

# **CHAPTER ONE**

## **INTRODUCTION**

This research entitled “Reading Comprehension Proficiency of Lower Secondary Level English Teacher” consists of five chapters. The first chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms.

### **1.1 General Background**

Language is a system of human communication by means of spoken or written symbols. According to Sapir (1978,p 8) “language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntary produced symbols.” It is a system of communicating with other people using sounds, words and symbols. It is a possession of all normal human beings. We can communicate and share ideas, emotions and desires by means of language.

In Nepal, English is taught and learnt as a foreign language. Mainly, teaching language skills i.e. listening, speaking, reading and writing are focused while teaching in the language classrooms. It is taught as a compulsory subject in the school level and as a compulsory as well as optional subject in the higher studies.

#### **1.1.1 Language Skills**

According to Harmer (1991,p.177) there are four language skills; listening, speaking, reading and writing which are integrated while learning a language. These skills are focused while teaching and learning a language and have great role in our real life situation in order to communicate and to grasp the information by listening to someone or reading some texts. The linguistic principles of language teaching methodology is based on speech, and writing.

So while teaching a language in the classroom we consider these language skills.

According to Harmer (1991, p.265), 'teachers tend to talk about the way we use language in terms of four skills- reading, writing, speaking and listening.' These are divided into two types. Receptive skill is a term used for reading and listening skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skills where students actually have to produce language themselves that receptive skills are somehow passive, whereas production skills are in some way more active.

It is certainly the case that when we speak or write we are producing language and no one would argue with the idea that language activation takes place when we are doing this. But reading and listening also demand considerable language activation on the part of the reader or listener. We cannot access meaning unless our brain is fully engaged with the text we are interacting with. In other words, we have to think to understand using any or all of our knowledge of language to get meaning from what we are seeing or hearing.

All language skills are related to one another as Hinkel (2006, p.113) points out, "In meaningful communication, people employ incremental language skills not in isolation, but in tandem". When we are engaged in conversation, we are bound to listen as well as speak because otherwise we could not interact with the person we are speaking to. Lectures frequently rely on notes they have generally thought of as a private activity, often provokes conversation and comment.

### **1.1.1.1 Reading Skill**

Reading is the most important skill to gain knowledge. The more one reads the more knowledge s/he gains. Reading is mainly done for two purposes: pleasure and information. Reading as defined in Encyclopedia Britannica (Vol. 19, p. 9):

... the mental process of securing and reading to an author's message represented by written or printed symbols. To read one must recognize the ideas expressed by the author, sense and tone of mood, selection; evaluate the accuracy of the ideas and use.

Reading consists of different components. It comprises two major processes: mental and physical. Both aspects are correlated. Reading is not only a mental process but also a physical process. It is a mental process in the sense that reading crucially involves mind i.e. thinking and it is a physical process as it involves vision and movement of eyes.

When a person reads a text, he is attempting to discover the meaning of what he is reading by using the visual clues of spelling, his knowledge of probabilities of occurrence, his contextual-pragmatic knowledge, and his syntactic and semantic competence to give a meaningful interpretation to the text. Reading is not a passive process, in which a reader takes something out of the text without any effort or merely recognizes what is on the page and then interprets it, a process in which a stage of decoding precedes a stage of involvement with meaning. There is little to suppose that there are two such discrete, non-overlapping stages. Reading is instead an active process, in which the reading must make an active contribution by drawing upon and using concurrently various abilities that he has acquired.

For Wallace (1992, p.122) reading is for purpose according to the situation in which we are. Reading itself will mean different thing in different context. It widens our understanding of context to consider not just the physical setting of the activity but who is speaking to whom and in what set of circumstance.

Wallace (1992, p. 4) further writes:

... the way we perceive reading behavior is linked to different reader purposes which, in turn, are linked to situational context and also to social expectations, for example what kind of reading

behavior is expected in classroom, families, or particular religious settings.

Reading is important not only for getting information from the writing but also for enjoyment, getting ideas and feelings from other people as in a family letter. It is a medium of transfer of meaning from mind to mind and message from writer to reader.

Research clearly shows that children who are poor readers at the end of first grade are never likely to acquire the reading skills they need to successfully complete elementary school unless these students are identified early in their school career and given the intensive, systematic intervention they require. Any child who doesn't learn to read early and well will not easily master other skills and knowledge and is unlikely to ever flourish in school or in life. Low reading achievement is the root cause of low performance in schools, which harm students and contribute to the loss of public confidence in our school system. When many students don't learn to read, the public schools cannot or will not be regarded as successful.

Among the four language skills i.e. listening, speaking, reading and writing; reading is one. It is the third optional language skill. Reading is the activity of reconstructing a reasonable spoken message from a printed text, and making meaning. It is translating from written symbols to a form of language to which the person already can attach meaning.

