

**TECHNIQUES USED BY TRAINED AND UNTRAINED  
TEACHERS FOR TEACHING READING SKILL**

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

**Submitted by  
Hem Raj B.K.**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2015**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Hemraj B.K.** has prepared this thesis entitled on "**Techniques Used by Trained and Untrained Teachers for Teaching Reading Skill**" under my guidance and supervision.

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## DECLARATION

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

Date: .....

.....

**Hemraj B.K.**

# DEDICATION

**Dedicated**

**to**

My parents **Mr. Tek Bahadur Bishwokarma** and **Mrs. Durga Maya Bishwokarma**  
who devoted their life and money for my study.

## ABSTRACT

This thesis entitled "**Techniques Used by Trained and Untrained Teachers for Teaching Reading Skill**" was carried out to find out techniques used by teachers at higher secondary level in teaching reading skill. The main objectives of this study were to find out the techniques used by trained and untrained teachers in teaching reading skill, and to compare those techniques. To fulfil the set of objectives of this study, primary source of data was used. To get data, the researcher used observation checklist as tool. The researcher used purposive sampling to select sample population. The researcher selected two trained and two untrained English teachers and observed ten classes of each teacher at higher secondary level while they taught reading skill. After analysing the data it was found that most of the time trained teachers used more student-centered techniques than teachers centered one. For example; predicting the content through title, discussing the topic in pre-reading stage; making lists or notes of information, asking comprehensive questions, conversation across time in while-reading stage and summarizing the texts, creative writing exercises in post-reading stage.

This thesis consists of five chapters; the first chapter is introductory part. It also includes 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. The second chapter deals with the review of theoretical literature, review of empirical literature, implications of the review of literature and theoretical and conceptual framework. Similarly, the third chapter deals with methods and procedures of the study. It consists of design and method of study, population, sample and sampling strategies, study area, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. After that, fourth chapter deals with analysis and interpretation of results. It consists of analysis of data, interpretation of results and discussion of findings and the last chapter deals with the conclusions and recommendations. It contains summary, conclusions and recommendations at policy level, practice level and further research followed by references and appendices.

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**Hem Raj B.K.**

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## ACRONYMS/ABBREVIATIONS

NELTA	Nepal English Language Teacher's Association
LAN	Nepal English Teacher's Association of Nepal
NCED	National Centre for Educational Development
ELT	English Language Teaching
PPTTCS	Private Primary Teacher Training Centres
I. Ed.	Inter in Education
B. Ed.	Bachelor in Education
M. Ed.	Master's in Education
TT	Trained Teacher
UTT	Untrained Teacher
T.U.	Tribhuvan University
Prof.	Professor
Dr.	Doctor
P.	Page
PP.	Pages
i.e.	that is
CUP	Cambridge University Press
e.g.	Example
S.N.	Serial Number