

# **CHAPTER-ONE**

## **INTRODUCTION**

This study entitled on 'Techniques Used by Trained and Untrained Teachers for Teaching Reading Skill' consists of background of the study, statement of the problems, 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**

Language is a set of words that helps to fulfil human beings' demand. Wardhough (1986,p.1) defines, "A language is what the members of a particular society speaks. It is communal possession, although admittedly an abstract one." Similarly Cook (2008,p.1) writes, "Language is at the center of human life, we use it to express our love or our hatred, to achieve our goal and further our careers, to gain artistic satisfaction or simple pleasure or to blaspheme."

From those definitions language is the social property. People use this to express their emotions and feelings.

No language is superior or inferior in terms of communicating ideas, emotions, and thoughts. However, some languages play a dominant role in the society. Among the various languages English is one. It is called an international language.

Lots of books are written in English in the world. It is a vehicle that is used globally to lead more opportunities. So, it has become a lingua-franca in the world. In the context of Nepalese education system, it has played a significant role. It is taught as a compulsory subject from primary to graduate level.

Teaching of a language means the successful teaching of the four language skills: i.e. listening, speaking, reading, and writing. Reading is one of the important receptive and active skill among the four language skills. Reading is a process of looking,

understanding and gaining knowledge from the written texts. It means extracting the required information as efficiently as possible.

Reading involves guessing, predicting, checking and asking oneself questions. There are different approaches, methods, and techniques for teaching reading. There should be trained teachers to teach. Teachers have main role in social and cultural changes. A teacher should have the role of a guide, a facilitator, a manager and also the parents.

Teachers are trained and untrained. It is supposed that trained teachers have the knowledge of what to teach (content) as well as how to teach (method) whereas untrained teachers have the knowledge of what to teach only.

The use of English Education in Nepal is associated with the rise of Prime Minister Janga Bahadur Rana after his visit of England. He established Durbar High School in 1910 B.S. After that crossing different obstacles now English is compulsory subject from grade one to bachelor level. Various non-governmental organizations in Nepal are helping to develop English language i.e. Nepal English Language Teacher's Association (NELTA), Nepal English Teacher's Association of Nepal (LAN) etc. Government has organized different teacher training programmes to develop the English language.

Various campuses are running different training programmes as pre-service and in-service teacher trainings. Various teachers training centres under National Centre for Education Development (NCED) is conducting different pre-service and in-service teacher trainings for primary, lower secondary and secondary level English teachers.

## **1.2 Statement of the Problem**

Statement of the problems means the description of the problems. It is a description of problem that needs to be solved.

This thesis aimed to find out the techniques used by trained and untrained teachers, who are teaching at higher secondary level. At higher secondary level both trained and

untrained teachers have been teaching in Nepal. From this, students cannot get equal opportunities to learn. This is great problem in Nepal. Therefore, this study tried to explore this problem to make aware to policy making level to give training to all teachers.

#### **1.4 Objectives of the Study**

This study had the following objectives:

- ) To identify the techniques used by trained and untrained teachers in teaching reading skill at higher secondary level,
- ) To compare and contrast the techniques used by trained and untrained teachers, and
- ) To suggest some pedagogical implications on the basis of the findings of the study,

#### **1.3 Research Questions**

According to Institute of International Studies (2001.p.1) "Research question is the most critical part of research. It defines the proposal, it guides our arguments and inquiry, and it provokes the interests of the reviewer." From this definition this study had following research questions:

- ) What types of techniques are used in the classroom teaching by trained and untrained teachers' while teaching reading skill?
- ) Are there any differences in the classroom teaching by trained and untrained teachers?

#### **1.4 Significance of the Study**

This study is related to the teachers who have very important role in ELT, especially related to teaching of reading skill. Especially, it will be significant for school supervisors to observe, for the prospective researchers, language teachers, language

learners, textbook writers, curriculum designers, subject experts, language trainers and for others who are directly or indirectly related to the field of ELT.

This study is leading policy-makers to turn their attention to the role of teachers at higher level and the contributions made by pre-service and in-service training.

### **1.5 Delimitations of the Study**

This study had the following limitations:

- ) The research was limited to the reading skill only.
- ) The research was limited to the Laboratory Higher Secondary School, Kirtipur, Sahid Smarak College, Kirtipur, and Amar Jyoti English Boarding School, Kalankisthan from Kathmandu district.
- ) The research was limited to only four teachers (two trained and two untrained) who were teaching at grade eleven and twelve.
- ) The sample population was only four English teachers from three higher secondary schools.
- ) The researcher had observed ten classes of each teacher regarding the teaching of reading skill.

### **1.6 Operational Definitions of Key Terms**

**Trained Teachers:** The teachers who have academic background I Ed, B Ed, M Ed, MA+ one year B Ed, and ten or more than ten months training.

**Untrained Teachers:** The teachers who have Humanities academic background and have not one year B. Ed. or ten months training.

## **CHAPTER- TWO**

### **REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

#### **2.1 Review of Theoretical literature**

In this topic I reviewed the theoretical literatures. This topic includes English language, teachers training, trained and untrained teachers, teaching reading skills, reading and reading comprehension, objectives of teaching reading, techniques of teaching reading, and stages of teaching reading.

##### **2.1.1 English Language**

Language is a voluntary vocal system of communication. Crystal (1974, p.32) states, "language is called a system of human vocal communication". According to Sapir (1999, p.8), "language is purely human and non instinctive method of communicating ideas, emotions and desires by means of voluntary produced symbols". Similarly Richards et al. (1999,p.196) write "Language is the system of human communication which consists of structural arrangements of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances".

From the above mentioned definitions it is clear that language is a set, arrangements of sounds, symbols, which make communication purposeful. It is non-instinctive method in the sense that human beings have extra-one characteristic that is language which is voluntarily produced symbols as used in more or less uniform fashion by a number of people who are enabled to communicate with one another. It changes in course of time and also differs from non-human communication.

##### **2.1.2 Teachers Training**

Teacher training refers to the training given to the teachers for their professional development by trainer or experts. According to Wallace (1991,p.62),

Training is a process of learning that develops moral, cultural, social, intellectual aspects of the whole person as an individual and a member of society. Training

helps to encourage an active style of teaching with teachers participating as fully as possible when a new technique is introduced or it is demonstrated, so the teacher can see how it works.

Similarly, Farrel & Richards (2005,p.41) write:

Training involves understanding basic concepts and principles as pre-requisite for applying them to teach and ability to demonstrate principles and practices in the classroom. So, training is a process which consists of theoretical and practical aspect that helps somebody to do something purposefully.

In the context of Nepal teacher training was started with the establishment of 'Adhar School' in 2011 B.S. Similarly, the 'Education Act 2028' made training compulsory for each and every teacher. Different project conducted various types of teacher training. According to 'National Educational Commission (2049 as cited in Sharma, 2066,p. 647)Teacher professional trainings are categorized into two parts:

- a. Long duration training given by Tribhuwan University.
- b. Short duration training given by different training centers under the Ministry of Education.

According to the suggestion of National Education commission (2049) the central organization for teacher professional development NCED (National Centre for Educational Development) was established in 2051 B.S. Under NCED 34 training centers in Nepal are conducting different (Teacher Professional Development) TPD training. NCED is conducting following two types of training:

1. Teacher Training Program
2. Management Training Program

Under the teacher training program two types of trainings are conducted:

A. Primary teacher training: There are two types of programmes:

- a. Pre-service teacher training programme for those who are not directly involved in teaching, but aspire to be a teacher in near future.

This type of training is conducted by Private Primary Teacher Training Centers (PPTTCS), affiliated to NCED. This training is conducted into two semesters:

- i. First semesters 5 months.

- ii. Second semesters 5 months.

- b. In-service Primary Teacher Training Programme.

This is for those, who are involved in teaching, especially in the public schools. This is also divided into three packages:

-Basic Teacher-Training programme. First phase (330 Hours)

- Primary Teacher-Training, second phase (660 Hours): this package is delivered through distance mode by Distance Education/ Open Learning Division.

-Primary Teacher-Training (330 Hours)

B. Lower Secondary and Secondary Teacher Training Programme (10 months): This training programme is also in-service teachers of public school (lower secondary and secondary level). This is also divided into following three phases:

- i. In-service lower secondary and secondary Teacher Training.

Mode I (330 Hours)

- ii. In- service lower- secondary Teacher Training. Mode II (660 Hours) through Distance mode.

- iii. In-service lower secondary and secondary Teacher Training. Mode III (330 Hours).

(NCED 2013)

From the whole discussion, trained teachers can be degree holders, who are from University Education background like I. Ed., B.Ed., M.Ed. In the same way the teachers who are from other academic background not education background but have the short term training like 10 months from Ministry of Education or from PPTTCS can be trained teachers.

### **2.1.3 Trained and Untrained Teachers**

Trained teachers suppose to use different students centered techniques in classroom teaching. It is supposed that they can use different materials and make classroom teaching fun. On the other hand, untrained teachers are said to lack of knowledge of teaching principles, approaches, methods, and techniques. From this, the classroom teaching will be boring and learning does not become long lasting.

According to Department of Education

Trained teachers are those who have specialized in teaching. They do have ten month training, I.Ed., B.Ed., and M.Ed. These teachers have special training in teaching. These are trained on how to deal with the psychology of the students and make their teaching effective. These are conscious on various maxims, techniques, etc. All the campuses under the Department of English Education are producing lots of trained English teachers

According to the Department of Education

Untrained teachers are those who have not specialized in teaching. They do not have any training in teaching, students' psychology, they are not conscious of



various maxims, techniques. Untrained teachers do not mean they have no knowledge on subject matter; they are more competent than untrained teachers in the field of literature but do not know how to go effectively. They do not belong to Education faculty.

