in both schools of Urban and Rural areas, I found that the students studying in rural areas have low academic achievement in comparison to the students of urban areas. Students studying in the schools of urban areas can read the text with confidence and fluency than the students studying in schools of rural areas. Thus, to find out the factors that cause gap performance in reading between the students studying in the schools of rural and urban areas, I became very curious to do research on this topic. Therefore, this study entitled “The Activities used by secondary level teachers while teaching reading skill” makes an attempt to make comparison between the activities used by the school teachers of urban and rural areas while teaching reading skill.

1.3 Objectives of the Study

The main objectives of the research were as follows:

- a) To identify, describe and compare the activities used by secondary level teachers of rural and urban areas while teaching reading skill.
- b) To suggest some pedagogical implications on the basis of findings of the study.

1.4 Research Questions

This study addressed the following research questions:

- a) What sort of activities are used in teaching reading skill at secondary level school?
- b) What are the differences between the reading activities used by the teachers of rural and urban areas?
- c) Which activities are practiced most?

1.5 Significance of the Study

Teaching has always been a difficult job, and the advent of time and development of newer and nobler methods, techniques and strategies in teaching, reading has become more challenging. The teaching is moving from simplicity to complexity from uniformity to diversity and from oneness to pluralism. English language teachers around the world are confronted with the challenges of teaching students with diverse academic abilities. Students with different levels of language proficiency have become biggest challenge that the teachers face inside the classroom. Since this study focuses on explaining the activities for teaching reading skill for the active participation of students which is actually demand of the day. We have still used the outdated methods even though the global scenario of ELT has entered into anti-method era. The present study will find out the activities of teaching reading by English teachers of secondary level. Through this study, the school level teachers, stake holders, curriculum designer, trainers, text book writers and course designers will be benefited because this study will provide insight for providing activities in teaching reading. In addition, all the person who are directly and indirectly involved in English language teaching will be benefited from this study.

1.6 Delimitations of the Study

This study was only limited on the activities of teaching reading skill. Similarly, this study was limited to two secondary level public schools located in urban and rural areas of Tanahun District and it was limited to two English teachers of the same selected schools. The design of the study was limited to case study. The data collection tools were delimited to observation checklist and diary writing.

1.7 Operational Definition of the Key Terms

In this study, some key terms are used which carry different meanings than the general meanings. The following definitions are provided to ensure understanding of these terms in a consistent manner throughout the study.

Activities: In my research activities means an action used inside the classroom for teaching reading skill by Secondary level English Teachers.

Reading Comprehension: In this study, reading comprehension refers to Process of looking at series of written symbols and comprehending meaning from them.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Theoretical Literature

From the review of related theoretical and empirical literature, a researcher can get insight to a number of aspects that have direct or indirect relation with the research topic. Review of the literatures also serves as a basis for developing theoretical framework which directly helps to investigate the problem that researcher wishes to do. So, under this chapter review of theoretical and empirical literatures, implications of the review for the study and conceptual framework are included into separate headings.

2.1.1 English Language Teaching and its Importance

Language is primarily a means of communication. We express our thoughts, ideas, personality, feelings etc through it. There are several languages in the world. Among these languages, English is the most widely used language. Being an international, it is highly important in Nepal. In present situation, the English language is widely accepted as international language as well as lingua franca. The latest and most advanced discoveries and inventions in science and technology are being made in the universities located in the United States of America where English language is the means of scientific discourse. Thus, today the English language is globalized and most widely used language in the world.

Nowadays the importance of English has increased rapidly for a number of reasons. English vocabulary is the largest which contains about two million words. It is claimed that one in every seven people can speak English, half of the books written so far and three fourths of international Mails are in English language. In this way, English is the most dominant language in almost all areas e.g. international diplomacy, mass media,

academics, foreign missions, world politics and so on. Anyone who can read English can keep in touch with the whole world without leaving his own home. Thus, we can say that English is important for developing country like Nepal to exploit different opportunities of every people.

2.1.2 Skills of Language Teaching

When we learn a language, there are four skills that we need for perfect communication, when we learn any language first we listen, then speak, then read and finally we write.

Those four skills are:

- Listening
- Speaking
- Reading
- Writing

The above mentioned skills are in natural order of development of language skill. Out of these four skills listening and reading are receptive skill because we perceive something through them. Speaking and writing are productive skill so productive skills are involved in the production of language skills. However we cannot draw a distinction between the receptive and productive skill because sometimes receptive skill can also be productive skill and vice versa.

Traditionally, language skills are classified into active and passive skills. Under this classification, speaking and writing come under active skills and listening and reading are put under passive skill. Similarly, on the basis of importance, there are primary and secondary skills. They are also called speech and writing. Speech includes listening and speaking while writing includes reading and writing (the secondary skills). Also, listening and speaking are referred to as obligatory language skills. On the other hand, reading and writing are called optional language skills because we human beings are not compelled to acquire or learn them to conduct our life.

2.1.3 Teaching Reading Skill

Reading is the way of recognizing the message or information of a text or deducing the meaning concept and sense of a text. Reading is one of the receptive skills of language is a way of grasping information from the graphic symbols. Reading generally means understanding or making a sense of a given text. Reading is a process used for extracting information from a printed or written text. Reading also refers to interpretation of message. Reading can also be defined as the process of getting specific question answer.

One of the simple ways of recognizing reading is to understand a text or comprehend it. Reading is an interactive process that goes on between the reader and the text resulting in comprehension. The text presents letters, words, sentences and paragraphs that encode meaning. So the teacher has to teach this skill to his/her students for making them able to get the information from a written text. It is a way of gaining information from the graphic symbols. Reading needs understanding of the text; then only the readers can get exact information. The readers use knowledge, skills, and strategies to determine the meaning. According to Harmer (1991, p.190) "Reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out the significance of these message." According to Walter (1985, p.1) "Reading can be seen as a process of re-creating the text in the reader's mind." Reading is a mental process of securing and reacting to an author's message represented by written or printed symbols. To read one must recognize words, and understand the ideas expressed by the author. Reading is a psycholinguistic process since it starts with linguistic surface representation and ends with meaning which the reader reconstructs.

Reading consists of different sub skills. The teacher has to teach these sub skills of reading so that he can achieve success in students by teaching these skills. According to

Munby (1978, as cited in Grellet, 1981, pp.4-5), reading involves variety of sub skills which are as follows:

- a) Recognizing the script of language
- b) Deducing the meaning and use of unfamiliar lexical items
- c) Understanding conceptual meaning
- d) Understanding the communicative value of sentences and utterances
- e) Understanding relations within a sentence
- f) Understanding relation between the parts of text through lexical cohesion devices
- g) Identifying the main point or important information in a place of discourse
- h) Interpreting text by going outside it
- i) Recognizing indicators in discourse
- j) Distinguishing the main idea from the supporting details
- k) Extracting salient points to summarize
- l) Selecting extraction of relevant points from a text
- m) Skimming
- n) Scanning information to diagrammatic display

Thus, we can say that good reading texts also provide good models for writing and provide opportunities to introduce new topics, to stimulate discussion, and to study language (e.g. vocabulary, grammar, and idioms).

2.1.4 Potential Text for Teaching Reading Skill

The reading text should be authentic both in use and source. It should be borne in our mind that we should select the text for authentic sources so that the students could be actively motivated to involve in the activity. According to Grellet, (1981, p.3) the main text types can be as follows:

- Novel, short stories, tales, and other literary text and passage such as; essay, biography, diaries etc.

- plays
- Poems and rhymes
- Condolence
- Newspapers and magazines (headlines, articles, editorials, sport press, weather forecast, radio/ TV , theatre programs)
- Recipes
- Advertisements, travel brochures, catalogues
- Instructions(e.g. warnings) directions(e.g. application forms) menus, price list, tickets
- Comic strips, cartoons
- Statics, diagrams, pie charts, time tables
- Telephone directories, phrase books
- Handbooks textbooks , guidebooks

2.1.5 Nature of Reading

As the reading comprehension is very pervasive, complicated and extended area, there is controversy on ‘what actually reading is, what reading is composed of, what is necessary to develop this ability as a reader’ ‘ what is actual reason for reading, what do we read, whether reading is unitary competence of series of several skills, whether reading is a receptive or productive or interactive skill, In spite of this difficulty different researchers, experts and writers have tried to pinpoint these aspects.

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

- We need to perceive and decode letters in order to read words.
- We need to understand all the words in order to understand the meaning of a text.
- The more symbols (letters or words) there in a text, the longer it will take to read it.
- We gather meaning from what we read.

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

2.1.6 Purpose of Teaching Reading

Reading is an activity with a purpose. In many second or foreign language situations, reading receives a special focus. There are a number of reasons for this. Reading is viewed as a purposeful process because various types of reading are categorized according to different purposes the readers have. Firstly, we can say that every student often has reading as one of the most important goals. A person may read to receive a message or information or to verify existing knowledge in order to critique a writer's ideas or writing styles. A person also may read for extracting detailed information, for getting the general picture or gist. A person sometimes reads for recognizing discourse functions and patterns and for deducing meaning from the text. A person may read for enjoyment or to enhance knowledge of the language being read.

2.1.7 Techniques in Teaching Reading Skills

Reading, one of the receptive skills of language, is a way of grasping information from the graphic symbols. So, to help students to grasp different information from the text the teacher should teach different techniques, strategies and activities which can be very useful in developing reading skills. The teacher should be very careful while choosing the strategies and techniques because they are somehow interrelated with each other. The selection of appropriate techniques and strategies helps the teacher to develop different types of reading activities according to the level of the students. Effective language teachers show students how they can adjust their reading behavior to deal with a variety of situations, types of inputs and reading purposes. The most important function of the language instruction is to help students get the idea. According to Grellet (1981, p.17) these are the techniques that can help students read more quickly and effectively:

- a. Previewing: reviewing titles, section heading and photo captions to get a sense of structures and content of a reading section.
- b. Predicting: using knowledge of the subject matter to make prediction about content and vocabulary and check comprehension: using knowledge of the text type and purpose to make predictions about discourse, structure: using knowledge about the author to make prediction about writing style, vocabulary and content.
- c. Skimming and scanning: using a quick survey of the text to get the main idea identify text structure, confirm or questions, predictions.
- a) d. Guessing of the context: using prior knowledge of the subject and ideas in the text as clues to the meanings of unknown words instead of stopping to look them up.
- d. Paraphrasing: stopping at the end of a section to check comprehension by restarting the information and ideas in the text.

Above mentioned techniques are the most effective techniques used in teaching reading skills

Reading is a part of discourse processing and analysis. When a written discourse is processed and analyzed from different perspectives, it's also known as reading. Text is not always read literally but also critically. Thus, we need to understand reading as a critical process, being beyond the literal one.

2.1. 8 Activities in Teaching Reading Skill

The use of reading text depends upon the purpose of it; whether to develop reading comprehension, to present new words and structural or for language practice. According to (Doff, 1988; Nuttall, 1996) teaching of reading text generally follow three successive stage which is listed below:

a) Pre- reading Activities

It takes place before the students go through the actual reading materials. There are various things we can do before reading a text which will make it easier for students to understand the text and help them focus attention on it as they read. The purpose of the activities used in pre- reading activity is to arouse interest in the students, motivate them and prepare them for the text they are going to read. In this stage of reading Nuttall (1996, p.154) suggest following activities:

- Guessing the topic and content through headlines, illustrations, pictures etc.
- Guessing the theme, characters
- Predicting the text about
- Presenting some new words which will appear in the text
- Giving a brief introduction of the text
- Answering the pre-reading questions
- Brainstorming about the content, plot or characteristics of the text
- Telling the purpose of the reading
- Giving illustration from different texts
- Talking background information

b) While reading stage

While reading is the stage for actual reading. At this stage, students will read text to accomplish the task that they have been given. This stage of teaching reading is intended to help the learners understand the text from different perspectives such as; content language, author's intention, socio-cultural context, power ideology, and so on. Students read the text to find the answer to some specific questions or to get the gist of it. Doff (1988) suggest some activities for the task of while reading stage.