Generally, the purpose of reading a variety of texts is to grasp the information from the graphic representation. In real life situation in order to communicate and to grasp the information we listen to someone or read some texts.

A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts. It also determines the

appropriate approach to reading comprehension. On the other hand, reading and language learning are interdependent. While reading necessitates linguistic knowledge, reading ability enhances linguistic knowledge expansion.

Reading is not only matter of processing through graphic symbols in any text, or verbalizing by moving lips, eyes and tongue but it is the mixture of visual and non-visual experiences or behaviors. It is the understanding, interpreting and making sense of a given text or selectively extracting message from a text.

### **1.1.1.2 The Reading Process**

The roles of a reader, context and text are important in reading. It emphasizes a reader's progression through a text rather than the text itself. It means looking at reading as a process rather than as a product. As Alderson and Urquhart (1984,p.16) point out, "A product view relates only to what the reader has 'got out of' the text while a process view investigate how the reader may arrive at a particular interpretation" (as cited in Wallace 1992, p. 39).

The researchers have proposed a dynamic relation between text and reader. They say that texts do not have meaning rather they contain potential for meaning. This potential is realized only in the interpretation between the text and the reader. The reader draws meaning from printed or written text. According to Wallace (1992) reading as a process is viewed as follows:

#### **a) Reading as a Psycholinguistic Process**

Reading is a process by charting the reader's path through a text rather than making judgment of comprehension based on reading outcomes. Reading is the reduction of uncertainty. That is, as we progress through a text, our choices of what to select are constrained. Smith (1971,p.133) opines 'The schematic knowledge leads the uncertainty under the four headings, namely 'graphic information, phonetic information, syntactic information and semantic information'. Goodman (1967,p.153) in his article talks of reading as 'a psycholinguistic guessing game'. For him the reader makes use of three cues

systems, represented by three levels of language within the text, which he terms graph phonic, syntactic and semantic.

### **b) Reading as a Unitary and Selective Process**

Reading is a unitary process. One premise of this view is that it is not possible to identify specific skills which can be built up in any hierarchical way to produce an effective reader. Lunzer and Gardner (1979, p.99) found that 'there was no correlation between generally effective reading and performance on a supposed hierarchy of different sub-skills such as using phonetic analysis or perceiving a sequence of ideas' Wallace (1992,p 42) opines:

Effective readers draw selectively on a range of strategies... which are determined by reader purpose, text-type, and context. Efficient readers predict and sample, selecting the minimal visual information consistent with their prediction. They do not need to use all the cues.

### **c) Reading Process as Sociolinguistic Factor**

The language we use is affected by immediate communicative situation between reader and writer and in the wider institutional and socio-cultural context. Wallace (1992, p.43) asserts, 'For it is not just psychological, cognitive, or affective factors which influence our interpretation of texts, but social ones' (p. 43). Kress (1985, p. 44) says, 'Although from the individual the individual's point of view her or his reader is "just my personal opinion", that personal opinion is socially constructed' (As cited in Wallace 1992, p. 43). In other words we are never just talking of an individual response while reading. Similarly, Fish (1980,p.63) argues 'readers as members of interpretative communities'.

### **1.1. 2 Purpose of Reading**

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 writers ideas

or writing style. A person may also read for enjoyment or to enhance language knowledge. The purpose of reading varies to the context. Wallace (1992, p. 6) opine some of the more personal reasons for reading:

### **a) Reading for Survival**

We might call some kinds of reading in response to our environment 'reading for survival'. Indeed some reading is almost literally a matter of life and death- for example a 'stop' sign for a motorist. Survival reading serves immediate needs or wishes. This is sometimes called environmental print'. For other social groups such as parents survival reading might involve the ability to read instruction on baby food and safety regulations on toys.

### **b) Reading for Learning**

Reading serves the wider role of extending our general knowledge of the world. Much day-to-day reading is for this purpose of learning. Moreover, we may want not so much to learn something new as to remind ourselves about half-known facts or vaguely formulated opinions. One might expect reading for learning to be exclusively school related. In fact, while a good deal of reading to support learning clearly takes place in academic context.

### **c) Reading for Pleasure**

While reading for survival involves an immediate response to a situation and reading for learning is also goal oriented, albeit in a rather different way, reading for pleasure is done for its own sake- we don't have to do it. This point may be lost on children in school where literature, originally written primarily to offer enjoyment, is required reading for examinations. Educational practices tend to neglect the pleasure principle, producing young learners of the kind quoted by Clark (1976) who, although already fluent reader expressed the view that the purpose of learning to read was 'so that you can stop'!