(as cited In Baduwal 2012.p.5)

By analysing those trained and untrained teachers' definitions, I observed what types of differences were there in the trained and untrained teachers' classroom activities. Finally, this study compared the teaching strategies between trained and untrained teachers.

#### **2.1.4 Teaching Reading Skill**

Reading is one of the active and receptive skill among the four language skills. Reading is the process of extracting information from the written texts. It is the understanding and making sense of given texts. Khaniya (2013,p.195) writes, "Reading is the understanding of a text. Here, understanding a text means comprehending the text in a usual way; reading is handled as reading comprehension." Similarly Richards et al. (1999.p.130) write, "Reading means perceiving a written text in order to understand its content."

Therefore, it is a process of receiving information and increasing one's professional knowledge from the graphic symbols.

Teaching reading is an important aspect of teaching and learning a foreign language. It is the total understanding of a language in a text. Reading helps a man to grasp the message the writer tries to impart. Reading is entirely necessary for increasing one's own professional knowledge and keeping oneself updated with things happening around him/her. So, reading is very important on daily life.

At the end reading is entirely necessary for the increasing language development. Therefore, this study was based on the techniques in teaching reading skill and reading comprehension. It was based on the teaching strategies for reading skill.

### **2.1.5 Reading and Reading Comprehension**

Generally reading is taken as a cover term and reading comprehension is its part. So, we can call reading and reading comprehension have the whole-part relationship. Simply, reading means vocalization of the printed symbol which may or may not include understanding of information contained in the texts.

Grant (1986 as cited in Roka 2011,p.4) states:

There are various reading materials in your daily life which can be read only for pleasure as well and in classroom also we should include newspaper articles, brochures, advertisements, extract from the short stories or novels and so on besides the textbook.

So, reading can be taken for only pleasure and to improve pronunciation of the reader as well where the negligence of understanding the text can also be possible.

On the other hand, 'reading comprehension' is the total understanding of a text. It is the process of deriving meaning, knowledge from the text. Grant (1988 as cited in Roka 2011, p.5) states, "Reading comprehension is not unitary skill, it is a complex multi-skill process." Therefore comprehension process is an active process not passive.

To sum up, reading is the cover term. It is for pleasure or to extract some meanings from the connected text. But reading comprehension is only for extracting meanings or gaining knowledge.

This thesis focused on reading comprehension. It tried to find out the teachers teaching strategies at higher secondary level for developing reading comprehension.

## 2.1.6 Objectives of Teaching Reading

Teaching reading has certain objectives. The main objective is to enable students to extract the information from the text. Thus, we teach reading to help students to get pleasure and to find out some information from the text.

The Secondary level English Curriculum (2064,p.23) has outlined the following specific objectives:

- read short texts intensively for general understanding.
- read longer texts extensively for general understanding.
- show understanding of an underlying theme and idea of texts.
- show understanding of an argument.
- retrieve specific information from texts to synthesize and analyze by means of a variety of reading techniques, e.g. skimming and scanning.
- identify the structure and organization of paragraphs and longer texts through developing an awareness of cohesion devices (thus, that's why, in this way etc.).
- anticipate the likely continuation of the interrupted text.
- appreciate literary text of an appropriate level.
- deduce the meaning of unfamiliar lexical items by means of contextual, syntactic and semantic clues.
- use an authentic English dictionary in diagrammatic forms (pie charts, graph chart, bar/column chart, table, etc).

Finally, this study was not specific on individual objective. It was based on techniques to achieve those objectives based on reading skill.

### 2.1.7 Techniques of Teaching Reading

Techniques are specific classroom activities based on a selected method, which are in harmony with an approach. We can use various types of techniques in teaching reading skill. The techniques are determined by the nature and type of the texts as well as level of the learners. Anthony (1963 as cited in Richards and Rodgers 2002,p.15) writes, "A technique is implementation which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective". Similarly Grellet (1981,p.47) states, "There is no one type of reading but several according to ones' reasons for reading." On the basis of types and purpose of reading we can use various types of techniques. Harmer (2007,p.283) writes:

To get maximum benefit from their reading students need to be involved in both extensive and intensive reading. Whereas with the former, a teacher encourages students to choose for themselves what they read and to do so for pleasure and general language important, the latter is often (but not exclusively) teacher-chosen and directed.

Different scholars have suggested different techniques for teaching reading. Grellet (1981,pp.14-19) mentions three techniques for teaching reading :

- a. **Sensitizing:** Sensitizing is making something sensitive. To develop reading skill, teacher should not tell meaning of difficult words. Students themselves search meaning of difficult words. So students can develop their reading skill. Grellet (1981.p.14) states:

It is better not to explain the difficult words to the learners beforehand. Students should be encouraged to make a guess at the meaning of the words they do not know rather than looking them up in a dictionary.

This statement emphasizes that teachers should encourage guessing meaning and at last should ask them to look in a dictionary.

- b. **Improving reading speed:** According to Grellet (1981.p.16), "the most common way of increasing reading speed is to give students passages to read and to ask them to look time themselves." This statement highlights the fact that to improve reading skill teachers should engage to students in reading texts and should ask questions time and again.
- c. **From skimming to scanning:** Grellet (1981.p.19) states, "When skimming, we go through the reading material quickly in order to get the gist of it, to know how it is organized or to get an idea of the tone or the intention of the writer." In the case of scanning, Grellet (1981.p.19) states, "We only try to locate specific information and often we do not even follow the linearity of the passage to do so." He also states "'skimming' section are training and preliminary exercises." In case of scanning, he writes, the students are asked to solve a specific problem as quickly as possible- which is only possible by means of scanning.

From the whole discussion we can conclude that skimming is the preliminary studies. Students should read whole texts in detail, after skimming students can practice on scanning.

While teaching reading we can use teacher-centered and learner-centered techniques. Some general techniques are briefly described below:

- a. **Previewing:** It means reviewing titles, section headings, and photo captions to get a sense of the structures and content of a reading.
- b. **Predicting:** Predicting refers to use knowledge of the subject matter to make comprehension, use knowledge of the text type and purposes to make predictions about discourse, structures; use knowledge about the author to make predictions about writing style, vocabulary and content

- c. **Skimming and scanning:** It means using a quick survey of the text to get the main ideas, identify text structures, conform, or question predictions.
- d. **Paraphrasing:** It denotes stopping at the end of a section to check comprehension by restating the information and ideas in the text.
- e. **Model reading:** In this technique teacher reads the text and asks the students to follow him/her. This technique is commonly used to teach pronunciation to the beginners.
- f. **Student reading:** Students are asked to read the texts themselves in this technique. The teacher facilitates the students for reading and reinforces them for reading.
- g. **Strip story:** The whole texts are cut into several strips and numbers of sentences should be equal to the number of students. Strips are distributed to all the students randomly. Then, the teacher asks the students to memorize the sentences and collects the strips from the students. Then, students are asked to reconstruct or combine the sentences to form a whole text. At the time, teacher facilitates whenever necessary.

Finally, apart from these above mentioned techniques, we can also use various types of communicative techniques while teaching reading skill in the classroom. These include, group work, pair work, role play, simulation, drill, discovery technique, dramatization, and so forth. However, the selection and use of these techniques are determined by the nature of the texts, purposes of reading and the level of the students.

So, this thesis not focused on specific techniques. This was based on the techniques used by higher secondary level teachers in pre-reading, while-reading, and post-reading stages.

### 2.1.8 Stages of Teaching Reading

Teaching reading is a systematic process. It should be carefully designed. Thus, reading skill can be taught through a sequence of activities. Generally it follows three stages pre-reading, while-reading, and post-reading. These three stages are mentioned below:

#### i. Pre-reading stage

It takes place before the students go through the actual reading materials. The activities which are assigned to the students before they go through the texts are called pre-reading activities. The main purposes are to arouse the interest of the learners to read the texts, and to motivate them. According to Sharma and Phyak (2006,p.242) in pre-reading stages of teaching reading the following strategies are followed:

- Guessing the topic and content through headlines, illustrations, pictures, etc.
- Presenting some new words which will appear in the text.
- Brainstorming about the text or characters of the text.
- Giving one or two 'guiding' or 'sign-post' questions (orally or on the board) for students to think about as they read.
- Telling the purpose of the reading text.
- Giving illustrations from different texts.

Techniques can be used in pre-reading stage are as follows:

- a. **Motivating Students:** Before starting the lesson or actual teaching item teacher tries to motivate students by asking some quiz questions, asking questions from previous lessons or doing other activities.
- b. **Predicting the Content through Titles or Pictures:** Teacher writes title on the board or show the pictures from the book and asks to predict the content to the students. The predicted topic should be the actual lesson for this day.

- c. **Discussing about the Topic:** Teacher shows the topic from the book and asks to discuss about the topic by forming some groups to the students. In this technique students predict about the topic, discuss each other and make a decision.
- d. **Conducting Small Debate:** In this technique teacher writes the topic on the board, divide the class into different groups, and asks debate each other about the topic. Students express their views, at the end teacher should make a decision following the debate.
- e. **Talking about Pictures:** Teacher shows some pictures from the book or drawing on the board. Students are asked to talk each other about the pictures. By his technique students will know something about topic, which they are going to study.
- f. **Listening Ideas or Information:** In this technique teacher listens students' ideas and information related to the topic. Students express their ideas and information what they know.
- g. **Talking about New Vocabulary or Structures:** In this technique teacher asks to students to read the text and try to find new and difficult vocabulary. After reading the text teacher explains meanings of some difficult words and talk about grammatical structures also.