- Scanning the passage to locate some specific information
- Answering to the text related questions

- Performing the task given by the teacher
- Completing the table, chart, maps, sentences
- Making lists, notes of information
- Labeling the pictures, maps and figure
- Matching halves choosing the appropriate answer among the alternatives
- Asking questions to each other
- Choosing information about the writer's intention and so on.
- Writing the central idea of the text

c) Post- reading stage

This is the evaluation stage and the teacher asks the students to check their responses. In addition he/s may introduce some additional tasks related to the text but not necessarily related to reading skills. In other words he/s asks student to do some other language activities related to the topic. According to Doff (1988), post reading activities may take following forms:

- Reviewing the text
- Discussing and debating about the controversial topic in the text
- Expressing the personal views on the text
- Doing the language exercise based on the text
- Discussing the new and interesting event in the text
- Summarizing the text, orally or in written forms
- Writing critical answers
- Role playing or improving the scenes of the text
- Organizing project work
- Writing similar text
- Relating the text to real life

Thus, we can say that the overall purpose for teaching reading is to develop the readers attitudes,abilities, developing students critical thinking powerand skills for obtaining information, fostering and reacting to ideas, developing interest and deriving pleasure by reading through understanding.

2.1.9 Basic Principles of Reading Skill

According to Harmer (2008, PP. 101-102) there are some basic principles that can be applied to readingskills,those principles are listed below;

a. Principle 1: Encourage students to read as often and as much as possible.

The teacher should encourage his/her students to read extensively as well as intensively to get a proficiency in this skill.

b. Principle 2: Students need to be engaged with what they are reading.

The teacher should help his/ her students to read with purpose. They should not read just for the sake of reading. They should involve in joyful reading and should be able to extract the information from the written text.

c. Principle 3: Encourage students to respond to the content of a text (and explore their feelings about it) just concentrate on its construction.

The meaning of the text is as important as the construction of the text (such as the way language is used, the number of paragraphs, the use of grammatical features and other mechanics). So we must give a chance to the students to respond to that message in some way.

d. Principle 4: Prediction is the major focus in the reading

The teacher should give a chance to the students to predict on the topic of what they are going to read. The teacher should give the clues so that the students can predict on the topic of reading.

e. Principle 5: Match the text with the topic when using intensive reading texts.

Once the text is selected for intensive reading, we need to choose good reading tasks- the right kind of questions, appropriate activities, before during and after reading, and useful study exploration etc. A good reading text can be boring if the tasks are not designed well.

f. Principle 6: Good teachers exploit reading text to the full

Good teachers should integrate the reading text into interesting lesson sequences. A reading text has words, sentences, ideas, etc. so, the teacher should not ask the students just to read but should also organize activities to bring the text to life.

2.1 .10 Types of Reading Skill

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

a. Scanning

“Scanning is reading quickly to locate specific information.”(Silberstein, 1994, p. 24) In scanning the students only try to locate specific information and often they do not even follow the linearity of the passage to do so. They simply let their eyes wonder over the text until they find what they are looking for: it may be name, a date or some other specific piece of information.

Similarly, Harmer (1991,p.183) defines scanning as the way of extracting the “specific bits of information to find out a factor or two.” It is simply finding an important and required piece of information.

Thus, scanning is a rapid reading which is required to get a particular piece of information in the text being read. The readers may not understand the other pieces of

information contained in the text. So, scanning is far more limited as it simply means retrieving what information is relevant to our purpose.

b. Skimming

Skimming is a type of reading in which the readers make a rapid survey of texts to grasp the general theme or central ideas of text being read. In skimming, we go through the reading material quickly in order to get gist of it, to know how it is organized and to get the idea of the intention or the attitude of the writer.

According to Cross (1992, p.261) activities for practicing skimming are as follows;

- Comparing Values
- Finding and Comparing Events
- Drawing Inferences
- Deciding the Question
- Creating a Title

c. Reading aloud

Reading aloud is a key component to any good reading program. Read aloud improves a child's ability to listen for a period of time and increase attention spans. It can be helpful to develop students' public skills such as giving speech, announcing, advertising, news reading and so on.

Loud reading can be made more enjoyable and effective by making students follow certain reading- conventions such as appropriate pause, rhythm, intonation, stress, pitch, voice quality and so on. We can say that loud reading is more concentrated on developing speaking and oral reading skills.

d. Silent reading

It involves mental process without making use of organs of speech. The main aim of silent reading is to get pleasure or read for interest or to get information. Unlike loud reading silent reading is for comprehension, interpretation and critical analysis of what is being read. Encourage readers to use reading strategies such as using a dictionary or glossary, doing repetition of reading etc. Silent reading helps learners:

- To enhance rapid reading
- To facilitate acquiring complete mastery of language
- Helps learners to acquire the habit of reading for information and intellectual needs.

e. Extensive reading

Extensive reading is done for the pleasure and information. According to Grellet (1981, p.4) extensive reading is the main way of “reading longer Texts, usually for one’s own pleasure”. This is a fluency activity, mainly involving global understanding. Since the text used for extensive reading is usually longer, class time is not sufficient for this kind of reading activity. Similarly, Rivers (1968, p. 229) defines, “Extensive reading as an independent reading which is primarily carried out to train the students to read directly and fluently in the foreign language for their own enjoyment, without the aid of the teacher.”

Thus, extensive reading means to read silently and quickly in order to understand the subject matter and derive the meaning as a whole without necessarily understanding each word and without the help of teachers. It is mainly carried out for pleasure and secondly for getting main idea.

f. Intensive reading

According to Grellet (1981,p.38)intensive reading is the way of “reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.”

- Making lists, notes of information
- Labeling the pictures, maps and figures
- Matching halves choosing the appropriate answer among the alternatives
- Asking questions to each other
- Choosing information about the writer’s intention and so on.

2.1.11Role of the Teacher in Teaching Reading

The role of reading program is to develop fluency. The independent readers set their goals and techniques for reading. Students learn aspects of the reading process through reading. The teacher, who is expert in language issues, has to contribute. His /Her goal is to create an environment of independence, problem solving readers. Reading task must be realistic in terms of both language use and students abilities.

As Silberstein (1994, p.10) stated: “It becomes the responsibility of the teacher to train students to determine their own goals and strategies for a particular reading to encourage students to take risks, to guess, to ignore their implies to be always correct.” The teacher should be facilitator and manager. Motivation plays an important role. Hedge (1996) writes, “Motivation deserves a good deal of attention as a factor in successful reading development”(p.38). Therefore, the students should be motivated for their task.

Gephard(1989, p.16) stated: The role of language teacher today is not as simple as it once was. Every day researchers are discovering new factors that may play a part in language learning. Today, knowledge of linguistic structure of the language is only one of the requirements of a good language teacher. Teachers should also have broad background

knowledge of the social environment that influences their students, different pedagogical techniques for diagnosing certain psychological characteristics of learners.

So the text should be similar to the students' target texts. The teacher should think about the kind of text they are reading in their first language and can transfer in second language learning. The activities can be organized to foster independent readers who set their goals and techniques for reading. Individual students may require explicit instruction in different aspects of reading; skimming, scanning, understanding organization clues, according to prior knowledge etc.

2.2 Review of Related Empirical Literature

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

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

Gautam (2009) has carried out a research on "Activities used by teachers while teaching reading." The objective of the study was to find out the activities used by the teachers while teaching reading skills at PLC. The sample of this research were five teachers and fifty students of PLC campuses of Kathmandu district. These five teachers and campuses were selected purposively and fifty PLC students were selected randomly. He used observation checklists and survey questionnaire as a research tools. The findings of the research show that less than 50% teachers used suitable activities while teaching reading. Pre- reading and post – reading activities were good but while- reading activities were tolerable.

Similarly, Joshi (2010) also carried out a research on “The Effectiveness of Task Based Approach in Teaching Reading”. The objective of his study was to find out the effectiveness of task based language teaching in teaching reading. The primary source of data for his study was the students of grade nine studying in Learning Realm International School, Kathmandu. Twenty two students were selected as the population of the study. Purposive sampling procedure was used for the study. Progress and post- test were the major tools of the study. The study showed the teaching reading through Task Based Approach was found better since the progress was seen in every progressive test. So, this research suggests that it is effective to teach through task based language teaching.

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

Baral (2011) carried out the research on “Difficulties in Reading Comprehension”. The objective of the study was to explore difficulties in reading comprehension and to explain the course of poor reading comprehension. She used questionnaire as the main tool for data collection. The primary source of data for this study was the secondary level English teachers and students from various schools of Kaski District. Judgmental sampling procedure was used for the study. She found that most of the students (95%) responded their difficulty in comprehending the text when they encountered the familiar words, phrase and idioms.

Pandey (2015) carried out research on “Classroom Activities Used in Teaching Reading Skills”. The main objective of her research was to find out ‘Activities used in teaching

reading skills. For this study she selected only one English teacher of secondary level by using purposive non-random sampling procedure and observed his class for 26 days. She used observation checklist and diary writing as a research tool. Through her study she found that loud reading, silent reading, comprehension question, matching half items, reading and choosing activities were more frequently used.

Pandey(2016) conducted a survey research on “Techniques And Materials Used in Teaching Reading Skill” which attempted to find out the techniques and materials while teaching reading skill. For this study he selected eight English teachers from different schools of Rupandehi District using purposive non-random sampling procedure. He used observation checklist and diary writing as a research tool. Through his study he found that cartoons, diagrams, pictures, postures and catalogues were found frequently used materials. Similarly, reviews, newspaper and magazines were less frequently used materials used by the teacher. He also found sensitizing, scanning and previewing as major techniques used in teaching reading skill by the primary level teacher.

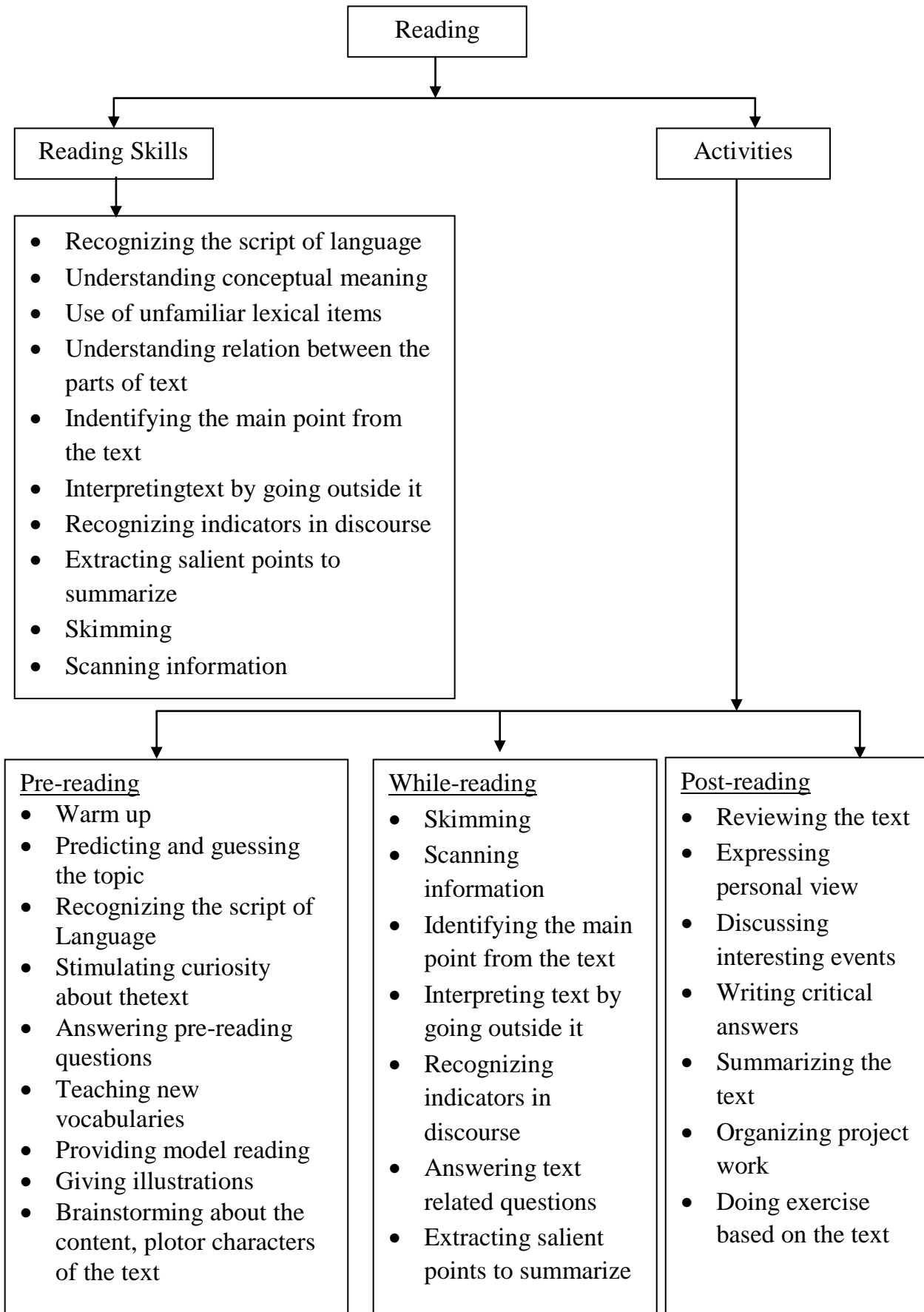
2.3 Implications of the Review for the Study