In many second or foreign language teaching situations, reading receives a special focus. Concerning reasons for reading Richards and Renandya (2003,p.73) states:

There are a number of reasons for this: First, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career and for study purposes. In fact, in most EFL situations, the ability to read in a language is all that students ever want to acquire. Second, written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written texts can enhance the process of language acquisition. (as cited in Khadka 2007, p.8).

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). Reading then is a skill which is highly valued by students and teacher alike.

## **1.2. Statement of the Problem**

Low reading achievement is the root cause of low performance in schools, which harm students and contribute to the loss of public confidence in our school system. When many students do not learn to read, the public school cannot or will not be regarded as successful. Reading comprehension is very important to the development of children's reading skills and therefore to their ability to obtain education.

According to Rivers (1968, p.214) "The reading skill, is the one which can be most easily maintained at a high level by the students himself without further help from his teacher. Through its exercise he can increase his knowledge and understanding of the culture of the speakers of the language, their ways of thinking, and their contribution to many fields of artistic." It means if the teachers have good reading comprehension, he can easily assist the students as



the leader so that students themselves can get high level proficiency in reading comprehension

Thus, we came to know how much reading comprehension is necessary for both teachers and students. The idea of the teacher having to be someone who is constantly developing and growing as a whole human being as a prerequisite for being able to do the personal development of the students. Reading helps the teachers to be better informed both about their profession and about the world. This makes them more interesting to be around the students generally like their teachers to be interesting people. For our own development and the students it is important. It also helps to keep our use of English fresh.

Regarding the present study, the problem going to be explored is how the teachers of lower secondary level can develop their reading comprehension level so that they can teach English language in the classroom well. Due to the weak reading comprehension level of the teacher the reading skills of students have not been able to be developed. There are so many topics to carry on research. But I chose the topic, 'Reading Comprehension Proficiency of Lower Secondary Level English Teachers'. Teacher is a leader in the teaching learning activity. If teacher is perfect in his/her subject matter and all skills then h/she can teach the students well. The teachers should have good knowledge of all four types of skills, reading, writing, listening and speaking. Among these four skills reading is one of the very important skills. It is an ability to understand the meaning of the written text. If the teacher cannot understand the meaning of text properly he/she cannot make his students understand the lesson so it essential to have good reading comprehension for all teachers of all levels. According to the Education System of Nepal the teachers who teach the students of class 6, 7 and 8 they are called lower secondary level teacher. English is taught as a compulsory subject in this level. Most of the students who study in this level are teenagers. It is a great challenge to make them perfect in English. And it is real that the students who cannot read the text clearly he/she is also weak in writing and speaking skill.

The reading comprehension of particular teacher depends on how he/ she can teach in the classroom. So the main reason for selecting the topic is to explore the reading comprehension ability of the teachers of lower secondary level and to suggest them some pedagogical implication for improving their weakness.

### **1.3 Objectives of the Study**

The objectives of this research were as follows:

- i. To find out the proficiency of lower secondary level English teachers on reading comprehension.
- ii. To compare the proficiency of Lower Secondary Level English Teachers on the basis of :
  - a. Teachers' training, and
  - b. Their experience
- iii. To suggest some pedagogical implication

### **1.4 Research Questions**

The study was oriented to find out answer to the following questions.

- a. How is the reading comprehension proficiency of the lower secondary level English teachers?
- b. Are trained and untrained teachers same on reading comprehension proficiency?
- c. Are experienced and inexperienced teachers same on reading comprehension proficiency?

### **1.5 Significance of the Study**

Different types of research in different topics have been carried out in the Departed of English Education. But no research has been carried out regarding

the reading comprehension proficiency of lower secondary level English teachers. So the value of this research will be an additional model for the students of the department itself. The research will be valuable for different governmental and non governmental authorities to forward their programs concerned in future. Similarly this research work will help the lower secondary level English teacher to know their own proficiency and realize the need for further improvement. It will be easy enough for the government to monitor teachers. It will be helpful for those persons who are preparing the training course to improve the reading comprehension ability of the teacher of lower secondary level English teacher. Finally, it will be one of the important literatures to review for other researcher in the same field.

### **1.6 Delimitations of the Study**

Every type of research has its own type of delimitation. This research has also delimitation. The study was limited to:

- a) The teachers of lower secondary only.
- b) English teachers only.
- c) The teachers of government schools only.
- d) The teachers of Chitwan district only.
- e) Reading comprehension only.

### **1.7 Operational Definition of Key Terms**

**Comprehension:** Comprehension means power to understand. It's faulty of understanding.

**Experienced Teachers:** This term refers to those teachers who have teaching experience above 5 years in Lower level.

**Good:** Having positive qualities.

**Government School:** The teaching institutions issued by government of the country.

**Hypothesis:** a testable statement of a potential relationship between two or more variables that is advanced as potential solution to a problem.