## **ii) While-reading stage:**

In this stage students are asked to read the texts to find out the answer of the questions as well as to get the gist of the passage. Sharma and Phyak (2006,p.242) mention following activities in while-reading stage:

- Scanning the passage to locate some specific information.
- Skimming for general idea.
- Answering the questions asked to them.



- Completing the incomplete sentences.
- Completing the table, chart, map, etc.
- Labeling the pictures.
- Matching halves.
- Choosing the appropriate answer among the alternatives.
- Asking questions to each other.

Techniques can be used in while-reading stage are as follows:

- a. **Answer to the Questions:** In this technique students are asked to read the text and asked to write the answer of some questions. This technique helps whether the students understand the text or not.
- b. **Completing the Table, Charts, Sentences:** In this technique teacher gives some class work writing on the board. The task may be completing table, charts, and sentences. Teacher asks to students read the texts and asks to complete those tasks.
- c. **Making Lists or Notes of Information:** In this technique teacher asks to students to read the texts and asks to list out some points from the texts. This technique helps students to understand the texts and identifies whether they understand or not the texts.
- d. **Loud Reading:** This is a reading technique which can develop students' reading comprehension and improve pronunciation. In this technique students are asked to read the text and teacher observe whether they pronounce the words correctly or not.
- e. **Silent Reading:** In this technique students are asked to read the text silently and do some exercises. This technique is use to find out the students' comprehension about the texts.

- f. **Model Reading:** In this technique teacher reads the text and asks the students to follow him/her. This technique is commonly used to teach pronunciation to the beginners.
- g. **Asking Comprehension Questions:** This technique is used to know the students' comprehension towards the texts. Students are asked to read the text at first, then teacher will ask some comprehension questions related to the text.
- h. **Conversation across Time:** This technique is the conversation between teacher and students and between students. Teacher asks some questions at the time of teaching or reading texts. Teacher can know the students' comprehension by this technique and also the students' concentration to the text.

### iii) Post-reading stage:

It is called the evaluation stage. The students are encouraged to reconsider the hypothesis they made about the text in early stages. It is important for elaborating, clarifying, connecting, and contextualizing the text that students have read in the while-reading stage. Sharma and Phyak (2006,p.243) write following activities for post-reading stage:

- Discussing the new and interesting event in the text.
- Discussing and debating about the controversial topic in the text.
- Doing the language exercises based on the text.
- Summarizing the text, orally or in written form,
- Role-playing or improving the scenes of the text.
- Students carrying out a project work based on the text.

Techniques can be used in post-reading stage are as follows:

- a. **Previewing:** This is the overview of the class. Teacher gives overview of whole class which s/he has just taught. This technique helps students to know the summary of this class.

- b. Summarizing the Texts:** In this technique teacher summarizes the class and gives some basic or important points about the texts.
- c. Creative Writing Exercise:** In this technique teacher asks students to write the similar text or do the similar exercise by giving some hints.
- d. Parallel Note Taking:** In this technique teacher asks students to write note or to take note from the reading text.

Other techniques which can be used in teaching reading skill:

- a. Project Work:** In this technique teacher makes some groups to the class. S/he asks to read the texts and write the complete summary of the lesson. In the same way teacher asks to write similar texts by discussing in groups.
- b. Discussion:** In this technique teacher asks to students to read the text and discuss each other about the difficult vocabularies and theme of the lesson.
- c. Explanation:** In this technique teacher explains the reading text using mother tongue or through the same language. In this technique teacher is more active and oriented to make the lesson understood to the students.

Thus, reading can be taught using various activities. Reading is not independent skill. It is interrelated to other language skills. This study observed the techniques used by higher secondary level English teachers in pre, while, and post stages by observing the class of trained and untrained teachers and comparing those techniques.

## **2.2 Review of the Related Empirical Literature**

A number of research studies are carried out using above mentioned theories. Some of research studies related to 'Techniques Used by Trained and Untrained Teachers in Teaching Reading Skill' are as follows:

Full Bright Consultancy (Pvt.) Ltd. (2006) conducted a study on “Effectiveness of Primary Teacher Training in Nepal.” The objective of this study was to identify effectiveness of primary teacher training after three years. There were ten different

questionnaires, checklists, and interview guidelines used by the research team. The finding of this study was that training only solves the problem of lack of knowledge, skill and attitude. Therefore a trained teacher needs support from management to deliver quality service. The study recommended that teacher training should be integrated with total human resource management of teachers.

Jaisi (2008) carried out a study entitled "A Study on the Techniques of Teaching Reading in English at Primary Level." The main objectives of this study were to find out different techniques applied by the English teachers in teaching reading at primary level and to identify most commonly applied techniques in teaching reading at primary level. The researcher collected data from the teachers of primary level of public schools on Banke district. He selected the population by using non-random sampling. He used a set of open ended questionnaire and a class observation checklist to collect data. The main findings of this study indicated that drill, explanation, group work, pair work, and demonstration were used while teaching reading at primary level, and the drill was the mostly used technique while teaching reading. The research recommended that drill was preferable technique for teaching reading, language teachers should teach the text by creating interesting situation, and the readers should read authentic materials.

Bhattarai (2009) conducted a study entitled "Teaching English by Untrained Teachers." The main objectives of this study were to investigate how untrained teachers taught English at secondary schools and identify the general strategies employed by untrained teachers. This study followed survey study design. Researcher selected population using non-random sampling. The data were collected with twenty untrained English teachers from private secondary level schools on Kathmandu district. He used observation checklists to collect data. The findings of this study were that large number of teachers did not motivate their students towards the lesson, majority of teachers had poor command over the subject matter, no teacher was excellent in dealing with teaching techniques in the classroom, and the classroom presentation were not systematic. As a whole untrained teachers were poor in teaching and methodology. The researcher recommended that teacher should use English

language except in teaching Nepali; curriculum has to be changing time and again, Government should enact teacher training policy for untrained English teachers, and the provision of selecting trained teachers should be made for teaching English at private schools.

Khatri (2010) conducted a study on "Strategies of Teaching Reading Skill Used by Secondary Level English Teachers." The main objectives of this study were to find out the different strategies of teaching reading skill used by secondary level English teachers, to compare the strategies of teaching reading skill used by public and private schools' English teachers, and to find out the teachers opinion in relation to these strategies. This study was conducted on public and private schools in Ilam district. He used purposive sampling to select population. The findings of this study were that most of the secondary level English varieties of strategies such as discussion, pair work and group work, asking comprehension questions and conversation on across time were frequently used by private schools whereas matching items, reading, choosing best answer were more common in public school. The researcher suggested English teachers to teach reading by following the three stages: pre, while and post reading, and by using innovative reading strategies like collaborative conversation across time, reciprocal teaching, and anticipation guide.

Silwal (2010) carried out a study on "Teaching Reading Comprehension by Trained and Untrained Teachers." The main objectives of this study were to identify the techniques used by trained and untrained teachers in teaching reading comprehension in grade seven and to compare and contrast the techniques used by the trained and untrained teachers. This study was conducted on grade seven in Chitawan district. Ten teachers were selected using non-random sampling. The main finding of this study was that the teaching techniques of reading comprehension by trained teachers were student-centered and skill oriented whereas the teaching of reading comprehension by untrained teachers were rather teacher oriented and knowledge oriented. The research recommended that the English teachers should use student-centered techniques to teach reading comprehension, teaching of reading comprehension should be skill oriented rather than knowledge oriented, the teacher training programs, seminars,

workshops and teacher gathering should be conducted regularly, and trained teachers should be given priority in teaching English than untrained teachers.

Baduwal (2012) carried out a research study on "Techniques Used by Trained and Untrained Teachers in Teaching Short Stories." The main objectives of this study were to find out the techniques used by trained and untrained teachers while teaching short stories and to compare and contrast their techniques. The method of this study was survey, using qualitative and quantitative method. The researcher used random sampling procedure to select the population. This study was conducted on Nine colleges/ schools in Kailali district. The findings of this study showed that trained teachers were more aware of various techniques than untrained teachers. Similarly most of the trained teachers used student-centered techniques but untrained teachers used teacher-centered techniques. The study recommended to simplify the difficult words rather than translating them. Teaching should be skill oriented rather than knowledge oriented. This study did not talk about language skills and the teaching techniques to teach language skills.

The present study differs from the former studies reviewed here. No one has carried out a research on "Techniques Used by Trained and Untrained Teachers for Teaching Reading Skill." This study explores ideas regarding teaching reading skill particularly learning field, in specific at higher secondary level.