From the review of above mentioned theoretical and empirical literatures, I got sufficient insights regarding this study. Some reviewed studies are to some extent similar to the purposed study. Theoretical literature such as Harmer (1991), Munby (1978), Grellet (1981) provided me more theoretical ideas regarding my study. From the review of these literatures I got sufficient ideas about reading skills, purpose of reading, as well as I got ideas about the potential text for teaching reading. Likewise, to get required ideas regarding techniques, strategies and principles of teaching reading I reviewed the literatures of Ur (1996), Grellet(1981) and Harmer (2008) etc, from which I got true picture of using appropriate techniques, strategies and principles in teaching and learning reading skills. From Gautam (2009), I got ideas on how to use different activities in pre-reading, while reading and post-reading stage. From the research of Joshi (2010) I was benefited to understand the effectiveness of task based approach in teaching reading.

Similarly, from the research of Raut (2011), I understood the significance of language experience approach in teaching reading comprehension. Likewise, from Pandey (2015) I got ideas on using case study design and it also helped me how to analyze and interpret the data and draw out the findings.

So, from the review of these literatures I clearly understood the theoretical background of reading, its purpose, principles and different sub-skills of reading, which directly helped me to develop this study in systematic way. In this way all the reviewed literatures provided me clear concept about research process, methodological tools, research design and way of analysis and interpretation of data.

2.4 Conceptual Framework



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

This chapter includes the design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation procedures and ethical considerations.

3.1 Design and Method of the Study

There are many research designs which are used to find out the truth to problematic questions. Among them this research was based on Case Study design. I adopted case study design to carry out this research because, case study can provide detailed information about a particular subject that it would not be possible to acquire through another type of experimentation.

Case study is a study of a case. Case might be an individual (a teacher, a student, a classroom, a group, a community or an institution). Case study is an in-depth longitudinal study of a single instance in a natural environment. It is a complicated study mainly because it is longitudinal and partly because it focuses its attention only on a single case, not on the whole population of the cases.

In this regard, Nunan (1992, p. 79) says “A case study is the investigation of that single instance in the context in which it occurs.” For him, it is a methodologically hybrid study that it generally utilizes a range of methods for collecting and analyzing data, rather than being restricted to a single procedure.

According to Yin (1994, p. 67) the research process in case study undergoes with following procedure:

- 1) Identification of the problem
- 2) Specifying the objectives

- 3) Postulating the tentative Hypothesis
- 4) Deciding upon research tools, recording devices, time frame, possible secondary sources
- 5) Preparing research tools
- 6) Collecting data respectively
- 7) Analysis of data
- 8) Reaching to the conclusion
- 9) Preparing first draft of the report
- 10) Editing the draft, rechecking with the data
- 11) Finalizing the report

Case study helps the researcher to study the case in detail and find out the authentic data. So, I as a researcher, to find out the authentic data for my study I observed the classes of two secondary level English teachers. By observing their classes I found out what type of activities they use while teaching reading skill to their students.

3.2 Population, Sample and Sampling Strategy

The populations of this research study were the teachers of secondary level schools from Tanahun District. The sample of the study were only two English teachers teaching in secondary level. Altogether two schools were selected (1 from urban area and 1 from rural area) in terms of the education of the parents and the resources available in the school. One English teacher from one school represented and took part in my research. Teachers were selected in term of their academic qualification. Here, the English teacher of rural area was holding his masters' degree in MBL and M.A. Similarly, the English teacher of urban area was M.ED degree holder. The teachers and schools were selected using purposive non-random sampling procedure.

3.3 Research Tools

Observation Checklist and diary writing were the data collection tools for this research. In observation checklist 3 types of activities were used like; pre, while and post reading activities. In pre reading activities altogether 12 items were included. Similarly, in while reading activities 14 items were included and in post-reading activities I included 11 items to collect the data.

3.4 Sources of Data

Both primary and secondary sources of data were used for the collection of required information.

a) Primary Sources

The fundamental bases of the study were the primary sources of data. Secondary level teachers from Tanahun District were the primary sources of data. The data from primary sources were collected by using observation checklist and diary writing.

b) Secondary Sources

In order to complete this study I consulted various books, journals, articles and research work. I consulted the Harmer (1991), Larsen-freeman (2007), Poorahmaid (2012) including other articles, written documents available in printed form and electronic media for my study.

3.5 Data Collection Procedures

In order to collect the authentic data, First of all, I prepared the observation checklist on the basis of objectives and conceptual framework of my study. Then I visited the selected schools and asked for the permission to carry out the research by explaining the purpose and process of my study. I requested the selected teachers to permit me to observe their classes for 15 days to collect the data for my study. After getting the permission from the concerned authority, I established very close relationship among the selected teachers and

observed their class using observation checklist. At the beginning, I went to only one school and observed the class of only one teacher for 5 days but after that I observed the classes of both teachers in same day and completed my data collection work. I recorded every activities happening inside the classroom in diary and daily observation checklist.

3.6 Ethical Considerations

As the research involves human beings as participants, various ethical issues may arise in course of carrying out the research. So, the researcher should be conscious about ethical issues and take the responsibility of whole research. That is why; I asked permission with the every individual teacher along with the school administration. I explained objective and purpose of my proposed study clearly before starting my research. I was conscious and respectful regarding my respondents' privacy in terms of their personalities, weakness and professional ethics. I recorded the main information in my diary and observation checklist without including teachers' and schools' identity like name, address and personal details. As a researcher I assured with the participants of my study that all the identifiable personal information will be strictly kept confidential and that no names will be mentioned in the thesis as well as in any publications resulting from the thesis.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This section contains analysis and interpretation of the collected qualitative data. The data carried out through the class observation of the teachers were discussed and analyzed descriptively on the basis of my research questions.

4.1 Analysis of Data and Interpretation of Results

I started collecting data by observing the classes of two different secondary level English teachers teaching in rural and urban areas of Tanahun District in terms of their academic qualification and the resources available in the school. I observed their classes using observation checklist and diary writing to identify the different types of reading activities used by them to describe and compare those activities and also to find out the mostly practiced activities used by both teachers. The result drawn from the observation checklist and diary writing are interpreted descriptively as follows:

4.1.1 Teacher wise Discussion of the Activities Used in Teaching Reading Skill

This section is concerned with the observation of thirty classes of two secondary level English teachers teaching in rural and urban areas of Tanahun District. I observed 15 classes of each teacher and wrote activities on diary of those selected teachers while teaching reading skill. I observed, how the teachers teaching in school of urban and rural areas taught reading skill and which activities they mostly use while teaching reading. To make clear about the participant involved in my study I named them as ‘Teacher1’ and ‘Teacher2’. Here, teacher1 refers to the teacher teaching in school of rural area and teacher2 refers to the teacher teaching in school of urban area of Tanahun District.

Pre, While and Post reading activities used by ‘ Teacher1’

Day1 and 2(2073-11-16 and 17) teacher1 taught a text “Greeting Cultures around the World” in his first lesson. He started the lesson by asking students to look in their book and described the topic in detail like this;*People living in different countries have different cultures and greeting styles, these styles may vary from people to people and country to country so in today’s class we are going to read about the varieties of cultures and greeting styles used in different countries.*

Teacher started the lesson by reading the text line by line and translated the whole text in the Nepali language. He told the meaning of some difficult words orally without writing on the board like this; culture means beliefs or values, greet means to welcome someone or show our regards to people. After he finished explaining the text, he asked one student to read the text loudly and encouraged other students to listen him carefully. The teacher asked some questions like;

- What do greeting reflect?
- How do Nepalese greet each other?
- What are the different ways of greeting people in USA?

Students were unable to answer the questions so, the teacher asked them to read the text silently for few time and find the correct answers. He listened the students’ answer first and later told the answers himself like this; *the way people greet with each other reflects their customs.* He told the answer of next question like this;*the different ways of greeting people in USA is shaking the right hand and making direct eye contact with the people.*

Teacher asked students how they greet younger and elder people, their friends and teachers. Students expressed their view in the Nepali language by saying that they fold

their hand and do Namaste for someone, they touch the feet, they shake the hands with their friends and also greet by saying *Good morning and good afternoon with different people in different situation. After listening to them* teacher told the summary of the text like this; *Greeting vary from culture to culture and the place to place where people live. Cultures teach us how to assimilate in a society along with it also helps us to know each other's way of life.* After telling the summary he left the class.

So, throughout the whole classroom observation on this day I found that the teacher directly started the lesson without involving his students in pre-reading activities. In while reading phase the teacher involved his students in some text related tasks and also told the meaning of some difficult words orally. I found that the teachers did not use the white board in his whole class. He did not engage his students in any post-reading activities on this day.

Next day he taught exercise 'a' and 'b' of the same lesson. He started the lesson by asking some questions from previous lesson like;

- What did you read yesterday?
- What are the different ways of greeting people?
- What is the meaning of custom, culture, greeting?

He asked students to look at the exercise (a. finding synonyms and b. fill in the blanks)

Teacher divided the students into two groups and asked them to read the text silently and find the synonyms of the words given in the book. He moved around the class to check whether all the students are doing the task or not. After students finished their task he asked one student from each group to read their answers like:

T: Rama what is the synonym of greeted?

S: The synonyms of greeted is welcomed.

When students were unable to say the correct answers at that time teacher wrote the correct words on the board like this: The synonyms of,

- Grasped: held
- Customs: traditions
- Greeted: welcomed

He also encouraged all students to look at the board and check their answers and correct it if necessary.

He asked students to read the answers silently for ten minutes. After that he asked the synonyms individually to the students. He gave exercise no b as homework and left the class.

Here, I found that the teacher engaged his students in pre-reading activities like; asking questions from previous lesson. In while-reading phase teacher engaged his students in group work by giving some text related task. After that the teacher taught some vocabularies. At last he asked the answers individually. So I found that the teacher engaged his students in pre, while and post reading activities on this day.

Day 3(2073-11-18), the teacher taught listening and did a listening exercise. He asked them to look at the picture and guess the answers to the following questions.

- What are the following people doing?
- How are they greeting each other?