**Inexperienced Teachers:** This term refers to those teachers whose experience is below 5 years. New and fresh teachers fall in this category.

**Integrating:** combining together

**Intoning:** say something, especially in a slow and serious or solemn way

**Motivation:** inspiration

**Pedagogy:** the science or profession of teaching

**Portmanteau:** an old type of large leather suitcase, especially one that opened out into two compartments

**Potential:** probable or possible

**Practitioners:** those who practice for an action

**Pre-Test:** the test to measure the proficiency of students' previous knowledge on something

**Primary Source:** the source which provides first hand data

**Proficiency:** Proficiency means an skill of tallness on particular field. In this research, it is a skill of reading comprehension.

**Randomly:** aimlessly or haphazardly

**Relaxation:** without any difficulty and worry

**Research Tools:** the instruments for collecting information

**Trained Teachers:** The teachers who have got training about different skills of language teaching and learning are called trained teachers.

**Untrained Teachers:** The teachers who haven't got training about language skills are called untrained teacher.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

#### 2.1 Review of Theoretical Literature

Reading means understanding or making sense of a given text. It is a receptive skill which is necessary for understanding the content of the subject matters. It is total understanding of a message in a text or it is decoding the message. Reading is an understanding a text. But reading may be for different purposes and reasons. Reading may be affected by the pace, noise and the attention of the readers. Regarding this, Grellet (1950 p.44) says , “ understanding a written text means extracting the required information from it as effectively as possible.”

##### 2.1.1 Types of Reading

Reading skill is a complex cognitive process of decoding symbols for the intention of deriving meaning and constructing meaning. It is a means of language acquisition, of communication and of sharing information and ideas. We can read different things in different ways. Our purpose of reading affects it. It is a skill that one cannot learn without conscious effort. According to Nuttall (1996, p.223) There are different types of reading as follows:

**a) Slow Reading:** Slow reading is for beginners particularly and while reading a new or difficult passage. It is useful while teaching listening and for understanding in depth and learning about language system.

**b) Fast Reading:** Fast reading is for native speakers and after being expert in a particular language especially. It occurs while reading silently. It is used for reading simple text and for self study. Summarizing and paraphrasing can be practiced for rapid reading.

**c) Silent Reading:** Silent reading is for understanding the message from graphic symbols with our eyes. It involves mental process without using organs of speech. Experiments have shown that more comprehension is achieved only through silent reading. A good silent reader doesn't allow even the movement of lips and the use of pen and pencil on the print. The readers are not allowed to wag their heads. Silent reading is useful for self-study and library reading Doff (1988, pp. 66-67). Reading for meaning (silent reading) is an activity we normally engage in when we read books, newspapers, road signs, etc. It is what you are doing as you read this text. It involves looking at sentences and understanding the message they convey in the words, 'making sense' of a written text.

**d) Loud Reading:** Loud reading involves both physical and mental process. It changes graphic symbols into the spoken form and interprets them. It involves pronunciation and helps in relating spelling with pronunciation. It is useful especially for lower level students and for reading for others. According to Doff (1988, pp. 66-67) states that:

Reading aloud is a completely different activity; its purpose is not just to understand a text but to convey the information to someone else. It is not an activity we engage in very often outside classroom: common examples are reading out parts of a newspaper article to a friend, or reading a notice to other people who cannot see it.

Obviously reading aloud involves looking at a text, understanding it and saying it. Because our attention is divided between reading and speaking, it is a much more difficult activity than reading silently. We often stumble and make mistakes when reading aloud in our own language; and reading aloud in a foreign language is even more difficult. Reading aloud is a very difficult skill. So, it is not better to ask the students to read unseen text aloud which contains new vocabulary items. The readers are unable to concentrate adequately on the meaning of the text while reading aloud.

**e) Skimming:** Skimming is a rapid type of reading to find out the gist as a whole. Skimming is reading the fastest speed which person can accomplish. Fry (1965, p.51) asserts 'It is used when a reader wishes to cover material in hurry. It is also used when high comprehension is not required.' This does not mean that in skimming a person accepts a ridiculously low standard of comprehension: merely than he will accept a level of comprehension somewhat lower than that which can be obtained at study speed or at a verger reading speed (p. 51).

**f) Scanning:** It is a reading in which eyes run very quickly over a text to find out a particular piece of information. It focuses on if a particular point is present in the text. It involves the checking of specific items and can be also called as item check reading. It aims to find out specific information. Harmer (2007, p. 100) mentions, 'Students like the rest of us, need to be able to do a number of things with a reading text. They need to be able to scan the text for particular bits of information they are searching for.' This skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully.