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

All the research which is mentioned above was conducted in the field of teaching reading skill. My research is also related to the same field. The review of literature has provided:

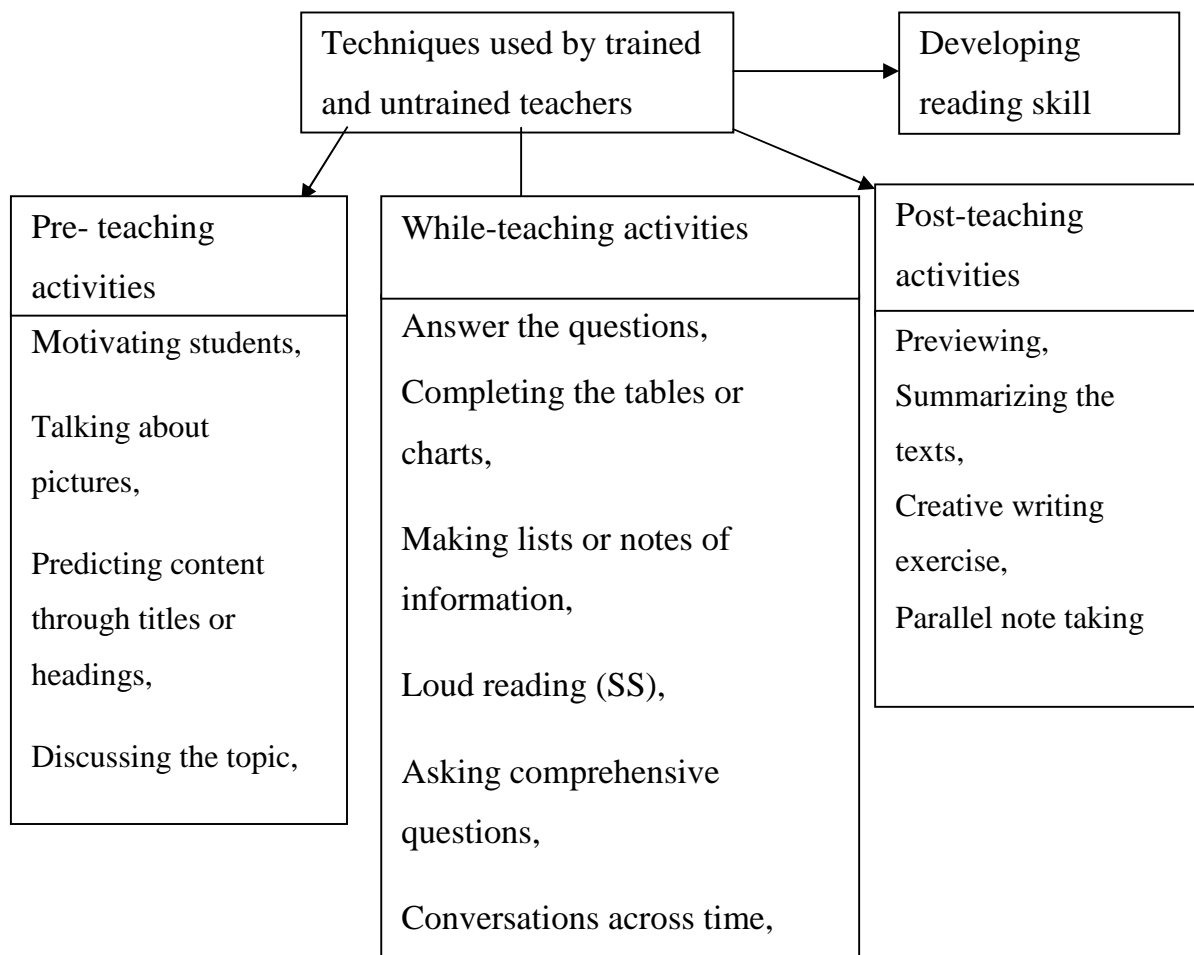
- theoretical basis to conduct my research,
- enable me to contextualize the study,
- help me to prepare theoretical and conceptual framework, and
- help me to prepare my study and research design appropriate methodology.

## 2.4 Theoretical and Conceptual Framework

Theoretical framework is the theoretical basis of the study. Kumar (2005,p.37) writes “The theoretical framework consists of the theories or issues in which study is imbedded”. On the other hand, conceptual framework is the base of the problems. Kumar (ibid) writes, “The conceptual framework is the base of the problem”. He also writes the conceptual framework grows out of the theoretical framework and relates to the specific problem concerning the fear of non-survival theory.

Becoming specific on the study, the theoretical basses were the definitions given by different scholars. The conceptual framework of this study can be presented in the following way:

### Conceptual Framework



This diagram shows the techniques used in pre, while and post stage while teaching reading skill. In this framework developing reading skill is dependent variable and techniques used by trained and untrained teachers are the independent variable.

## **CHAPTER-THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This unit consists of design and method of the study, population sample and sampling strategies, study area, data collection tools and techniques, data collection procedures, and data analysis and interpretation procedures.

#### **3.1 Design and Method of the Study**

I conducted this study using survey design which in general means the exploration of certain existing situation; the situation can be of some beliefs, attitudes, behaviours, activities, institutions, etc. It is the most commonly used method of investigation in educational research. Cohen and Manion (1985 as cited in Nunan 2010,p.140) write, "Surveys are the most commonly used descriptive methods in educational research and may vary in scope from large-scale governmental investigation through to small-scale studies carried out by a single researcher." From this definition survey addresses the large group of population. To make the sample representative, a large number of sample populations are selected and the findings are concluded to generalize the whole population.

It is the method of investigation in educational research. It is done to know the attitudes and events. Nunan (ibid) writes, "The purpose of a survey is generally to obtain a snapshot of conditions, attitudes, and/or events at a single point in time." From this statement survey is done aiming to obtain an overview of a phenomenon, event, issue or a situation.

An educational survey involves the collection of data from the associates (students, teachers and other concerns) and its analysis tries to eliminate the problems related to education. Nunan (2010,p.142) writes, "Survey data are collected through questionnaires or interviews or a combination of questionnaires and interview." From this statement survey research is done using questionnaire and interview tools. Not only are these two tools sufficient other tools like observation, survey itself also can be applicable for survey research.



In the process of conducting this study, a researcher passes through different stages/ steps. According to Nunan (2010,p.141), following are the steps to conduct a survey research:

Step 1- Define objective

Step 2- Identify target population

Step 3- Literature review

Step 4- Determine sample

Step 5- Identify survey instrument

Step 6- Design Survey procedures

Step 7- Identify analytical procedures

Step 8- Determine reporting procedures

Finally, survey is the process of investigation to obtain the knowledge about an event or circumstance.

I selected the survey research to find out the techniques used by teachers in classroom teaching, survey research is only the valid and reliable design. Researcher collects data on the spot. Informants cannot lie to the researcher in this design. So, I selected survey design to conduct my research.

### **3.2 Population, Sample and Sampling Strategies**

All the teachers of English teaching at higher secondary level were the population of the study. Four English teachers teaching at higher secondary level from Kathmandu district were the sample of the study.

I selected two trained and two untrained teachers from the teachers who were teaching at higher secondary level. Ten classes were observed of each teacher regarding reading skill. So, the sample population in this study were four English teachers who were teaching at higher secondary level.

I used purposive sampling, because at higher secondary level both trained and untrained teachers are teaching. I selected two trained and two untrained teachers. So, I selected two trained and two untrained teachers using purposive sampling from two higher secondary schools and one college. I observed ten classes of each teacher.

### **3.3 Study Area**

This study is carried out in Kathmandu district. It is limited to four teachers who are teaching at higher secondary level. But it tries to cover the classes of this level.

### **3.4 Data Collection Tools**

I prepared classroom observation sheet for the class observation. I also took note while observing the classes.

The observation is a tool, which is best to know the teachers' actual classroom activities. It helps the researcher to know the classroom strategies and techniques used by the teachers. Therefore, I used observation to find out the techniques used by teachers. I took short note while observing the classes and tick on the techniques used by teachers.

### **3.5 Data Collection Procedures**

I used the following procedures to collect the data from the primary sources:

- At first, I visited the concerned schools and selected two higher secondary schools and one college.
- I contacted the selected schools and authorities to establish rapport with them.
- I requested the authorities for the permission to conduct research.
- I requested for the name of teachers.
- I fixed the time for data collection.
- I talked to the teachers and observed their classes with the help of the in-depth class observation form and observation sheet.

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

The data were collected from the teachers who were teaching at higher secondary level in Kathmandu district. Ten classes were observed regarding the teaching reading skill. I collected data from Laboratory H.S.S., Kirtipur; Sahid Smarak College, Kirtipur and Amar Jyoti English Boarding Higher Secondary School, Kalankasthan.

I presented, analysed and interpreted the data using both descriptive and statical tools such as charts, diagrams and tables. The collected data were analysed and interpreted by qualitative and quantitative methods which is called mixed method. According to Johnson et al (2007,p.123)

Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and collaboration.

They also claim that a mixed methods study would involve mixing within a single study; a mixed method program would involve mixing within a program of research and the mixing might occur across a closely related set of studies.

From the above mentioned definition if a single study makes use of both the qualitative and quantitative research methods, the study is called mixed method.

In this study the data were analysed by using mixed method (qualitative and quantitative methods). This is because in my research the statistical data were the numbers of teachers using same techniques. On the other hand qualitative analysis in this study was comparative descriptions of them. So this was also qualitative as well as quantitative.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This topic consists of analysis of data and interpretation of results. The results and discussion of data collected from classroom observation and diary notes of reading skill are presented in this chapter. This study primarily aimed at finding out techniques used by trained and untrained teachers in teaching reading skill and comparing the techniques used by trained and untrained teachers. This chapter presents the result and discussion of collected data from primary sources. The information is tabulated and discussed after direct classroom observation.

Tabulation of information and its discussion is followed by result and discussion using statistical tools like table, bar-chart and percentage. All the statistical tools have been used to make the result and discussion comprehensive.

#### **4.1 Analysis of Data Obtained Through Observation**

The collected data were analysed under following sub-headings:

1. Techniques obtained through classroom observation
2. Comparative study of techniques obtained through class observation

##### **4.1.1 Techniques Obtained Through Classroom Observation**

In this topic the obtained data were analysed on the basis of following headings:

1. Analysis of data obtained in the pre-reading stage.
2. Analysis of data obtained in the while- reading stage.
3. Analysis of data obtained in the post-reading stage.
4. Analysis of other techniques while teaching reading.