The teacher played a cassette and asked students to listen to the tape attentively and find out if their answers were correct or not. He played the tape once for ten minutes and asked these questions;

T: About which culture was the speaker talking?

S: He was talking about British Culture.

T: Why did his wife feel more embarrassed than him?

S: His wife felt embarrassed because she was hugged and kissed by his friends.

He again played the cassette once and directed the following tasks for students.

- **Listen to the audio material and tick the best answer**
- 1. Social kissing in Britain is acceptable between.....
- a) men and men b) men and women c) women and women who are strangers
- 2. The speaker felt Kissing and being kissed.
- a) enjoyed b) excited c) awkward

Students were enjoying and listening the tape carefully to complete the task given to them.

Teacher checked the class work individually and pointed the mistakes. He again played the tape one more time and asked all students to correct their errors listening to the cassette last time. He told them to read the exercise silently for 5 minutes and asked them to tell the main idea of the text they just listened. Teacher told the summary of the listening text again at last.

So, by the end of the classroom observation I found that the teacher used predicting and guessing activities in pre-teaching phase. Similarly in while-teaching phase the teacher directed some text related task for the students. At last the teacher asked students to read the text for sometimes and asked them totell the main theme of the listening text. Finally, on this day I found that the teacher engaged his students in pre, while and post teaching phase.

Day 4 and 5(2073-11-19and 20) to his students. It was a short story about an honest Hermit. Teacher gave brief information of the text in simple language and tried to arouse curiosity about the text and also told about the characters of the story for brainstorming. This time the teacher used the simple English language. Teacher asked one student to read the first paragraph of the story and requested others to listen her carefully. After the 1st student finished the first paragraph the teacher asked questions like;

- What is the first paragraph about?

The student answered it is about an honest Hermit.

- How did the hermit earn good reputation?

The hermit earned good reputation by speaking truth.

The teacher again asked next student to read the second paragraph, after she finished reading he again asked some questions;

- Why was the robber chasing the merchant?

To rob him, all the students answered in one voice.

He again asked another student to read the last paragraph and asked;

- why was the hermit in dilemma?

Students were unable to answer this question.

After that teacher read the text and explained the story in the Nepali language. He wrote the meaning of some difficult words on the board like;

- Hermit: monk (a male member of a monastic order)
- Robber: a person who robs/ thief

- Reputation : good name

After that the teacher asked one student to stand up and read the word meanings loudly and asked others to follow him. The teacher asked students to do the following task by reading the story silently.

Fill in the blanks

- A robber was chasing a..... to rob.
- The hermit was famous for telling the
- The merchant hide in the.....

Students became busy reading the story to complete the task given to them. The teacher checked their classwork, most of the students were able to write the correct answer so he expressed his happiness towards them. He pointed the errors of some students and helped them individually to correct it. Finally he asked students to share their personal view about what the hermit should do, Should he tell the robber where the merchant is hiding or not? He listen the students view and told the summary of the story again.

At the end of my classroom observation, I found that the teacher did some pre reading task like; introducing the topic and brainstorming activities for his students but he didn't use predicting and guessing activities and pre reading questions were also not asked to the students. Later he engaged his students in loud reading and provided some text related task like; answering the questions and fill in the blanks activities. Healso taught some difficult words than engaged his students in reading the meaning of those words in while reading phase.Finally, teacher asked students to express their personal view on the text they read. So, by reviewing all these things, I found that the teacher engaged his students in pre, while and post reading activities on this day.

Day 6 and 7 (2073-11-22 and 23) teacher taught describing things and places on this day. He wrote the topic on the board 'How Fruits Taste Best'. He asked students to read the topic and guess what they are going to read in today's class. He also asked them to look at the picture and asked some questions like;

What is the woman doing?

Which fruit is she plucking?

Which fruit do you like most and how does it taste?

He described the text in brief by saying that; *this text is about the experience of the writer who loved to eat oranges most in his childhood and here the writer is also describing about the different taste of oranges he experienced when he was a child.*

Teacher started the lesson by reading the text sentence by sentence and described it in Nepali language. While teaching the text he asked the meaning of some difficult words to the students like this; what is the meaning of excursion? He gave an example by saying that: *the writer and his brother were in the excursion to Syangja. Now tell me the meaning of the word excursion in this sentence.*

Some students told that the meaning of the word excursion is travelling or journey.

Teacher told meaning of some more words like;

- Orchard: garden
- Prickly: sharp

After the teacher finished explaining the text he told the summary of the lesson in Nepali language and gave some task like this;

Answer the following questions

1) Where did the writer and his brother go in the winter vacation?

- 2) With whom did they go there?
- 3) What was the writer's mother doing in the orchard?

Write T for true and F for false statement

- 1) The writer is fond of growing oranges.
- 2) Orange trees were filled with flowers.
- 3) Mother advised them not to pluck unripe oranges because they could be sour.

Teacher asked students to read the text silently and write the answers of those questions.

After that the teacher gave some creative writing exercise like; remember your own childhood activities, relate them with the writers and write a short paragraph by expressing what you used to do when you were a child? Where you used to go in the vacations and with whom? Also write what type of suggestions and advice your mother used to give you? And which fruit you liked the most at that time? After sometime the teacher checked their work, praised the students who completed the task with perfect sentence arrangement. Told the summary of the text again and left the class.

Throughout the observation of whole class on this day, I found that the teacher used predicting and guessing activities as well as he engaged his students in pre reading questions and also gave brief introduction of the topic in simple English language. After that the teacher involved his students in different text related task like: answering the text related questions, true false items, vocabulary learning activities. At last he gave similar type of critical thinking and creative writing exercise to his students. So according to these activities used by the teacher I found that the teacher used pre, while and post reading activities in a better way on this day.

Day 8(2073-11-24) teacher taught a short essay 'My Favorite Food'. The teacher wrote date, unit, page no and topic on the board. He gave brief introduction of the topic by

saying that they are going to read about the writers' favorite food in this lesson. The teacher started the lesson by reading the text sentence by sentence and described simply using Nepali language. While teaching the text the teacher asked the meaning of some difficult words to the students like; what is the meaning of Fond, unique, serve etc. After that teacher told the meanings orally like; *unique means unmatched or which have a rare quality*. After that the teacher asked some text related questions to the students like;

- What is the favorite food of writer?
- How many types of dumplings (MoMo) can we get?
- Which food comes under Nepali food?

He asked students to read the text silently and find the answers. Teacher listened their answers first and later he wrote the answers on the board and asked all students to copy in their exercise book.

He told the summary of the text in the Nepali language. After that the teacher asked one student to tell about the food he like most. After that the teacher gave a task to the students which were like this; *Write a short paragraph describing the best place you like? Where is it? And what you like and dislike about it?* Students were unable to complete their task in this period due to the lack of time so the teacher told them to complete the remaining task at home and bring it next day.

Through the whole class observation I found that the teacher started his teaching without engaging his students in pre-reading activities. While teaching the text teacher told the meaning of some difficult words orally and engaged his students in text related task. Finally teacher gave some text related exercise to do. So, on this day teacher engaged his students only in while and post reading activities.

Day 9 (2073-11-26), The teacher taught speaking skill. This was a speaking exercise done for practicing how to describe something to make it clear to someone. The teacher wrote the topic on the board and gave brief introduction by saying that; *this text is very helpful*

for us to develop our speaking skill as well as it helps us how to describe about certain place, people or object according to its size ,shape and complexion. After that teacher asked one student to stand up and tell about herself like; her name, age, her address, hobbies and about her family members.

After that the teacher engaged his students in role play activity. He asked two students to stand up and act as if one is Rohit and the next one as Aishwarya and read the dialogue given in their text book. Two students started to read the dialogue and other students were asked to listen the conversation carefully. While reading the text teacher helped students to pronounce the difficult words and also told the meaning of some words orally like this; complexion means the colour of the skin. The teacher helped students to pronounce the difficult words while they were reading the text. After students finished reading teacher gave one situation to the students for practice which was like this;

A: How do I / recognize/ somebody

B: describe age/ complexion/ height

Teacher asked two students to stand up and make a dialogue using those clues given above. Two boys stand up and told the dialogue in this way;

Ujjal: How can I recognize you brother Samir?

Samir: He is 15 years old. His complexion is fair and I guess he is 5 feet tall and have a curly hair. I think now you will recognize my brother very easily.

These time students make a dialogue using simple English language.

Teacher gave some more situations for practice like; Describe about your best friend (how he looks, his good and bad habits, his age, eyes, haircomplexion and height) and encouraged his students to speak individually as well as in pair and group.

Teacher told the summary of the text and asked them to read the dialogue for sometime and write the main theme of the text in short. Finally he gave homework to write a similar

type of dialogue between two friends describing their school; how it looks on the basis of size, location, its special features and the environment and went.

Here in pre-reading phase teacher started the lesson by introducing the topic in simple English language. Then he asked one student to tell some sentences about her. After that in while- reading phase the teacher engaged students in role play activity, he taught some difficult vocabularies, he gave some text related task and involved students in skimming activities, then the teacher told the summary of the text. At last teacher gave some text related situations to practice describing the things, places and people. In this way teacher engaged his students in pre, while and post reading activities on this day.

Teacher taught a reading text titled 'Universal Etiquette' for two days from Day 10 and 11 (2073-11-27 to 28) Teacher asked some questions from previous lesson like; what did you read yesterday? What were Rohit and Aishwarya talking about? After that the teacher asked students to show their homework and checked it. Then he started his teaching by writing the topic on the board. He described the topic in simple language by saying that universal etiquette refers to common or good behavior of a human being.

The teacher asked one student to read the 1st paragraph of the text loudly and asked other students to listen her carefully and asked them to underline the difficult words from the text. He asked next student to read the remaining part of the text. After student finished reading, teacher listed some difficult words on the board and wrote the meaning of those words like;

- Etiquette: behavior/act
- Performance: action/a deed
- Habit: practice/ style, norm
- Sufferings: experiencing problems or pain

After that teacher asked all students to read the meaning of these words for 5 minutes. Then he started to read the text sentence by sentence and described in the Nepali language about the good and bad habits of students, about the major problems they are

facing in their studies and he also described about the solutions how those problems can be solves. After that teacher asked his students to read the text silently for 5 minute and he gave following task to them;

Write ‘G’ for good habit and ‘B’ for bad habit

- Asking parents to make you bed and arrange you dress.....
- Cleaning belongings and appliances after use.....
- Eating how much we feel and wasting the rest....
- Making excuses for your fault.....

Teacher checked their task and appreciates their work. He asked them to relate the text with their real life and express their daily habits, about the problems they are facing in their study and write a short paragraph. He told the summary of the text at last and gave exercise no. b (choose the correct answers from the alternatives) as homework and left.

By reviewing the classroom observation of this day, I found that, at first teacher asked some questions from previous lesson to motivate the students. After that he described the topic using simple English language but didn't engage his students in pre-reading activities. In while reading phase teacher engaged the students in loud reading, he taught the meaning of some difficult words and also engaged the students in other text related task, students were also engaged in skimming activities to find out the correct answers. Finally teacher asked students to discuss with their friends and relate their daily habits with the writers and write a short paragraph. So from the observation of this whole class I found that the teacher engaged his student's mostly in while and post reading activities.

Day12(2073-11-30) He taught grammar 'Connectives to his students. First he explained the word connectives like this; *the word connective is used to connect word to each other. Here, connect means join. They are although, because, because of, in spite of, since, so that, in order to, despite.*

Teacher taught some examples by saying that we can use connectives to join two sentences or words like this;

1. Angrita went to university. She wanted to get admission.

- Angrita went to university because she wants to get admission.
- Angrita went to university in order to get admission.

2. Penguins have wings, they can't fly.

- Although penguins have wings, they can't fly.

After teaching these examples teacher asked students to read the examples silently for some time. After that teacher gave some task for students which was like this;

Choose the correct connectives (in order to, so that, so) and complete the following sentences.