For example, when we look for a telephone number, what is on television at a certain time or search quickly through an article looking for a name or other detail? We need this skill in these situations.

**g) Intensive Reading:** It is to understand everything the students read and be able to answer detailed vocabulary and comprehensive questions.

Grellet (1981, p. 4) defines intensive reading as, "Reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail." Intensive reading emphasizes accuracy and detailed information. A short extract of moderate degree of difficulty and containing features which merit detailed study form a basis for intensive reading practice. Its aim is finding detail information.



For Harmer (1991, p.78), "Intensive reading is often (but not exclusively) teacher-chosen and directed. It is designed to enable students to develop specific receptive skills such as reading for gist".

In order to get students to read enthusiastically in class we need to work to create interest about the topic and task.

Concerning students' role, Harmer (1991, p.287) opines, 'the comprehension tasks we ask students to do are based on tasks in a course book. In other words, the students are responding to what someone else has asked them to find out.' Students are far more likely to be engaged in a text if they bring their own feelings and knowledge to the task, rather than only responding to someone else's ideas of what they should find out.

**h) Extensive Reading:** Extensive reading involves general understanding of a text without necessarily understanding every word. It is a rapid silent reading for pleasure. The readers have option of skipping a whole section they find either too difficult or less interesting. It includes short stories, novels, magazines and newspaper articles. Its purpose is getting pleasure as well as information.

As Harmer (2007, p. 283) writes:

One of the fundamental conditions of a successful extensive reading programme is that students should be reading materials which they can understand. If they are struggling to understand every word, they can hardly be reading for pleasure- the main goal of this activity.

This means the written materials should be accessible to our students. The teacher's role is to promote reading and persuade students of its benefits. For this, we can present a model reading of a piece of a book which is exiting.

Concerning extensive reading tasks for students, Harmer (1991 p.285) opines:

Students should be allowed to choose their own reading a text, following their own likes and interests, they will not be reading the same texts at once. For this reason- and because we want to prompt students to keep reading- we should encourage them to report back on their reading in a number of ways.

### **2.1.2 Reading Comprehension**

Reading comprehension is the level of understanding of writing. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, readers use too much processing capacity to read individual words, which interfere with their ability to comprehend what they read. Many educators believe that children need to learn analyze text even before they read it on their own. In this context for Croft (1980, p. 348) states, "The basic purpose of the learning reader will always be to find meaning, to read for comprehension and understanding".

During the last century comprehension was usually student's answering to teacher's questions, writing responses to questions on their own or both. The whole group version of this practice is also often included "round robin reading" wherein teachers called on individual students to read a portion of the text. Now the situation has slightly changed. Though there is not a definite set of strategies but common ones including summarizing what we have read, monitoring your reading to make sure it is still making sense and analyzing the structure of the text. Instead of using the prior one read-test method research studies have concluded that there are much more effective ways to teach comprehension. Much work has been done in this area of teaching.

On the basis of the objectives of the present Secondary Education Curriculum (1998 pp. 44-45) reading comprehension simply refers to silent reading with understanding. English is taught and learnt as a foreign language especially in the formal setting inside the classrooms in many countries of the world. On the basis of the availability and practicality, a variety of reading texts can be

naturally and appropriately used in the classroom in order to enrich the reading comprehension skill of the students. Among the different varieties of reading texts, authentic texts as magazines and newspapers simply include different types of articles, reading texts suitable for the readers of different levels. They normally focus on people's interest and current affairs. They, therefore, are suitable for readers to develop their reading skill.

Reading comprehension is very important to the development of children's reading skills and therefore to their ability to obtain education. A research carried out by National Reading Panel in 1998, US (NRP) noted three components of reading comprehension.

First, reading comprehension is a complex cognitive process that cannot be understood without clear description of the role that vocabulary development and instruction play in the understanding of what has been read. Second is the active process that requires an intentional and thoughtful interaction between the reader and the text. Third, the preparation of teachers to better equip students to develop and apply reading comprehension strategies to enhance understanding is intimately linked to students' achievement in this area.

Smith and Dechant (1961,p.243) remark that the following abilities are basic to understanding and may be called comprehension- skills:

1. Ability to associate meaning with the graphic symbol.
2. Ability to understand words in context and to select the meaning that fits the context.
3. Ability to reading thought units.
4. Ability to understand units of increasing size: the phrase, clause, sentence, paragraph and whole selection.
5. Ability to acquire word meanings.
6. Ability to select and understand the main ideas.