#### **4.1.1.1 Analysis of Data Obtained in the Pre-reading Stage**

This section deals with the analysis and interpretation of data collected in pre-reading stage. Both trained and untrained teachers' techniques were analysed in this section.

The obtained data have been presented under following sub-headings:

- a. Techniques used by trained teachers in pre-reading stage.
- b. Techniques used by untrained teachers in pre-reading stage.

##### **a. Techniques Used by Trained Teachers in Pre-reading Stage**

In order to know the techniques used by trained teachers in pre-reading activities, real classroom activities were observed. On the basis of the data, techniques have been presented individually in which informants are symbolized as TT1 (first trained teacher) and TT2 (second trained teacher).

TT1 The first trained teacher used following techniques- motivating students, predicting the content through title or headings, discussing the topic and small debate related to the topic.

TT2 The second trained teacher used following techniques- motivating students, talking about pictures, predicting the contents through titles or headings, listening students' ideas and information, discussing the topic, and talking about new vocabulary and structures.

The following table presents the techniques used by trained teachers in pre reading stage. These techniques were analysed in terms of the use as shown in the table.

**Table-1**

**Techniques Used by Trained Teachers in Pre-reading Stage**

S.N.	Techniques	Classes	Percentage
1	Motivating students	12	60
2	Talking about pictures	2	10
3	Predicting the content through titles or headings	11	55
4	Listening ideas and information	1	5
5	Discussion the topic	18	90
6	Small debate related to the topic	1	5
7	Talking about new vocabulary and structures	1	5

The table indicates that the motivating students (i.e. 60 %), talking about pictures (i.e. 10 %), predicting the content through title or heading (i.e. 55 %), listening ideas and information (i.e.5%), discussing the topic (90%), conducting small debate related to the topic (i.e. 5%) and talking about new vocabulary and structures (i.e. 5%).

In the process of pre-reading, teachers use such activities like telling jokes, asking meaning of some words to motivate the students. In the same way teachers ask about given pictures like block of ice and other pictures use of prepositions. Teachers ask to the students to predict the content from the title and students predict the contents. Moreover, teachers leave them to discuss about the subject matter and listen ideas and

information given by the students. Teachers occasionally talk about new vocabulary. Students have left to find out the difficult vocabularies and teachers talk about these.

While using these techniques, teachers and students are equally active. But most of the time, teachers are using mother tongue. Especially the teachers are using mother tongue while explaining the texts.

#### **b. Techniques Used by Untrained teachers in Pre-reading Stage**

In order to know the techniques used by untrained teachers in pre-reading activities, real classroom activities were observed. On the basis of the data, techniques have been presented individually in which informants are symbolized as UTT1 (first untrained teacher) and UTT2 (second untrained teacher)

UTT1            The first untrained teacher used following techniques- motivating students, talking about pictures, answering a set of pre-reading questions, discussing the topic, and conducting small debate related to the topic.

UTT2            The second untrained teacher used following techniques- listening to ideas and information, discussing the topic, and small debate related to the topic.

The following table presents the techniques used by untrained teachers in pre- reading stage. These techniques are analysed in terms of their use, as shown in that Table-2 briefly.

**Table-2**  
**Techniques Used by Untrained Teachers in Pre-reading Stage**

S.N.	Techniques	Classes	Percentage
1	Motivating Students	1	5
2	Talking about pictures	5	25
3	Predicting the content through titles or headings	2	10
4	Answering a set of pre-reading questions	2	10
5	Listening to ideas and information	2	10
6	Discussing the topic	10	50
7	Conducting small debate related to the topic	5	25

The table indicates that the untrained teachers are found using the techniques motivating students (i.e. 5 %), talking about pictures (i.e. 25%), predicting the content through titles or headings (i.e. 10%), answering a set of pre-reading questions (i.e. 10%), listening ideas and information (i.e. 10%), discussing the topic (i.e. 50%) and small debate related to the topic (i.e. 25%).

While using these techniques teachers are being active but students are not in control. They are making noise in the classroom. So, the used techniques are beneficial for only limited students.



#### **4.1.1.2 Analysis of Data Obtained in While-reading Stage**

This section deals with the analysis and interpretation of data collected in while-reading stage. Both trained and untrained teachers techniques are analysed in this section. The obtained data have been presented under following sub-headings:

- a. Techniques used by trained teachers in while-reading Stage.
- b. Techniques used by untrained teachers in while-reading stage.

##### **a. Techniques Used by Trained Teachers in While-reading Stage**

In order to know the techniques used by trained teachers in while-reading stage, real classroom activities were observed. On the basis of obtained data, techniques have been presented individually in which informants are symbolized as TT1 and TT2.

TT1 The first trained teacher used following techniques- answer to the questions, completing the table, charts, sentences, making lists of information, loud reading, silent reading, model reading, asking comprehensive questions and conversation across time.

TT2 The second trained teacher used following techniques - answering to the questions, completing the table, charts, sentences; making lists or notes of information, loud reading, model reading, asking comprehensive questions, conversation across time.

The following table presents the techniques used by trained teachers in while-reading stage. These techniques are analysed in terms of their use as indicated in Table-3 briefly.

**Table-3**  
**Techniques Used by Trained Teachers in While-reading Stage**

S.N.	Techniques	Classes	Percentage
1	Answer to the questions	6	30
2	Completing the table, charts, sentences	3	15
3	Making lists or notes of information	13	65
4	Loud reading	10	50
5	Silent reading	1	5
6	Model reading	6	30
7	Asking comprehensive questions	19	95
8	Conversation across time	18	90

The table indicates that the trained teachers are found using the techniques; answer to the questions (i.e. 30%), completing the table, charts, sentences (i.e.15%), making lists notes of information (i.e. 65%), loud reading (i.e. 50%), silent reading (i.e. 5%), model reading (i.e. 30%), asking comprehensive questions (i.e. 95%) and conversation across time (i.e.90%).

In the stage of while reading, teachers ask questions related to the topic and students try to answer the questions. In the same way students are asked to complete the table, chart, sentences after the reading of text. Teachers ask to read the text loudly and silently to comprehend the text. Teachers read some of the words and ask to students to imitate the same. Teachers ask some of questions at middle time of the text to know whether they understand or not. Teachers also conduct conversation across time being based on reading text.

While using these techniques, teachers are confident to use the techniques. Students also fill fun in the classroom. But the students are not in control. They are not listening to others' reading and others' questions.

**b. Techniques Used by Untrained Teachers in While-reading Stage**

In order to know the techniques used by untrained teachers in while-reading stage, real classroom activities were observed. On the basis of obtained data, techniques have been presented individually in which informants are symbolized as UTT1 and UTT2.

UTT1            The first untrained teacher used following techniques- answer to the questions, loud reading (SS), asking comprehensive questions, and conversation across time.

UTT2            The second untrained teacher used- making lists or notes of information, loud reading (SS), model reading, asking comprehensive questions and conversation across time.

The following table presents the techniques used by untrained teachers in while-reading stage. These techniques are analysed in terms of their use as shown in the Table-4 briefly.

**Table-4**  
**Techniques Used by Untrained Teachers in while-reading stage**

S.N.	Techniques	Classes	Percentage
1	Answering to the questions	6	30
2	Making lists or notes of information	5	25
3	Loud reading (SS)	15	75
4	Model reading	1	5
5	Asking comprehensive questions	11	55
6	Conversation across time	10	50

The table indicates that the untrained teachers are found using the techniques answer to the questions (i.e. 30%), making lists note of information (i.e. 25%), loud reading (SS) (i.e.75%), model reading (i.e. 5%), asking comprehensive questions (i.e. 55%), conversation across time (i.e.50%).

While using these techniques teacher and students are active. Cooperatively they are participating in these activities. However, sometimes students are not under teachers' control and making unnecessary noise.

#### **4.1.1.3 Analysis of data obtained in the post-reading stage**

This section deals with the analysis and interpretation of data collected in post-reading stage. Both trained and untrained teachers techniques are analysed in this section. The obtained data have been presented under following sub-headings:

- a. Techniques used by trained teachers in post-reading stage.
- b. Techniques used by untrained teachers in post-reading stage.

##### **a. Techniques Used by Trained Teachers in Post-reading Stage**

In order to know the techniques used by trained teachers in post-reading activities, real classroom activities were observed. On the basis of obtained data, techniques have been presented individually in which informants are symbolized as TT1 and TT2.

**TT1** The first trained teacher used following techniques- previewing, summarizing the texts, creative writing exercises and parallel note taking.

**TT2** The second trained teacher used following techniques- previewing, summarizing the texts and creative writing exercises.

The following table presents the techniques use by trained teachers in post-reading stage. These techniques are analysed in terms of their use as presented in the table-5 briefly.

**Table-5**  
**Techniques Used by Trained Teachers in Post-reading Stage**

S.N.	Techniques	Classes	Percentage
1	Previewing	10	50
2	Summarizing the texts	13	65
3	Creative writing exercises	9	45
4	Parallel note taking	3	15

The table indicates that the trained teachers are found using the techniques previewing (i.e. 50%), summarizing the texts (i.e. 65%), creative writing exercises (i.e.45%) and parallel note taking (i.e. 15%).

While using these techniques, teachers revise the overview of the whole classes. In the same time teachers summarize the lesson. To evaluate the students' understanding teachers ask students some creative writing exercises, like; writing similar paragraph about village, town etc. Teachers give as homework to write parallel note.

While using these techniques teachers are highly active but students are not active like teachers. But they are engaged in parallel note taking.