1. She was ill mannered.....she did not correct herself.

2. get respect, we need to respect others first.

3. Gopal went to school..... He could study there.

After some time he checked the copies of the students, some students were able to write the correct answers and some were not.

Teacher again described the text in the Nepali language and asked the students to re-write the answers again. He again gave some critical thinking and creative writing exercise to them like this;

Select correct connectives and join the following sentences

1. Gopal went school, he studied there.

2. Rajababu is asking for help. He is feeling dizzy.

Teacher checked their work and gave similar type of homework and left.

Throughout the whole classroom observation, I found that teacher directly engaged his students in while reading activities like silent reading and engaging them in text related task. After that he gave some post-reading task to his students at last. From the analysis of these activities I found that the teacher mostly engaged his students in while and post reading activities he didn't focused in pre-reading activities on this day.

Day 13 (2073-12-01) he taught a lesson 'A Specimen of Movie Review On 'Jhola'. Teacher wrote the topic on the board and asked students to guess what the topic is about. He asked some pre reading questions like;

- Do you like watching movies?
- Which type of movies you like most?(action, love, comedy, horror etc)
- Do you like reading fictions?

Teacher read the text loudly explained the review of the movie Jhola simply in the Nepali language. He told about the characters and their roles mentioned in the movie. He also told about the suffering of the heroine Garima after her husband's death and her courage to end the sati tradition with the help of her son and some other members presented in the movie. After explaining the text he told the summary of the text in short. After that he asked some text related questions like;

- Who is Garima?
- What is the best part of the movie?
- Which social evil is depicted in the movie Jhola?

Write 'T' for true and 'F' for false statement.

- This movie is mainly based on sati tradition of Nepali ancient society.

- The film presents the issues of violence against men.

He checked the work of each student after sometime and praised those students who did well in their task and encouraged other students to complete their task again by consulting with their friends. He asked students to discuss with their friends and express their personal view on the best part of the movie. Teacher listened them and told the summary again in the Nepali language and left.

On this day teacher started the lesson by asking some pre-reading questions to his students. In while-reading phase he engaged his students in silent reading, gave some text related task to his students and told the summary of the text at last. But he didn't teach any new vocabularies from the text. Finally, in post-reading phase he engaged his students in discussion activities and he asked them to express their view on the text they read.

Day 14 and 15 (2073-12-02 to 03) of my observation the teacher taught a reading text 'Pradeep my best friend'. He asked students to look page no. 152; and started to read the text line by line.

Teacher started to read the text line by line in the English language and explain it in the Nepali language. He sometimes told the meaning of difficult words orally and again started to read the text. After he finished the text, he asked one student to read the text loudly. The teacher asked some text related questions like;

- What are the best qualities of Pradeep that impress the writer?
- How does he speak with elders?
- What is his weakness?
- What does Pradeep suggest the writer?

Students were able to answer some questions and they felt difficulties in some questions so the teacher asked them to read the text silently and find the correct answers. After

sometime he asked the answers with students, listened their answers and teacher himself wrote the answers on the board and asked them to copy in their exercise book.

Teacher individually asked some students to tell about their best friend, his/her good and bad habits and what they like about them the most? He listened their speech and told the summary of the text, he gave homework to write about their best friend on the basis of their good and bad habits and left the class.

On this day teacher didn't do any pre-reading activities. In while reading phase he engaged his students in loud and silent reading and he also provided some text related task but didn't teach any vocabularies from the text. After that teacher engaged his student's in individual work in post-reading phase. On this day also teacher used the Nepali language to describe the text to his students.

By analyzing the whole 15 days classroom observation, I found that the teacher focused less in pre-reading activities in comparison to other activities. He rarely asked pre-reading questions and sometimes engaged his students in guessing and predicting activities in pre-reading phase, he didn't teach any pre-reading vocabularies during my observation period but sometimes he engaged his students in brainstorming task and the way of explaining the topic was found good. Similarly, I found that the teacher mostly focused in while reading activities. In while -reading phase he engaged his students mostly in loud and silent reading, skimming and skimming the text and role play activities were also used sometimes. He also focused in text related task and in vocabularies teaching but while teaching vocabularies he only focused on the meaning and most of the time he told the meaning orally rather than writing on the board. While explaining the text he mostly used the Nepali language. He rarely engaged his students in pair and group work. Finally I found that the way of summarizing the text was good. In post reading phase I found teacher sometime engaged his students in critical thinking and creative writing exercises as well as in discussion activities but he mostly practiced text based exercise to his students in this phase.

Because of the lack of libraries and electronic devices in the schoolcourse book was only the material used to teach the students.

Pre,Whileand Post reading activities used by ‘Teacher2’

Out of 15 observed classes he taught ‘Congratulation Letter’ on the first day (2073-11-22)of my observation. He wrote the topic on the board and asked students to read the topic and guess about the text they are going to read. Then the teacher assigned students to read the text silently and find out some difficult word from the text. After that teacher noted the words on the board and wrote the meanings of those words and asked students to read for sometimes.

- Congratulating: to express pleasure or joy on the success of our near ones
- Deserving: honorable or admirable
- After that teacher asked some questions like;

When do we congratulate people?

Have you ever written such type of letter to anyone?

Teacher read the letter loudly and asked students to listen him. He described the text in simple English language. While teaching the text he told the meaning of some words like this:

- Proud: feeling happy
- Achievement: successful. performance

After that the teacher asked some text related questions which were like this:

Who wrote this letter and to whom?

Why Nhyima congratulated Oscar?

Teacher asked students to read the text for sometimes and find the answers. After listening the students’ teacher told the answer himself. Then the teacher wrote a sample

of a congratulation letter on the board and told the rules for writing it. After that the teacher gave a task to write similar type of letter to their friend Amrit who won a drawing competition and requested them to follow the rules that he taught before. He checked the classwork of the students and found some mistakes in sentence arrangements.

Teacher again told the rules of writing the letter and also taught students how to arrange the sentences correctly for perfect writing. After reminding the rules he gave some situations for critical thinking and creative writing like;

- Get a job/ I'd like to congratulate
- Stand first in the final examination/ accept my heartiest congratulations.

In pre-reading phase teacher engaged his students in predicting and guessing activities and asked some pre-reading questions to his students. Along with this the teacher taught some vocabularies from the text. In while-reading phase teacher engaged his students in loud and silent reading, skimming activities as well as comprehension questions were also asked to the students. Teacher taught difficult vocabularies from the text. At post-reading phase teacher gave critical thinking and creative writing task on this day.

Day 2 and 3 and 4 (2073-11-23 to 26) The teacher taught new a topic 'Permission Granted.' It was a conversation between mother and twin sons. The teacher taught reading skill through this conversation. He started his class by asking some questions from previous lesson. After that the teacher wrote the topic on the board and gave brief introduction in simple English language by saying that in today's class they are going to read a conversation between mother and twin sons. Teacher told the meaning of some difficult words like;

Permission: the act of permitting someone to do something

Grant: give

After that the teacher asked some questions to the students like;

- What does permission mean?

- Before going outside with your friends do you ask with your parents or you go without their permission?
- What do you think asking permission is good or bad?

He told that the purpose of reading this lesson is to be familiar with the terms and situations of asking and granting permission.

The teacher engaged his students in role play activity and asked three students to stand up (1girl and 2boys) and asked them to act as if one is mother and two boys as sons and read the conversation loudly. He requested other students to listen them carefully and underline the difficult word on the book while reading. Teacher sometimes helped students to pronounce the difficult words while they were reading a conversation. After students finished reading he asked the students to tell the difficult words they underlined in their book and teacher listed those words on the board and wrote the meanings like this;

- Grant: give
- Sparkle: shine/ glitter
- Practice: repetition of a skill to improve something

After that teacher read the words with correct spelling and pronunciation and asked students to follow him. The teacher told the summary of the text and asked some questions like this;

Write ‘T’ for true and ‘F’ for false sentences

- a) Saurb asked for permission with his mother.
- b) Mother didn’t allow her sons to go for practice.
- c) Saswot prefers reading his books rather than going for practicing a game.

Teacher asked some students to stand up tell the answer of these questions. After listening the students he told the answers himself and asked them to check their answers and also encouraged them to correct their errors.

Teacher gave some critical thinking exercise to the students and asked them to discuss with their friends and present their ideas in the class. The task given to them was like this; *discuss with your friends and collect as many points as possible on the importance of sports in human life and present your ideas in the class.* Students discussed with their friends and presented their ideas in turn. After listening the students the teacher appreciated their views and thanked them for their active participation in group discussion activity.

On this day, in pre-reading phase teacher taught new vocabularies from the text and he also engaged his students in pre-reading questions and told the purpose of reading this text to his students. In while-reading phase teacher used loud and silent reading activities, he engaged the students in role play activities, he taught difficult words from the text. Similarly, teacher engaged his students in answering comprehension questions along with this teacher used skimming activities to find the answers to the text related questions. Finally in post reading phase teacher used discussion activities and gave critical thinking and creative writing exercise to his students.

Day 5 (2073-11-27) The teacher taught ‘Apologizing and Responding to An Apology’ on Teacher described the topic in brief like this; *Apology means to make anexcuse for certain events.* Teacher gave some situations and asked two students to stand up and act in the given situation which was like this;

- You mistakenly pick up your friends pen thinking yours how will you apologize in this situation.

Stuednt1: excuse me!what are you doing? You are taking my pen.

Student2: Oh I’m really sorry about that.

Student1: It’s ok.

While doing this task some students were feeling confused so the teacher tries to make them clear by giving some more examples. Teacher wrote some situations on the board that demands an apology like this;

- Stepping on someone's foot
- Arriving late for school
- Damaging something accidentally

He also wrote some examples to respond an apology like;

- I'm sorry/ I'm extremely sorry
- Sorry about that
- I hope you can forgive me

After writing he described the written examples in simple language. To make the students clear the teacher wrote a conversation on the board as an example and asked the students to read in pair like this;

- Someone take your biscuits/ sorry/it's ok

A: Excuse me! You are taking my biscuits.

B: I'm extremely sorry. I didn't notice.

A: It's ok.

Teacher provide some more situations, he engaged his students in pair work and encouraged them to interact with their friends.

Teacher again told the rules and different situations on how to make excuse for certain mistakes and respond to them. He asked students to do some text related exercise given in the book. And at last, he thanked them for their excellent performance in the given task.

By the end of this classroom observation I found that, in pre-teaching phase the teacher introduced the topic in simple language. After that in while teaching phase teacher

engaged students in pair work and in loud reading activities along with this he gave some text related task to his students. Similarly in post teaching phase teacher gave some text related exercise from the course book.

Day 6 (2073-11-29) Teacher wrote the topic on the board 'Vacancy Announcement.' He described the topic in simple English language and taught some difficult vocabularies like;

Vacancy: empty space

Announcement: a formal public statement

The teacher asked some pre-reading questions like;

Have you seen any advertisement published in the newspaper?

The teacher divided the students into 5 groups and gave one-one newspaper to each group and asked them to read the given advertisement given in the newspaper as a sample. After students finished reading teacher told some rules for writing advertisement in simple and understandable language.

The teacher asked students to read the text given in their book for sometimes and underline the difficult words. He listed the words on the board like this;

Dynamic: positive and having full energy and new ideas

Passionate: having, showing strong feelings or beliefs

After writing the meanings he asked students to read those meanings loudly with correct spelling and pronunciation for some time. After that the teacher explained the text in simple language and asked some text related questions like;

- What is advertisement for?
- What is the minimum qualification for the post of secondary level teacher and post public relation officer?

- Who will be called for the interview?

Choose the answer and fill in the gaps

- The vacancy is for..... post.
a)3 b) 5 c) 4
- The application should reach.....
a) Later than 20th March b) within 20th March c) before 20th march

Students were unable to say the correct answers so the teacher asked them to read the text quickly and find the answers. After sometime teacher asked the answers again, after listening the students answer teacher himself told the answers in simple language.