7. Ability to follow directions.
8. Ability to draw inferences.
9. Ability to understand the writer's organization.
10. Ability to evaluate what is read: to recognize literary devices and to identify the tone, mood, and intent of the writer.
11. Ability to retain ideas.
12. Ability to apply ideas and to interpret them with one's past experience

Thus, we came to know how much reading comprehension is necessary for both teachers and students. The idea of the teacher having to be someone who is constantly developing and growing as a whole human being as a prerequisite for being able to do the personal development of students. Reading helps the teachers to be better informed both about their profession and about the world. This makes them more interesting to be around and the students generally like their teachers to be interesting people. For our own development and the students it is important. It also helps to keep our use of English fresh. Nuttall (1981, p. 3) opines: "Understanding a written text means extracting the required information from it as efficiently as possible." The reading purpose is determined according to the context. A competent reader quickly rejects the irrelevant information and finds what s/he is looking for. If the understanding is not enough, more detailed study i.e. comprehension is necessary. Nuttall (1981, p. 3) presents a list of different types of texts which usually come across for reading comprehension:

- Novels, short stories, tales; other literary texts and passages (e.g. essays, diaries, anecdotes, biographies)
- Plays
- Poems, limericks, nursery rhymes
- Letters, postcards, telegrams, notes
- Newspapers and magazines (headlines, articles, letters to the editor, stop press, classified ads, weather forecast, radio/ TV/ theatre programmes)

- Specialized articles, reports, reviews, essays, business letters, summaries, précis, accounts, pamphlets (political or other)
- Handbooks, textbooks, guidebooks
- Recipes
- Advertisements, travel brochures, catalogues
- Puzzles, problems, rules for games
- Instructions (e.g. warnings), directions (e.g. How to use...) notices, rules and regulations, posters, signs (e.g. road signs) forms (e.g. application forms, landing cards), graffiti, menus, price lists, tickets)
- Comic strips, cartoons and caricatures, legends (of maps, pictures)
- Statistics, diagrams, flow/ pie- charts, time-tables, maps
- Telephone directories, dictionaries, phrasebooks

In real life situation we may find a number of such texts. Actually our purpose of reading varies as how we read.

### **2.1.3 Teaching Reading Skill**

Teaching reading skills to EFL learners seems easy in the teacher-centered classroom particularly when the teacher teaches reading only as a classroom activity and does not keep in mind that learners will have to read on their own not only during the examination but also outside the school. The teacher explains everything and even dictates the answers viewing importance of examination and learners note down everything the teacher gives. Similarly, the learners enjoy being 'fed up' by the teacher.

The ELT teacher in traditional teaching reading classroom enters the classroom with the textbook, chalk and duster. He informs the students that they are going to do a reading passage. He gives meaning of difficult words. He writes some chosen words and phrases and their meaning on the board. Students note them down. Then he explains the meaning in detail. He may also discuss the class of those words. Then he reads the passage aloud and also gets one or two students

to read it aloud. He explains the passage word by word. While the teacher is explaining, the students' job is to listen to him/ her quietly. There are comprehension questions at the end of the passage. The teacher asks the students usually who are good in the classroom orally. When the answer is correct, the teacher either dictates or writes on the board and the students copy them in their exercise books. During the lesson, most of the communication takes place in the Nepali language. This is a model of an EFL reading classroom in Nepal.

If we analyze it, we see that it is a highly teacher-centered approach to teaching reading. Our aim as an ELT teacher is to improve learners' English not of teachers'. The teacher's role is to impart language competence to the learner and not to develop dependency upon others to understand a text.

There are several techniques for teaching reading. A teacher can adopt that suits his style. Gnawali (2005,p 85) mentions a better technique, which goes beyond ritualistic teaching of reading and presents a learner-centred technique for the EFL classroom setting.

**Scene Setting:** Some idea on the outside real world referred to by the passage orients learners to the theme of the passage. So the teacher starts a brief discussion by eliciting ideas from students on the same topic as that of the passage. Or she/ he can share his/her own personal experiences relating to the topic.

**Presenting New Vocabulary:** After the teacher assumes that the average student know the vocabulary, he presents it using receptive techniques. Before he presents each item, he asks if they know it and gets them to guess from the context. The techniques may be: explaining, showing pictures, giving examples, using definitions, etc.

**Extensive Reading:** With the help of scene setting and vocabulary students imbibe certain idea about the passage. Now, they proceed to read it. If they

have to read the whole passage and answer long and difficult questions, they will feel threatened. So, the teacher asks students to go through the passage and answer these following questions. In this model of reading, at this level, the teacher does not read and explain the passage for the students at all unless the majority has a problem.

**Intensive Reading:** After the extensive reading students know the general drift of the passage. They know what it is about and where a particular piece of information lies. They can now go through the text thoroughly and answer more difficult questions. So, the teacher gets students read the passage and does the exercises. It is appropriate to note it is the students who do the reading not the teacher. The teacher is the trouble shooter.