**b. Techniques Used by Untrained Teachers in Post-reading Stage**

In order to know the techniques used by untrained teachers in post-reading activities, real classroom activities were observed. On the basis of obtained data, techniques

have been presented individually in which informants were symbolized as UTT1 and UTT2.

UTT1            The first untrained teacher used following techniques-  
pre-viewing, summarizing the texts, creative writing exercises.

UTT2            The second untrained teacher used following techniques-summarizing  
the texts, creative writing exercises and parallel note taking.

The following table presents the techniques used by untrained teachers in post-reading stage. These techniques are analysed in terms of its use as shown in Table-6 briefly.

**Table-6**  
**Techniques Used by Untrained Teachers in Teaching Post-reading Stage**

S.N.	Techniques	Classes	Percentage
1	Previewing	4	20
2	Summarizing the texts	4	20
3	Creative writing exercises	13	65
4	Parallel note taking	1	5

The table indicates that the trained teachers are found using the techniques previewing (i.e. 20%), summarizing the texts (i.e. 20%), creative writing exercises (i.e. 65%) and parallel note taking (i.e.5%).

While using these techniques, teachers use ‘creative writing for homework previewing and summarizing the text’ by using mother tongue.

#### **4.1.1.4 Analysis of Other Techniques**

This section deals with the analysis and interpretation of other obtained techniques. Both trained and untrained teachers techniques are analysed in this section. The obtained data have been presented under following sub-headings:

- a. Other techniques used by trained teachers.

b. Other techniques used by untrained teachers.

**a. Analysis of Other Techniques Used by Trained Teachers**

In order to know the other techniques used by trained teachers, real classroom activities were observed. On the basis of obtained data, techniques have been presented individually in which informants are symbolized as TT1 and TT2.

TT1 The first trained teacher used project work, discussion and explanation.

TT2 The second trained teacher used discussion and explanation.

The following table presents the other techniques used by trained teachers.

These techniques were analysed in terms of their use as shown in Table-7 briefly.

**Table-7**  
**Other Techniques Used by Trained Teachers**

S.N.	Techniques	Classes	Percentage
1	Project work	1	5
2	Discussion	20	100
3	Explanation	20	100

The table indicates that the trained teachers are found using the other techniques project work (i.e.5%), discussion (100%) and explanation (100%).

While using these techniques teachers are being active in discussion and explanation but not in project work. But while using project work teachers are making contact to all the students.



**a. Analysis of Other Techniques Used by Untrained Teachers**

In order to know the other techniques used by trained teachers, real classroom activities were observed. On the basis of obtained data, techniques have been presented individually in which informants were symbolized as UTT1 and UTT2.

UTT1            The first trained teacher used discussion and explanation.

UTT2            The second untrained teacher also used discussion and explanation.

The following table presents the other techniques used by untrained teacher. These techniques were analysed in terms of its use, which have been shown in this table briefly. The table comprises three different sub-headings i.e. Techniques, Observation and Percentage.

**Table-8**  
**Other Techniques Used by Untrained Teachers**

S.N.	Techniques	Classes	Percentage
1	Discussion	10	50
2	Explanation	20	100

The table indicates that the untrained teachers are found using the other techniques discussion (50%) and explanation (100%).

Finally, both trained and untrained teachers never use 'read and answer' in pre-reading stage. In the same way, they never use fill in the information-gap, shared reading, scanning reading, skimming reading and use of matching halves in while-reading stage. Moreover, they never use debating and discussing and create a title in post-reading stage. Also they never use pair work, group work, role play, strip story, and simulation.

### **4.1.2 Comparative Study of the Techniques Used by Trained and Untrained Teachers**

This section deals with the comparative study of data collected through observation of classroom teaching. Forty classes were observed regarding the trained and untrained teachers. The obtained data are presented under the following headings:

1. Comparative study of data obtained in pre-reading stage
2. Comparative study of data obtained in while-reading stage
3. Comparative study of data obtained in post-reading stage; and
4. Comparative study of other techniques

For the comparison, data were collected using the observation tool. The data were already categorized in pre-reading stage, while-reading stage, post-reading stage and other techniques.

#### **4.1.2.1 Comparative Study of Data Obtained in Pre-reading Stage**

The comparative study of different techniques used by trained and untrained teachers in pre-reading stage is based on observation of real classroom teaching. From the twenty class observations of each trained and untrained teachers the following techniques are used by the teachers:

1. Motivating students
2. Talking about pictures
3. Predicting the content through titles or headings
4. Answering a set of pre-reading questions
5. Listening to ideas and information
6. Discussing the topic
7. Small debate related to the topic

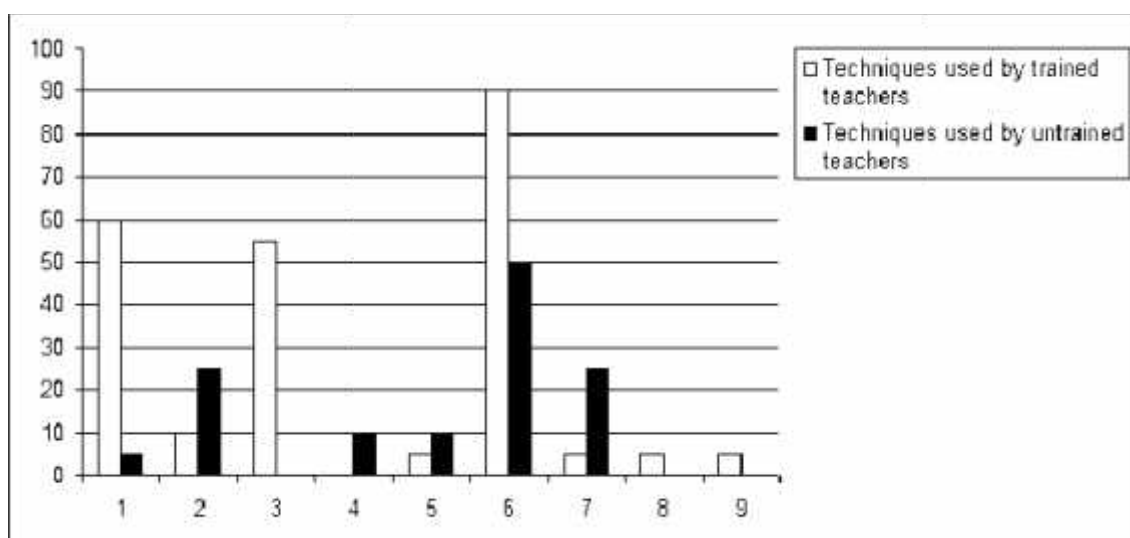
8. Talking about new vocabulary and structures

9. Providing model reading

The comparisons of the collected data are shown in the following bar-chart:

**Chart No. 1**

**Comparison of the Data Obtained in Pre-reading Stage**



The above chart shows comparative study of the techniques used by trained and untrained teachers in pre-reading stage. From this chart in pre-reading stage trained teachers use 'motivating the students' in 60% classes but untrained teachers use only in 5% classes. In the same way, trained teachers use 'talking about pictures' in 10% classes but untrained teachers use 25% classes. Trained teachers use 'predicting the content through titles or headings' in 55% classes but untrained teachers never use this. Untrained teachers use 'answering the pre-reading questions' in 10% classes but trained teachers do not use this technique. Regarding the 'listening ideas and information' trained teachers use this technique in 5% classes but untrained teachers use the same technique in 10% classes. Trained teachers use 'discussion the topic' in 90% classes but untrained teachers use only in 50% classes. The technique 'small debate related to the topic' is used by untrained teachers in 25% classes but trained teachers use the same technique only in 5% classes. In 5% classes trained teachers use

'talking about new vocabulary and structures and providing model reading technique but untrained teachers do not use these techniques.

From this discussion trained teachers use more pre-reading techniques than untrained teachers.

#### **4.1.2.2 Comparative Study of Data Obtained in While-reading Stage**

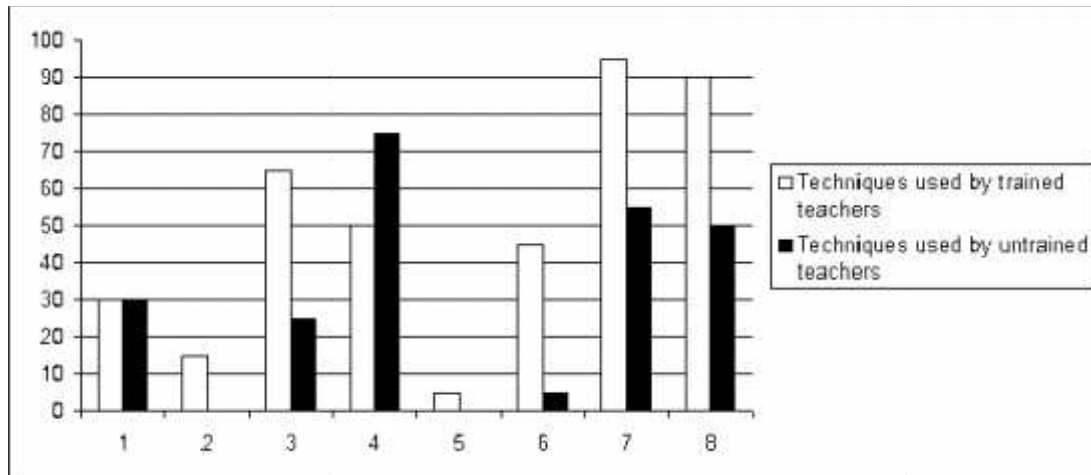
The comparative study of different techniques used by trained and untrained teachers in while-reading stage were collected through observation of real classroom teaching. From the twenty classes' observations of each trained and untrained teachers, I found following techniques are used by teachers:

1. Answer to the questions
2. Completing the table, charts, sentences
3. Making lists notes of information
4. Loud reading (SS)
5. Silent reading
6. Model reading
7. Asking Comprehensive questions
8. Conversation across time

The comparisons of the collected data are shown in the following bar-chart:

**Chart No. 2**

**Comparison of Data Obtained in While-reading Stage**



The above table shows the comparative study of trained and untrained teachers' techniques used in while-reading stage. From the whole observation I found, the trained and untrained teachers use 'answer to the questions' in 30% classes. Similarly, trained teachers use 'completing the table, charts, sentences' in 15% classes but none of the untrained teachers use these techniques. The technique 'making lists notes of information' is used by trained teachers in 65% classes and untrained teachers use this in 25% classes. In the case of 'loud reading' trained teachers use in 50% classes and untrained teachers use in 75% classes. In the process of observation 'silent reading' is used only in 5% classes by trained teachers but none of the untrained teachers use this technique. In 45 % classes 'model reading' is used by trained teachers but only in 5% classes by untrained teachers. 'Asking comprehensive questions' is more usable technique; trained teachers use in 95% classes and untrained teachers use in 55% classes. Like this in 90% classes trained teachers use 'conversation across time' but untrained teachers use only in 50% classes.

From the whole discussion, trained teachers use more interactive techniques than untrained teachers.

### 4.1.2.3 Comparative Study of Data Obtained in Post-reading Stage

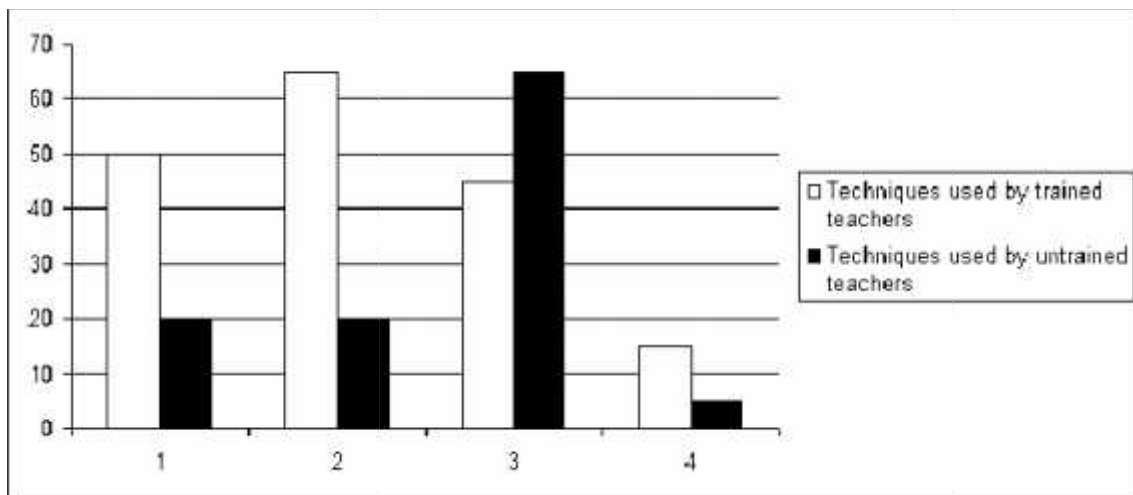
The comparative study of different techniques used by trained and untrained teachers in post-reading stage are collected through observation of real classroom teaching. From the twenty class observation of each trained and untrained teachers, I found following techniques:

1. Previewing
2. Summarizing the texts
3. Creative writing exercise
4. Parallel note taking

The comparisons of the collected data are shown in the following bar-chart:

**Chart No. 3**

**Comparison of Data Obtain in Post-reading Stage**



The above chart shows trained teachers use the technique 'previewing' in 50% classes but untrained teachers use only in 20% classes. Similarly, trained teachers use the technique 'summarizing the texts' in 65% classes but untrained teachers use only in 20% classes. But here, trained teachers use 'creative writing exercise' in 45% classes and untrained teachers use in 65% classes. In the case of 'creative writing' technique, trained teachers use in 15% classes and untrained teachers use in 5% classes only.

Finally, trained teachers use more activities than untrained teachers in post-reading stage.

#### 4.1.2.4 Comparison of Other Techniques

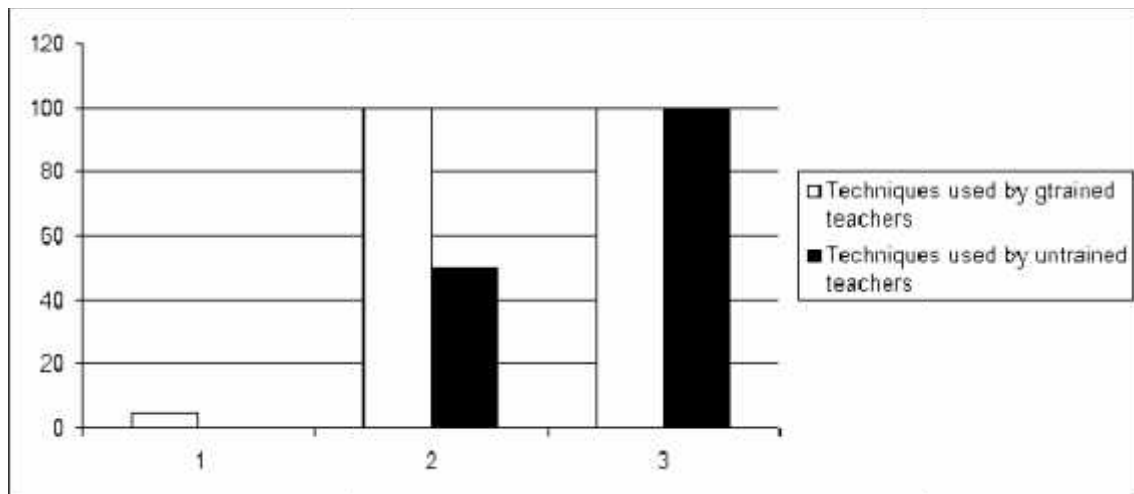
Both trained and untrained teachers used other techniques. The comparative study of other techniques is shown on the basis of following techniques:

1. Project work
2. Discussion
3. Explanation

The comparative study of above mentioned techniques obtained from the twenty classroom teaching observations are shown in the following bar-chart:

**Chart No. 4**

**Comparison of Obtained Other Techniques**



From these bar-chart trained teachers use 'project work' in 5% classes but untrained teachers do not use this technique. Trained teachers use the technique 'discussion' in every classes but untrained teachers use only in 45% classes. The technique 'explanation' is used all the day by both trained and untrained teachers.

Now, to conclude above mentioned analysis, it is found that trained teachers are more conscious on the techniques for teaching reading skill than untrained teachers. By

analysing their data obtained through classroom teaching observation, I have found that vast differences between their theoretical knowledge and practical knowledge. Untrained teachers rarely use student-centered techniques although they knew student centered techniques are more effective than teacher-centered techniques. This can clearly shows if we go through chart 1-4.

## 4.2 Interpretation of Results

This topic incorporates the interpretation of results. The results of this study are analysed by the analysis of data obtained through real classroom teaching observations. The results of this study are shown on the basis of following headings:

1. Results of techniques used by trained and untrained teachers.
2. Results from comparative study.

### 4.2.1 Results of Techniques Used by Trained and Untrained Teachers

The findings of this study are shown on the basis of sequence of the objectives. The findings of this study categorized on the basis of always used, mostly used, frequently used, occasionally used, rarely used and never used, these can be shown in the following way:

Always used	Mostly used	Frequently used	Occasionally used	Rarely used	Never used
20	15-19	10-14	5-9	1-4	0

1. In pre-reading stage, the findings in the case of trained teachers are as follows:
  - a. Trained teachers mostly use the technique 'discussion the topic'. Trained teachers use this in 90% classes.
  - b. Trained teachers frequently use the technique 'motivating students' and 'predicting the content through titles or headings'. They use these techniques for making



classroom fun and humorous. They use 'motivating student' in 60% classes and 'predicting the content through titles of headings' in 55% classes.

- c. Trained teachers rarely use the techniques 'talking about pictures, listening ideas and information, small debate related to topic'. They use 'talking about pictures' in 10% classes and others in 5% classes.

But trained teachers never use answering a set of pre-reading questions.

2. The findings in pre-reading stage in the case of untrained teachers are as follows:

- a. Untrained teachers frequently use 'discussing the topic'. They use this in 50% classes.
- b. They occasionally use the techniques 'talking about pictures' and 'small debate related to the topic'. They use these in 25% classes.
- c. They rarely use 'motivating students, answering a set of pre-reading questions, and listening ideas and information'. They use 'answering a set of pre-reading questions and discussing the topic' in 10% classes and 'motivating students' in 5% classes.

But they never use 'predicting the content through titles or headings, talking about new vocabulary and structures and providing model reading'.

3. In while-reading stage in the case of trained teachers, the findings are as follows:

- a. Trained teachers mostly use the technique 'asking comprehensive questions and conversation across time'. They use 'asking comprehensive questions' in 95% classes and 'conversation across time' in 90% classes.
- b. They frequently use the technique 'making lists notes of information and students' loud reading'. They use 'making lists notes of information' in 65% classes and 'students' loud reading' in 50% classes.
- c. Trained teachers frequently use 'answer to the questions and model reading'. They use 'answer to the questions' in 45% classes and 'model reading' in 30% classes.