After that the teacher gave a task for the students which was like this; Discuss with your friends in group and write a similar type of advertisement for the post of primary level English teacher by following the rules he taught before. After students finished writing teacher checked their task in group and provided some feedback regarding grammatical structures and sentence arrangement.

Through the whole classroom observation on this day, in pre-reading phase I found that the teacher taught some vocabularies and engaged students in pre reading questions. Similarly, in while- reading phase teacher used loud reading activities, he also taught some difficult words from the text, he engaged his students in group reading activities. I also found teacher engaging his students in skimming and scanning activities and gave some comprehension questions and filling the gaps activities. Likewise in post-reading phase teacher engaged his students in discussion activities and provided a text related task to his students.

Day 7 (2073-11-30)The teacher taught listening on this day. Before starting his class he checked whether the cassette is working or not he also checked the volume of the tape. After that the teacher gave a tiny bit of information about the topic to arouse

curiosity about the text by saying that, they are going to listen dialogue between parents and children who are discussing about rafting.

Do you know what rafting means? Is rafting dangerous? Can you go for rafting if you don't know how to swim? Before playing the cassette the teacher asked students to look the exercise given in the book and read quickly.

After that the teacher asked students to listen the tape attentively and played the cassette once for 10 minutes. After that he asked some questions like;

- How many people are talking?
- Who wanted to go for a rafting?
- What was the father watching?
- Is rafting dangerous?

Listen the audio and choose the best answer

1. According to Dogs are amazing creatures.

- a) Father b) son c) mother d) sister

2. wants to go for rafting.

- a) Son b) daughter c) father d) mother

3. Mother is allergic to

- a) Cats b) water c) dogs d) children

Once again he played the cassette and asked students to listen carefully and complete the task. While playing the cassette, the teacher roamed around the class to see whether the students are doing their task or not. Teacher engaged the students in pair correction techniques. He asked students to exchange their copies with their friends and check their task and point the errors. After students completing checking, teacher again played the tape for the last time and asked students to correct their errors pointed by their friends.

After that, the teacher asked students to read the text for 5 minutes and write the main idea of the text they just listened.

Here, the teacher used predicting and guessing activities in pre-teaching phase, he also asked some text related pre questions to his students. In while-teaching phase teacher engaged his students in comprehension question and engaged students in pair correction activities. Finally in post-teaching phase he engaged his students in summary writing activities.

Day 8 (2073-12-01)Teacher conducted a test on this day. He informed about the items and numbers of questions, he told about the available time to complete those questions and he also informed about the rules and regulations they should follow inside the classroom until they finish their task. He requested them to write slowly in clear handwriting.

Teacher distributed the questions for each student. After he finished distributing he asked all students to look at their question paper and teacher read the questions in simple language and suggested different rules for writing different questions likethis: *In Qn1. You should complete the questions (T and F fill in the blanks, matching items choosing the correct answers and answering the text related questions) by reading the text given to them.* As students seem to be busy in writing, the environment of the classroom was very peaceful. The teacher roamed around the class regularly to make the students comfortable while writing. He helped students to understand the questions which were confusing to them.

At last the teacher asked all students to check their copies whether they have forgotten to write any questions or not. He also reminded his students to check their name, class and roll no and asked them to write if they have forgotten. At last teacher collected their answer sheet thanked the students for involving in the task peacefully and went.

On this day teacher gave some important information and instructions to his students before engaging them in the task. After that teacher engaged his students in silent reading and asked them to complete the comprehension questions like; answering the questions, matching items, true and false items, choosing the correct answers from the alternatives and filling gapes activities. The teacher conducted this test to find out the reading comprehension ability of the learners.

Day 9 (2073-12-02) teacher taught a biography of Jhamak Kumari Ghimire. The teacher always tries to teach his students in different ways to make them active as well as to refresh them in the reading. So he took his students to the projector room to teach this topic. He started the lesson by showing the picture of Jhamak Ghimire and asked some questions like; Who is she? What is she doing? Why is she writing with her toes?

Students were very curious about the topic and they tried to answer the questions. He taught some vocabularies from the text like this;

Honor: respect

Award: prize

Cerebral palsy: a kind of disease similar to paralysis

Creativity: the ability or quality to create or invent something

After that teacher asked one student to stand up and read the text loudly and requested others to follow her. After that the teacher gave some text related questions.

Read the text and fill in the blanks

- Jhamak Ghimire was born in.....
- She was suffering from.....
- Is a best book written by her.

Write 'T' for true and 'F' for false sentence

- Jhamak Ghimire is a famous singer.
- Her parents supported her to write.
- She uses her toes to write.
- Jivan kada ke phool is an autobiography that won Madan Purasker

Students were confused to write the answers of some questions so he asked them to read the text silently and find the correct answers. Teacher checked their work after sometime pointed some mistakes and helped them to correct their mistakes by writing the answers himself. After that he told the summary of the text again at last.

On this day teacher used predicting and guessing activities, he engaged his students in some pre-reading questions and also taught some pre-reading vocabularies in pre-reading phase. In while-reading phase teacher engaged his students in loud and silent reading activities, taught difficult vocabularies, told the summary in simple language, engaged the students in scanning and skimming activities and gave different text related task to his students. Teacher didn't use any post-reading activities on this day.

Day 10(2073-12-3) Teacher taught grammar 'Relative Pronouns.' Teacher wrote the topic on the board and asked students, what pronoun means? What are the different types of pronouns? Firstly, he listen the students and then explained the word 'Pronoun' in simple language like this; *Pronouns are small words that take place of a noun. We can use a pronoun instead of a noun. Pronouns are words like; He, she, it, they, your, their, myself, our, ourselves.* After that teacher taught different types of pronouns in simple language like this;

1. Personal pronoun: Pronoun that stands for a person or a thing is called personal pronoun like; my mine, your, yours, he, she it, they.

Example;

1.This is my book.

2.They are dancing.

2. Interrogative Pronoun: It is specially used to ask questions

Example;

1. What is your name? 2. Who is present today?

3. Reflective pronoun; Pronouns like myself, yourself, herself, when used as the receiver of an action are called reflective pronouns.

Example;

1. I wrote this poem myself. 2. She did her homework herself.

4. Possessive pronoun: a pronoun that shows possession is called possessive pronoun.

Example; 1. This pen is mine

5. Relative pronoun; A relative pronoun relates a noun to a group of words that follow.

Example; 1. Where is the man who gave you this bag?

2. This is the year when they should start working.

6. Indefinite pronoun; Pronoun that stands for some noun or implied is called indefinite pronoun.

Example; All are happy.

7. Demonstrative pronoun: Pronoun used to point out the objects which it refers

Example; 1. This is a book. 2. That is a man

After writing teacher described the rules and examples in simple English language and asked students to copy those examples in their exercise book.

On this day in pre-reading phase teacher asked some pre-reading questions to his students. After that he explained the topic in clear way by providing some examples. He didn't engage his students in post-reading activities on this day.

Day 11(2073-12-04) Teacher started the lesson by asking some questions from previous lesson like;

- What is pronoun?
- What are the different types of pronouns we read yesterday?

After that the teacher wrote today's topic on the board 'Relative Pronouns' and asked students if they have any ideas about the topic. The teacher explained the word 'Relative pronouns' like this; *A relative pronoun is a type of pronoun that often introduces dependent or relative clause in sentence. They also can stand alone as the subject or object of a sentence. Relative pronouns can also be used to join two sentences. Relative pronouns are; Who, whom, which, when, where, whose, whoever, whomever etc.* After giving brief introduction of the topic he started the lesson by telling the rules. Teacher started the lesson by telling the rules how to use those pronouns and wrote some examples like this;

Rule1: When referring to a person use who, whom and whose

Example:

- To whom were you speaking?
- I don't know whose house is at the end of the street.

Rule2: When referring to a thing or place we use which, that, what

Example:

- The dog that I bought is brown.
- In which house do you live?
- What should I wear to my interview?

After writing the teacher described the rules and examples in simple language and asked students to copy the rules. He asked students to read the rules and example for five minutes and gave some text related questions like;

Read the following sentences and underline the relative clauses.

- He came from his hometown where I visited two years ago;
- The book on the table is very useful for me.
- Is there anything that I can do for you?

Teacher asked some students to stand up and tell the relative pronouns used in the sentence individually. Some students were feeling confusion, so the teacher again explained the rules and examples clearly. He again gave some more text related task to them.

Choose the correct relative pronoun

- People live in glass houses shouldn't throw stones at others.
(whose, who, whom)
- That is the building..... They shoot the film 'Hostel'. (whose, where, whom)
- The dress..... Ravi is wearing is very expensive; (who, which, what)

After sometime teacher checked their work, he found that most of the students were able to write correct answers so he expressed his happiness to them. Teacher again review the lesson in short, he told the definition of relative pronoun, told rules and some examples at last. Then he asked all students to discuss with their friends and write 5 sentences using relative pronoun.

After observing the whole classon this day, I found that the teacher motivated his students by asking some questions from previous lesson teacher introduced the topic in simple English language in pre-reading phase. In while reading phase teacher taught rules and examples and explained the lesson in clear way, after that teacher engaged his students in text related task. In post-reading phase teacher review the lesson again in short, he also engaged his student in discussion activities and gave some post reading task to do. So, by reviewing all this activities I found that the teacher was using pre, post and while reading activities while teaching his students.

Day 12 and 13 (2073-12-06 to 7)The teacher taught ‘Connectives’ for two days.

Hestarted the lesson by explaining the word connectives in simple language like this;

Connectives are those words which are used to connect or link words, phrases, sentences and clauses to each other.

Teacher started the lesson by writing some words on the board like this; *because, because of, since, although, in spite of, however, in order despite etc.* and asked students’ to read those words silently for brainstorming. After students finished reading teacher wrote some sentences using connectives to make the students clear about the use of connectives like this;

- Because of his happiness, the boy is smiling.
- Although he lives in Korea, he doesn’t speak Korean.

After that the teacher gave some task to the students which were like this;

Identify connectives used in each sentences

- In spite of its thirst, my cat doesn’t show interest in green milk.
- Our teacher is punctual, therefore he is always on time for school.
- He was well behaved, so he was praised by all.

Some students got confusion at that time the teacher again described what connectives means, why and how they can be used in the sentences in simple language. After that teacher asked those confused students to identify the words. Students were able to identify the correct words this time so teacher again gave next task to them.

Fill in the blanks with appropriate connectives given below

(Because of, so, therefore)

- He is unable..... he deserves help.
- We forget our homework..... The teacher warned us to submit by tomorrow.

- the heavy rain, I got stuck in the jam.

Teacher checked their work after sometime. He again explained connectives, its uses and how to use it properly in simple language. After that he asked students to discuss with their friends and write 5 sentences using connectives within 5 minutes.

On this day teacher used brainstorming activities in pre reading phase. In while reading phase teacher interpreted the text by giving different examples related to the text. He explained the text in simple language. Teacher engaged his students in skimming and silent reading activities to identify the correct answer as well as he gave some text related question to the students. Finally, in post – reading phase teacher review the text and engaged his students in discussion activities and gave some text related task.

Day 14 and 15 (2073-12-8 and 9) Teacher taught a poem. He wrote the topic on the board and asked students to read the topic. After that he warmed up the students by asking some short questions related to the topic like; what did you see in the picture? How many fish did you see there? What are the fish doing in your view? What can be the poem about? He tried to arouse curiosity by saying that; *this poem is about an innocent baby fish who died at last.*

Teacher started the lesson by writing some important information about the writers like; name, date of birth, address, and their literary works. After that the teacher asked one student to read the poem loudly and encouraged other students to listen carefully and underline some difficult words from the text. After students finished reading he asked them to say the difficult words they underlined in their book. After that teacher wrote the words on the board and also wrote the meanings of those words on the board like this and asked all students to read for 5 minute.