One of the cause students do not motivate in language learning is because of language teacher. Teachers can not add motivation by making their foreign language reading interesting until they make reading purposeful and class livelier. Reading gives a teacher, rich mental yeast which s/he can use to interact with students and others. It extends his/ her knowledge and consolidates and sustains vocabulary growth. It helps to improve writing i.e. the more we read, the better we write. A person who knows a bit about carpentry will make a table more quickly and skillfully than who does not. If the instructions are very clear, or the shape of a piece is baffling, experience helps to sort it out. A readily experienced carpenter can probably assemble the table without any instructions. And sometimes, experience can mislead- the table produced may not be what the designer intended and may prove deficient. Similarly, the reader's sense and experience help him (the teacher) to predict that the writer is likely to say this rather than that. A reader who shares many of the writer's presuppositions will be able to think along with the writer and use his own experience to resolve the difficulties. He may ever find the text so predictable that he hardly needs to read it at all. And occasionally, his presupposition may lead him astray, to force an interpretation that is not in the text.

The teacher's task is not to threaten students but get them accomplish short tasks that can be easy. When they finish answering, they can compare with their friends. The teacher indicates the correct answer and share among them. Reading is truly a psycholinguistic process, a combination of the use of reasoning and language cues.

Nuttall (199,p. 150) suggests three stages of reading, which are as follow:

**Before Reading Stage:** Before the students begin to read the text we can do quite a lot to make their task more explicit and their way of thinking is more effective. Reading this stage, Nuttall (1996, p. 154) suggests the following activities to be considered:

1. Providing a reason for reading.
2. Introducing the text
3. Setting a top-down task
4. Breaking up the text
5. Dealing with new language
6. Asking signpost questions

So, it is a warm-up and brain-storming stage. In this stage our aim is to arouse interest to read the text and to take students in the right direction. The students try to find out what the text is about.

**While Reading Stage:** This is an actual reading stage. The students try to find answers to the given questions. We will consider three broad modes of class organization as the individual mode, in which each student works on his own for much of the time. Since the reading process is in essence private, this mode is particularly suitable for reading lessons. The second one is the teacher-centred class, where the class works with one text; the way it is tackled is controlled largely by the teacher, who decides the sequence of work, sets, tasks, checking learning and tries to ensure that every student participates. The third one is group work mode of organization, in which much of the guidance comes



from fellow students. They try to understand the text jointly- that is, individual efforts are pooled and discussed in the hope of arriving together at the best interpretation.

**After Reading Stage:** When the detailed work is over, global understanding must be returned to and the text as a whole evaluated and responded to. Now is the time to reconsider what they did in the earlier stages. Their opinions about the writer's aim, about the main message of the text and so on, can be refined. Students are encouraged to discuss the text or questions, make notes or summary and reach into conclusion.

#### **2.1.4 The Teacher as Reader**

Students always follow the people whom they respect. They follow the teacher. If the teacher is seen to read with concentration, to enjoy reading and to make use of books, they do the same. Nuttall (1996, p.229) asserts: 'the best teacher of reading is also reading teachers, in the sense that they are teachers who read.'

It is important to demonstrate them his/her reading. They catch the teachers, since we believe reading is caught, not taught. And it cannot be caught from the people who have not got it themselves. Student must have read a great deal in L1 environment but some might have got little chance of reading and might minimize reading behavior. It is the teacher's job to encourage them reading. For some students a teacher may be the only reader they meet and the only person from whom they can catch reading. It is the teacher's task to make them see him as a reader not only in L1 but also in L2 environment.

Nuttall (1996, p. 229) suggests a teacher in the following way:

You carry books around with you. You make sure that students see you reading- for pleasure as well as for professional reasons. You talk to them about what you are reading, and read out brief passage that might interest them. You take an interest in what

they read, and can suggest books that would suit them. You treat books well, and make sure that students do the same, because you respect books for what they contain and because careful handling is considerate of other readers... and because it makes economic sense: after all, books are expensive as well as valuable.

A teacher should read a lot and should share his love of reading with the students. His interest on reading will make him a successful teacher of reading. Reading in target language is better while starting with the easiest level. A good L1 reader can do well in target language as well. By motivating the students he can add interest in target language.

Library reading has great benefit of familiarizing teacher with all the books available for the students and giving such practice. For improving reading the most important thing is to increase the amount of reading. He can choose short books that are easy enough to read. It takes a few months to mark improvement of reading efficiency.