- d. Trained teachers rarely use 'silent reading and completing the table, charts, and sentences'. They use 'completing the table, charts, sentences' in 15% classes and 'silent reading' in 5% classes.
4. Untrained teachers in case of while-reading stage, the findings are as follows:
  - a. They mostly use 'students' loud reading'. They use this in 75% classes.
  - b. They frequently use 'asking comprehensive questions and conversation across time'. They use 'comprehensive questions' in 55% classes and 'conversations across time' in 50% classes.
  - c. They occasionally use 'answer to the questions and making lists notes of information'. They use 'answer to the questions' in 30% classes and 'making lists of information' in 25% classes.
  - d. They rarely use 'model reading'. Only for 5% times use this technique.  
  
But they never use 'silent reading' and 'completing the table, charts, sentences'.
5. In post-reading stage in the case of trained teachers, the findings are as follows:
  - a. They use frequently 'previewing and summarizing the texts'. They use 'previewing' in 50% classes and 'summarizing the texts' in 65% classes.
  - b. They use occasionally 'creative writing exercise'. They use this in 45% classes.
  - c. They use rarely 'parallel note taking'. They use this only in 15% classes.
6. In post-reading stage in the case of untrained teachers, the findings are as follows:
  - a. They use frequently 'creative writing exercise'. They use this in 65% classes.
  - b. They rarely use the techniques 'previewing, summarizing the text and parallel note taking'. They use 'previewing and summarizing the texts' in 20% classes and 'parallel note taking' in 5% classes.
7. The findings from the observation in the case of other technique, are as follows:
  - a. Trained teachers always use 'discussion and explanation' but rarely use 'project work'. They use project work in 5% classes.

- b. Untrained teachers also always use 'explanation' but they frequently use 'discussion' and never use 'project work'. They use 'discussion' in 50% classes.

### **4.3 Discussion of Findings**

Both trained and untrained teachers use more or less similar types of strategies in the process of teaching of reading skill at pre-reading, while-reading and post-reading stages. However, they are different in the range of frequency of their use and degree of importance they give while using in the classroom.

#### **4.3.1 Major Findings**

The major findings of this study were presented below:

1. Most of the times trained teachers used student-centered techniques. They used 'motivating students, predicting the content through headings or titles and discussing the topic' in pre-reading stage but untrained teachers used 'discussion the topic' in this stage.
2. Similarly in while-reading stage most of the times trained teachers used 'making lists or notes of information, loud reading, asking comprehensive questions and conversation across time' but untrained teachers used only 'loud reading, asking comprehensive questions, and conversation across time' in this stage.
3. In post-reading stage most of the times trained teachers used 'previewing, summarizing the texts, creative writing exercise' but untrained teachers used only 'creative writing exercise'.

Finally in pre, while and post reading more trained teachers are found using student-centered techniques than untrained teachers.

#### **4.3.2 Comparative Study of Findings**

1. Among the pre-reading techniques 'motivating students, predicting the content through titles or headings, discussing the topic' are used by trained teachers. More than 50% classes are found using these techniques in the classroom by trained teachers whereas untrained teachers use those techniques occasionally. Less than 50% classes are found using these techniques by untrained teachers.
2. Among the while-reading techniques 'asking comprehensive question and conversation across time' are mostly use by trained teachers. More than 90% classes

are found using these techniques in the classroom by trained teachers whereas less than 60% classes are found using these techniques by untrained teachers.

3. Trained teachers frequently use 'making lists notes of information'. They use this in 65% classes but untrained teachers rarely use this. This technique is found using only in 5% classes by untrained teachers.
4. Untrained teachers are found using 'students' loud reading' more than trained teachers. This technique is found using in 75% classes by trained teachers whereas untrained teachers are found using this in 50% classes.
5. Trained teachers are more focused on 'model reading' than untrained teachers. Trained teachers are found using 'model reading' in 45% classes but untrained teachers are found using this in 5% classes only.
6. In post-reading techniques 'previewing, summarizing the texts' are frequently used by trained teachers whereas untrained teachers used these rarely. Trained teachers are found using 'previewing' in 50% classes and 'summarizing the texts' in 65% classes but untrained teachers are found using these only in 20% classes.
7. In the post-reading stage untrained teachers are found using 'creative writing exercise' frequently but trained teachers are found using this occasionally. Untrained teachers are found using this technique in 65% classes whereas trained teachers are found using this in 45% classes.
8. Among the other techniques 'project work and discussion' are more used by trained teachers. Trained teachers are found using 'project work' in 5% classes and 'discussion' in all the classes whereas untrained teachers never use 'project work' and they use 'discussion' in only 50% classes.

## CHAPTER-FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.2 Conclusions

- a. Students should motivate in pre-reading stage. To motivate students; teachers should use several funny activities. For example: telling jokes, poems, short stories, asking quiz questions etc.
- b. Teachers should use several contextual examples to make comprehensive to the texts.
- c. Teachers should use teaching materials. For this teachers might be used from the classroom setting; like podium, door, board, teachers' cap, ring, teacher himself etc.
- d. Students should leave to predict the content through titles.
- e. Teachers and students should discuss about the topic at pre-reading stage.
- f. Teachers should use making lists notes of information, students' loud reading, model reading, asking comprehensive questions, conversation across time in while reading stage.
- g. Teachers should write the lists of notes of information on the board while students' were in loud reading.
- h. Teachers should explain the texts and ask the comprehensive questions across time.
- i. Teachers should use 'conversation across time'. This makes the classroom texts-oriented.
- j. Teachers should use 'previewing, summarizing the texts and creative writing exercises' in post-reading stage.
- k. Teachers should use 'previewing and summarizing the texts' and students should be encouraged to write some creative writing exercises in post-reading stage.
- l. Teachers should use 'discussion and explanation' frequently. These techniques make the texts comprehensive.

## **5.3 Recommendations**

### **5.3.1 Policy Level**

- Policy makers should analyse the needs and interests of the learners.
- Policy makers should make the policy that training is compulsory to be a higher secondary teacher.
- Policy makers should make the teachers compulsion to use student-centered techniques, to teach according to students' needs and interests and to make classroom teaching democratic not autocratic.

### **5.3.2 Practice Level**

Students' reading, discussion, explanation, and asking comprehensive questions are the important techniques to teach reading skill, therefore, teachers should use these techniques in the classroom teaching. School principals and school supervisors should make the teachers motivated to use these techniques. ELT book writers, language trainers, subject experts should make aware to the teachers about these techniques. They should be given tips/methods how to use these techniques in the classroom. The recommendations on the basis of findings are as follows:

1. Teachers are suggested to teach reading skill by following three stages: pre-reading, while-reading and post-reading properly.
2. 'Motivating students, discussing the topic, predicting the content through titles or headings' were more focused by trained teachers. So, teachers are suggested to use these techniques in pre-reading stage.
3. 'Students' loud reading, asking comprehensive questions, conversation across time' were more focused by trained and untrained teachers. So, they are suggested to use these techniques in while-reading stage.

4. Similarly, 'previewing, summarizing the texts, creative writing exercise' were more used by trained and untrained teachers. So, they are suggested to use these techniques in post-reading stage.
5. Teachers used 'discussion, project work and explanations' techniques. They are suggested to use these techniques time and again.

### **5.3.3 Further Research**

Teaching reading skill is not an easy job, because all the language skills are rounding within the periphery of reading skill. The followers can consult the following research work to carry out research on language skills and reading skill in general. Because, it would be the important literature for their research works. This study helps to carry out research on the following topics:

- a. Techniques used by trained and untrained teachers in teaching writing skill.
- b. Techniques used by teachers in teaching reading comprehension.
- c. Teaching English by trained and untrained teachers.
- d. Techniques used by trained and untrained teachers in teaching reading skill at secondary level.

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**Appendix I**

**In-Depth Class Observation Form**

Name of School/ Campus: ..... Date: .....

Name of Teacher: ..... Period: .....

Passed Level: .....

Name of training and duration (if some have): .....

Title of lesson: .....

1. Pre-teaching activities:

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2. While-teaching activities:

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3. Post-teaching activities:

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Researcher  
Hemraj B.K.

**Appendix II**  
**Class Observation Form**

Name of School/college: .....

Name of teacher: .....

Passed Level: .....

Name of training and duration (if some have):

	<b>Activities</b>	1	2	3	4	5	6	7	8	9	10	Rem
1	<b>Pre-reading activities</b>											
	Motivating students											
	Talking about pictures											
	Predicting the content through titles or headings											
	Answering a set of pre-reading questions											
	Listening ideas and information											
	Discussing the topic											
	Small debate related to the topic											
	Talking about new vocabulary and structures											
	Providing model reading											
	Read and answer											
2	<b>While-reading activities</b>											
	Answer to the questions											
	Completing the table, charts, sentences											
	Making lists notes of information											
	Fill in the information-gap											
	Loud reading (SS)											
	Silent reading (SS)											
	Shared reading (SS)											
	Model reading											
	Scanning reading											
	Skimming reading											
	Asking comprehensive questions											
	Conversation across time											
	Use of matching halves											
3	<b>Post-reading activities</b>											
	Previewing											
	Debating and discussing											
	Summarizing the texts.											
	Creative writing exercises											
	Parallel note taking											
	Create a title											

1	Pair work											
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2	Group Work													
3	Role play													
4	Project work													
5	Strip story													
6	Discussion													
7	Simulation													
8	Explanation													

**4. Other techniques:**

**Researcher  
Hemraj B.K.**