- Innocent: Having no knowledge of something
- Foolish: stupid
- Trout: fish

- Hungry: affected by hunger

The teacher read the poem line by line, he explained the poem in simple English language and told the summary. After that the teacher asked some text related questions to check their comprehension level.

- What does the baby fish want the mother to do?
- Why did the baby fish want to get the worm?

He asked students to read the poem silently and find the answers. After sometime he checked their work and found some mistakes, he wrote the answers on the board and asked them to copy the answers and correct their mistakes.

Through my observation on this day, in pre-reading phase I found teacher engaging his students in predicting and guessing activities, he engaged them in answering pre-reading questions and also tried to arouse curiosity about the text by giving short information of the text in interesting way. In while-reading phase teacher taught difficult vocabularies to the students, while teaching vocabularies he always focus in spelling, pronunciation and meaning of those words, he engage his students in loud and silent reading activities, teacher always give text related task to his students while teaching the text. But the teacher didn't use post reading activities on this day.

So by analyzing the whole 15 days classroom observation I found that the teacher used predicting and guessing activities, answering pre-reading questions, teaching difficult vocabularies, motivating students, telling the purpose of reading and introducing the topic was mostly used in pre-reading phase. Similarly, engaging students in loud and silent reading, using pair and group work, skimming and scanning activities, answering text related questions were more frequently used activities in while-reading phase. In post reading phase teacher mostly practiced text related task, engaged students in critical thinking and creative writing exercise as well as in discussion activities and the way of summarizing the task was found good.

4.2 Comparison of Teaching Activities Used by ‘Teacher1’ and ‘Teacher2’ Recorded in the Checklist

I observed 15 classes of two secondary level English teacher teaching in rural and urban area of Tanahun District. The activities used by each teacher while teaching reading skill is analyzed below. Here ‘teacher1’ refers to the teacher from rural area and ‘teacher2’ refers to the teacher from urban areas school.

a) Pre-reading activities

This initial stage of teaching reading activities is aimed to arouse interest in students, motivate them and prepare for the actual reading. I have mentioned 12 subsections including three categories like good, tolerable and poor in my checklist based upon the pre-reading activities used in teaching reading.

I have ticked in the subsection good where the teacher was able to practice the activities mentioned in the checklist. Similarly I have ticked the subsection tolerable while half of the students were encouraged. Likewise, I ticked in subsection poor while the students didn’t show interest in the given pre-reading activities.

Teacher1: During my observation class I found good in; predicting and guessing activity, telling the purpose of reading, discussing the topic, asking pre-reading questions where the teacher was able to practice those activities to his students. Similarly, managing classroom, motivation creating, doing text related task were found tolerable during my observation time. I ticked in subsection poor where the teacher was unable to do the listed task. I found poor in brainstorming task, stimulating curiosity, and vocabulary teaching was found poor.

Teacher2: The teacher used predicting and guessing activities, tried to arouse curiosity about the text, taught new vocabularies, engaged students in pre-reading questions was very good so I ticked good in those subsections where the teacher was able to do the listed task. Similarly, management of the class, telling the purpose of reading and

brainstorming activities were tolerable. I ticked poor in giving illustrations where the teacher didn't use these activities.

b) While-reading Activities

This stage of teaching reading is intended to help students understand the text from different perspective for actual reading such as; content language, author's intention, socio-cultural context, power ideology and soon. The major objective of this research was to find out how far the secondary level English teachers has performed from good, tolerable and poor in the selected skills.

Teacher1: Among 14 while reading activities I found good in loud and silent reading, asking comprehension questions, skimming and scanning activities in the class. Likewise, I found tolerable in identifying main information, asking text related questions, interpreting the text, teachers' style for replying students and explanation of the text was tolerable. Finally I found poor in determining the meanings of unfamiliar words, teaching about the indicators used in the text and student's performance was seen poor in the task given to them.

Teacher2: Through my observation, I found good in loud reading, skimming and skinning, telling the meaning of difficult words, asking text related questions, students' performance on the task and teachers' way to explain the text was good. Similarly I found tolerable in silent reading, Interpretation of the text by going outside it and replying the students was tolerable. Finally, the teacher didn't teach about indicators used in the text so I found poor in this activity.

c) Post-reading Activities

This final stage of teaching is intended to help the students to connect with their own ideas and experiences with what they have read.

Teacher1: I found good in reviewing the text and in discussion activities where the teacher performed his task in better way. Similarly, I found tolerable in asking text

related questions, performance of the students on the given task, interpreting the task by going outside the text when half of the students were engaged in while-reading activities. I found poor in organizing project work, role playing task, critical thinking and creative writing activities where the teacher didn't engage his students in following activities.

Teacher2: During my observation I found good in reviewing the text, expressing personal view, doing text based exercise. Likewise, I found tolerable in critical thinking and creative writing exercise. Finally I found poor in organizing project work where teacher didn't engage his students in that task.

CHAPTER- FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

In this chapter, I have presented the summary and conclusion of the study on the basis of presentation, analysis, interpretation of collected data and drawn findings. Likewise I have recommended some pedagogical implications for the practice level and also suggested some applications for the policy level and further research.

5.1 Summary of Findings

On the basis of analysis of data and interpretation of the results from the observation checklist and diary writing, I have drawn findings of my research. So under this sub section, summary of the findings is presented on the basis of my research objective.

5.1.1 Summary of findings regarding the comparison between the activities used by ‘teacher1’ and ‘teacher2’

The first objective of my research was to identify, describe and compare the different types of activities (Pre-reading, while- reading and Post reading activities) used by the secondary level teachers of ‘Rural’ and ‘Urban’ areas while teaching reading skill. From the diary writing and observation checklist it was found that both teachers use pre-reading, while-reading and post-reading activities while teaching reading skill. The summary of the findings regarding use of different activities while teaching reading skill at secondary level is presented below:

1. I found that, because of limited numbers of teachers in the school, the principal holding masters degree in business law (MBL) was teaching English subject in rural areas school who may have less knowledge about teaching strategies, activities and techniques in comparison to the teacher of urban area because the English teacher of

urban area have done masters in education (M.ED). So, we can say that the teachers' academic qualification can also cause gap in students' performance.

2. From the classroom observation I have found that, both teachers were using Pre, while and post reading activities while teaching reading skill but the teacher of rural area less focused in pre reading activities.
3. During my 15 days classroom observation I found that the teacher of rural area didn't engage his students in pre-reading vocabularies. He rarely used predicting and guessing activities but pre-reading questions were frequently asked to the students. Similarly, motivating the students, vocabulary teaching, predicting and guessing activities as well as pre-reading questions were more commonly used by the teacher of urban areas school in comparison to rural area.
4. It was found that while reading activities such as; loud reading, silent reading, comprehension questions, reading and choosing, fill in the blanks and multiple choice questions, vocabularies teaching activities and skimming and scanning activities were more frequently used by the both teachers. In the suspect of using skimming technique in teaching reading skill, this technique was use to find out the gist of the text and to identify the main idea of the text they read. In same way, scanning techniques was found being used to find out particular piece of information from the text.
5. It was found the students of rural areas were mostly relied on teacher's answers and dependent in rote learning. I found that most of the students were not creative and active in answering. Specially girls feel shy and hesitate to stand and speak in front of their teacher and friends. But the students of urban areas were found very creative and independent. They try to do their task themselves discussing with their friends and they actively participate in the task and do not feel shy to express their personal views on the topic.
6. As there was no facility of library and electronic devices like; computer and projector in the rural areas school the teacher engages his students only in classroom reading. It was also found that the teacher only have to depend on the course book and teach his

students without using other teaching materials. So, because of the lack of these materials, students as well as teachers are less exposed to the outside world and they are unaware about the current issues in education which plays great role in creating gap performance. But I found that the teachers of urban area engage his students in library reading and sometimes he use to teach through projector and computers through which students seems to be motivated and interested in their reading.

7. It was found that both teachers engaged their students in role play, group work and in pairwork activities to motivate them and to arouse interest towards their reading.
8. While teaching vocabularies, it was found that the teacher of rural school usually told the meanings of difficult words orally rather than writing on the board, teacher used the white board very rarely but I found that the urban areas teacher mostly use white board and always write the difficult words and meanings on the board and gave some time to read those meanings to his students. Similarly, while teaching new vocabularies I found that the rural areas teacher only focused on teaching meanings of those words but the urban areas teacher was focusing his teaching on correct spelling, pronunciation and meaning.
9. I found that the teacher teaching in rural area frequently translates the reading text into the Nepali language and students also feel very easy to answer the questions in the Nepali language. But I found that the teacher teaching in urban area seldom use the Nepali language to explain the most confusing words and sentences to make it clear to the students. Students also feel very easy to speak in the English language. So, I found that the because of the teachers style of teaching English subject there is gap in the performance.
10. Throughout the whole duration of classroom observation of both teachers, it was found that the teacher of urban area involved his students in weekly test to check their reading comprehension level, because of which students engage themselves in reading activities and develop their reading skill.
11. In post-reading activity it was found that teacher of rural area rarely engage his students in discussion activities as well as in creative writing exercise. But he

frequently engages them in text related exercise. Similarly, the teacher of urban area mostly engage his students in discussion and debate activities, engaged them in text related task and frequently give critical thinking and creative writing exercise to find out their reading comprehension level.

12. It was also found that, because of the less educated parents the students of rural areas do not feel much pressure to achieve the good grade from their parents in comparison to the parents of urban area. But the parents of urban areas give more pressure to their students to achieve good grade because of which, the students engage themselves in reading to achieve the good grade which helps them to develop their reading skill. So, the education of the parents also plays great role to create performance gap.

5.1.2 Summary of findings regarding the mostly practiced activities while teaching reading skill

My second objective of this study was to find out the mostly practiced reading activities by secondary level English teachers of rural and urban areas. On the basis of classroom observation I have summarized following findings;

1. I have found that answering pre-reading questions and topic discussion were mostly practiced by rural areas teachers but predicting and guessing activities and pre-reading vocabularies were not taught in this phase so, it would be better if he engage his students in those activities to develop their reading skill. But predicting and guessing, vocabulary teaching, answering pre-reading questions, topic discussion and brainstorming activities were mostly practiced by urban areas teachers in pre- reading stage. But it would also be better if he provide some model reading to his students in this phase.
2. Similarly in while-reading activities I have found students loud reading, silent reading, skimming and skinning activities, vocabularies teaching, explanation and discussion activities and doing text related tasks and summarizing text were mostly practiced by both teachers.

3. In post reading phase, I found that the teacher of rural area mostly practiced only text based exercise so it would be better if he provide some project work and engage his students in critical thinking and creative writing exercise to develop their reading habit. Similarly, teacher of urban area used critical thinking and creative writing exercise, discussion and debate activities, practicing text based exercise, group work and pair work were practiced most in post reading stage. It would be better if teacher engage his students in project works.

5.2 Conclusion

Conclusion is the final outcome or theme drawn after the successful conduction of this study. As my study was on 'Activities Used By Secondary Level Teachers While Teaching Reading Skill', it tried to find out the activities used by ELT teachers while teaching reading at secondary level. Activities in teaching are needed to achieve the teaching-learning purposes, because teaching will be successful if the teacher implements the appropriate activities in the class.

To conclude, as the title of this study reveals the nature of the study to be followed. So, the case study research design was adopted to find out the reading activities used by the secondary level teachers of Tanahun District. Two teachers from two different schools were selected by using purposive non-random sampling procedure in order to get sample of the study. After that 15 classes of each teacher were observed with the help of observation checklist and diary writing. The results of the whole study were drawn by analyzing and interpreting data systematically. The major findings was the teacher of rural area mostly focused in while-reading activities like; loud reading ,silent reading skimming and skinning activities, vocabularies teaching and comprehension questions were mostly used, post reading activities were found tolerable he only engaged his students in text related task in this phase and he focused less in pre-reading activities during my observation period. Because of the lack of libraries and electronic devices in the school text book was only the major teaching material used by the rural areas teacher.

It was also found that the teacher mostly translate the reading text in the Nepali language. Similarly, it was found that the teacher of urban area focused mostly in pre and while reading activities in comparison to post reading activities. In pre- reading activities he used predicting and guessing activities, topic discussion, vocabulary teaching, answering pre-reading questions and brainstorming task. Similarly in while reading phase he used loud and silent reading, skimming and skinning activities, role play, doing text related task, vocabulary teaching. And in post-reading phase he engaged his students in pair and group work, engaged students in critical thinking and creative writing exercise to motivate his students in reading.

5.3 Recommendations

Being based on the findings drawn from the analysis and interpretation of observation checklist and diary writing, I have summarized and concluded my research study. On the basis of these conclusion and summary I have recommended the major implications of the study into following three different sub-headings.

5.3.1 Policy Related

1. Because of unequal distribution of resources most of the rural schools are under-resourced so, government should make available of the resources and provide enough facilities to the schools that locate in rural area same as the urban schools.
2. Most of the teachers does not want posting in rural area so government should place the best educators in rural schools because they can help students to improve their performance.
3. Government should verify the educational degree of the teachers and ensure whether the teachers have sufficient knowledge or not to teach the subject that is allocated for them. If the teachers do not have required knowledge in the given subject they should

be given the opportunity to teach the same subject in which they are qualified and have more knowledge.

5.3.2 Practice Related

The major implications from the findings of this study in practical or day to day life are recommended under this practice related fields. The useful findings analyzed in this study are related to the practical field of teaching reading. So, for the effective and proper utilization of this study, textbook writer, language teacher, curriculum designers, materials procedures, trainers, supervisors, students and parents will be benefitted. Some major practical implications are;

1. Learners feel motivated, inspired and interested from the use of different reading activities, soto motivate the learners in reading teacher should use different new and interestingactivities to teach their students.
2. Effective use of reading activities helps to reduce the teachers work load in the school. Teacher doesn't need to waste their time in explaining the text for long time, choosing effective activities arouse interest in the learners so they engage themselves in autonomous learning process.
3. Reading activities creates varieties in the classroom. Use of group and pair work, role play activities, discussion and debate activities, critical thinking and creative writing exercise and project work helps students to take part in the learning task more actively. So, for the active participation of students in reading teacher should use these activities.
4. Teacher should be studious: they shouldfind new and effective ways and activities to teach reading skills and apply them in the classroom.

5. Loud reading, silent reading, skimming and scanning activities, vocabularies teaching and comprehension questions were most frequently used in the class, other activities of teaching reading should also be employed by the teachers.
6. Developing reading skill requires proper support from the responsible person like, Head Teacher, Resource Person, Parents, and Trainers. So, it is essential to provide the proper guidance and help teachers for the successful use of reading activities to his students.

5.3.3 Further Research Related

Findings drawn out from the analysis and interpretation of results of this study are also helpful to the persons those who want to conduct their research in the similar area or topic in coming days. I am hopeful that my research study will be a major base for the further researches. They will be benefited by the following matters.

1. This research study will be major secondary resource for their study.
2. It will also be helpful for the selection of other new areas and topics than this present topic.
3. This study is only limited to the activities of teaching reading by secondary level teachers. Furthermore, other levels, skills and aspects of language teaching can be investigated in the field of reading.
4. The sample of this research was only two secondary level English teachers thus, to make more effective study on the activities of teaching reading skill further study can be conducted in more teachers and more schools at different level.
5. This study is based on the case study research design, a qualitative research design. So, researcher will get strong support regarding methodology and interpretation procedure who wanted to carry out case study research.

However, I would not like to claim this study as complete and full-fledged research due to several limitations. Thus, I would like to draw the attention of the authority concerned

to take necessary steps for further studies on the present thesis entitled “The Activities Used by Secondary Level Teachers While Teaching Reading Skill”.

APPENDIX-I

OBSERVATION CHECKLIST

Dear Sir / Madam,

I am carrying out a research on **The Activities Used by Secondary Level Teachers While Teaching Reading Skill** under the guidance of **Dr. Anjana Bhattarai**, Professor of English Department, T.U. Kirtipur, Kathmandu. I hope you will co-operate and provide me the authentic information. The information you have provided will be very valuable to complete my study

Thank you for you kind co-operation.

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Observation Checklist

The following observation checklist is based upon the classroom activities used by the teachers while teaching reading skill.

The researcher will apply this checklist to collect data by observing classroom while teaching reading skill.

Name of the school:

Date:

Name of the teacher:

No. of std:

Type of the school: Public ()

Private ()

Level:

Teachers activities in reading skills	Good	Tolerable	Poor
1. Pre reading activities a) Managing Class b) Warm up c) Predicting and guessing the topic d) Recognizing the script of language e) Stimulating curiosity about the text f) Teaching new vocabularies from the text g) Giving a brief introduction of the text h) Telling the purpose of reading i) giving illustrations j) Discussing the topic k) Answering pre-reading questions l) Brainstorming about the content, plot or characters of the text			
2. While –reading Activities a) Students loud reading b) Silent reading c) Scanning and Skimming the text d) Identifying the main information from the text e) Recognizing indicators in discourse f) Interpreting text by going outside it g) Determine the meaning of unfamiliar words and concepts			

<ul style="list-style-type: none"> g) Asking text related questions h) Extracting salient points to summarize i) Performance of the students on the task given by the teacher j) Replying students k) Humor in the class l) Explanation m) Discussion 			
3. Post-reading Activities	Good	Tolerable	Poor
<ul style="list-style-type: none"> a) Reviewing the text b) Ways of expressing personal view c) Ways of asking questions d) Respond for students errors e) Praising to the good response f) Doing the exercise based on the text g) Critical thinking and creative writing exercise h) Discussion and debate activities i) Role play or improving scenes of the text j) Summarizing the text k) Organizing project work 			

APPENDIX II

Unit-10

Observation-1

Date 07-11-16

Class-9

Time: 45m

Unit-10

Period: 1st

School: Shree Amar Singh Secondary School (School 1)

Teaching item: Greeting cultures Around the world

- Teacher asked students to look at page no. 113 (Unit 10)
- Read the topic, gave short description about the topic
- Predicting and guessing activities were not used. Use of white board was poor. (didn't write a single word on the board)
- directly entered ~~on~~ the topic without asking pre-reading questions.
- Read the text line by line and translated the whole text in Nepali lg.
- Told the meaning of some difficult words from the text orally
- After he finished the text, he engaged some students in loud reading.
- Asked some text related questions
- Helped students to answer the questions correctly.
- ② - Asked students to express their personal view about the text.

- Date _____ No. _____
- Encourage students to say the main idea of the text individually
 - Gave some questions as homework
- How do Nepalese greet each other?
 - What do greetings reflect?
 - What are the different ways of greeting people in the USA, Canada, and Japan?

Observation-2

School 1 #

Teaching item: Greeting cultures

Date 013-11-17

Around the world (Exercise a and b)

Day - 2nd

Time: 45 min

Unit - 10

period: 4th

Class - 9

- Asked to take out their homework
- Teacher checked homework → used red pen, pointed mistakes regarding grammar and spelling.
- Suggested to improve their mistakes.
- Started the lesson by asking some questions like: a) What did we read yesterday?

b) What is the meaning of these words;

① Greeting - act of communication

② Culture - customs and social behaviour of a particular people or society.

③ Customs -

- Helped students to say correct meanings
- Then asked students to look at the exercise given in page no: 115 and asked them to choose the synonyms of some words.
- Asked questions individually
- Divided the students into groups and asked them to find the correct answers.
- Moved around the class to find out whether all the students are doing the task or not.

- Asked one student from each group to ~~say~~^{read} their answers loudly.
- Teacher point out the wrong answers and wrote the correct answer on the board and asked students to correct their mistakes.
- Encourage students to read silently for 20 minutes.
- Asked the questions ^(meaning) as whole class activity
- Gave homework From same page 115 (Fill in the blanks).

SATYAWATI SECONDARY SCHOOL (SCHOOL '2')

Unit: 13

Topic: Expressing Congratulations

Date: 07-12-22

Teaching item: Congratulation Letter

Observation: 1

Time: 45m

School: Shree Satyawati Secondary School Period: 7th 7th

Teacher name: Teacher₂

Sec: 'C'

- Wrote the topic on the board
- asked students to read the topic with correct pronunciation and also ^{asked to} guess what they are going to read in today's class.
- asked text related pre-reading questions like;
a) When do we congratulate people?
b) Did you ever write a congratulation letter to your friends, brother, sister etc.?
- ~~taught~~
- asked one student to read a letter given in the book loudly and requested other students to listen him carefully.
- Teacher asked students to underline the difficult words in their book.
- ~~taught some rules~~
- Read the text, described in simple lg.
- Note down the difficult words on the board
- Pronounced each words loudly and asked whole students to follow
- Write the meaning of those words on the board.

- asked all students to read those meanings for 10 minutes, ^{wrote a letter as an example to show the students. told rules how to write perfect letter.}
- Gave similar type of text as classwork like;
- * Your friend 'Amrit' won ~~the~~ drawing competition, write him a short letter by congratulating.
- Roamed around ~~the~~ class to see whether the students are doing their task or not.
- Checked students classwork, some students made some ^{minor} mistakes, teacher pointed mistakes and helped them individually.
- Teacher gave some situation ~~and~~ as like;
- * Your friend got the title 'Student of the Year' tell how you will write a message of congratulation:
- Students stand up in turn and expressed their view on this topic.
- Gave similar type of homework and lett.

Unit-14

Topic: Asking For permission

Date 07-12-23

Teaching item: Permission Granted

Observation: 2

Time: 45

School name: School 2

Period: 7th

Teacher's name: Teacher 2

Std no: 59

Sec: 8'

- asked students about previous days lesson like;

* What did you read in yesterday's class?

* Tell the meaning of these words

@ Congratulation:

Ⓐ deserving :

Ⓑ diligence :

Ⓒ achievement :

- asked to show their homework, Checked it

- Pointed errors and gave some suggestions to correct it.

- Wrote today's topic

- Asked students read the topic and guess about their today's lesson

- Encouraged students to interact in the class

- like this; please mira stand up and ask for permission ^{with} ~~to take~~ punam, ^{to take her} notebook

~~copy~~ for a day.?

- aroused curiosity

Example:

(Mira stood up and asked ~~her~~)

Date

No.

Mira: Punam ~~would you~~ I need your ^{Eng} notebook for a day, will you please give it to me?

Punam: Why do you need my notebook Mira?

Mira: I missed my class yesterday so I am unable to write the answers of some questions. I really feel difficult to do it.

Punam: Oh! that's the reason, but Tripti has taken my notebook yesterday.

Mira: ~~Yes~~ Can I take it from her then.

Punam: It's ok. Take ~~this~~ ^{it} but remember to return it after a day.

Mira: Sure. Thank you Punam.

Punam: You are welcome.

- asked students if they understood anything from Mira and Punam's conversation.
- Some students replied that, we should ask permission ~~to do any~~ before doing ^{or taking} anything with our family, ~~and~~ friends, brother, sister as well as with strangers.
- Gave short introduction of the topic
- asked students to look at the picture and asked some pre-reading questions

① How many people did you see ?

- 3. (one girl and two boys)

② What are they doing ?

- They are talking with each other, maybe the boys are asking permission with that girl ~~to~~ to do something.

- Teacher only discussed about the ^{topic} ~~lesson~~ in this ^{today's} class and asked students to read the full lesson at home ~~tomorrow~~ and come next day. and list out some difficult

- ~~left the class~~ words and try to find out the meaning of those words when they come next day.

- left the class

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