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

As far as the researcher has studied, some researchers have been undertaken in reading comprehension. They are as follow:

Siwakoti (1996) carried a study on ‘An Analysis of Reading Proficiency of The Students of Secondary Level in Jhapa District.’ The main objective of the study was to find out the proficiency level of the students of Jhapa district who were studying in class nine and ten. He comparatively studied on the students of private schools and government schools. The result of the study showed that the private schools’ performed better than government schools. So she concluded that the proficiency level of secondary level students of private school is better than the students of government school on reading comprehension.

In the same way, G.C. (2002) carried out a study on 'Reading Comprehensive Ability of PCL First Year.' The main objective of the study was to find out the reading comprehension ability of the students who are studying in PCL first year. He has also aimed to study comparative proficiency of girls and boys in reading comprehension ability. The findings of the study have been presented descriptively. The comprehension ability of PCL first year was satisfactory. The comprehension ability of girls is a bit higher than that of boys.

Pandey (2002) conducted a comparative study on 'Reading Comprehensive Through Close Test and British Council Reading Comprehension Test.' The main objective of the study was to find out which test is better, Close Test or British council Test for testing reading comprehension ability. The findings of the study are presented descriptively. For instance, the students reading comprehension through close test is not satisfactory.

Likewise, Paudel (2002) work was a comparative study on 'Reading Comprehension Ability of The Students Proficiency Certificate and Higher Secondary Levels.' The main objective of the study was to find out the reading comprehension ability of the students proficiency and higher secondary level. The findings showed that PCL second year students have better comprehension ability than those of grade XII and the students' have better comprehension on seen text than on unseen text, etc.

Likewise, Subedi (2000) carried out a comparative study on 'Reading Comprehension of the Grade Nine Students of Kathmandu and Jhapa.' The main objective of the study was to compare the reading comprehension ability of the students of Jhapa and Kathmandu. He has also aimed to find out in what types text the students have better reading comprehension proficiency. The findings show that the students of Urban School in Kathmandu had a better performance in higher reading comprehension level in magazines than in newspaper whereas the rural students of Jhapa were better in the same. The students of Kathmandu are a bit better than the students of Jhapa in reading comprehension.

‘Reading comprehension Ability of the students of Grade X’ was another research carried out by Pattel (2003). The main objective of the study was to find out the reading comprehension ability of the students of class ten. He has also aimed to find out whether the students are better on seen text or unseen text in reading comprehension ability. The findings are the proficiency of the students in seen text is better than unseen texts. Like that many research works have been done on this area.

Similarly, Shrestha (2005) has carried out ‘A study of Reading Comprehension in the English Language of the Students of Grade Eight’. The main objective of the study was to find out the reading comprehension ability of the students of class eight. He has used tests and observation as the tools of research. But his study isn’t completed. The finding of the study is not clear. Only problems and difficulties are discussed. He has not summarized the conclusion clearly.

Joshi (2006) has undertaken a research on the topic ‘A Study on Effectiveness of Signpost Technique in Teaching Reading Comprehension’ The main objective of the study was to find out the effectiveness of signpost technique in teaching reading comprehension in terms of objective and subjective terms. His finding was that signpost technique is better than other techniques in teaching reading comprehension. He concluded that It is better in subject term than in objective term.

Similarly, Bhandari (2010) has undertaken a research on, ‘Reading Comprehension Ability of Primary Level English Teacher.’ The main objective of his study was to find out the ability of primary level English teachers on reading comprehension and to compare the ability of the primary level English teachers on reading comprehension. He concluded that trained teachers are better in reading comprehension than untrained teacher.

‘Reading comprehension Ability of the students of Grade Nine’ was another research carried out by Lamsal (2013). The main objective of the study was to find out the reading comprehension ability of the students of class nine. He has

also aimed to find out whether the students are better on poem or prose text in reading comprehension proficiency. The findings are the proficiency of the students in prose text is better than poems. Like that many research works have been done on this area.

In fact, no researches have been carried out on 'Reading Comprehension Proficiency of the Lower Secondary Level English Teachers' yet. Therefore, the researcher has tried to find out the lower secondary level English teachers' ability on reading comprehension.

## **2.2 Implication of the Review for the Study**

The above reviewed studies are somehow similar to my studies. They are related to my study. After reading those studies, I have gathered knowledge regarding how I should proceed. I have got too much inspiration and power to do better. Joshi (2006) helped me to make objectives of the study and Bhandari (2010) helped me to make questions for testing the teachers.

My related literature review works became very much helpful for my study. The reviews works helped me to broaden the horizon of my knowledge of research problem. While reviewing the related literature, I got some genuine ideas and concepts on the basis of which I can develop a conceptual framework of research. They provided me with theoretical background for my study which helped to develop my theoretical ideas and to broaden my knowledge related to textbooks and its analysis. In conclusion, It helped me to form and develop the intensive knowledge by means observing previously conducted studies.

## **2.3 Theoretical Framework**

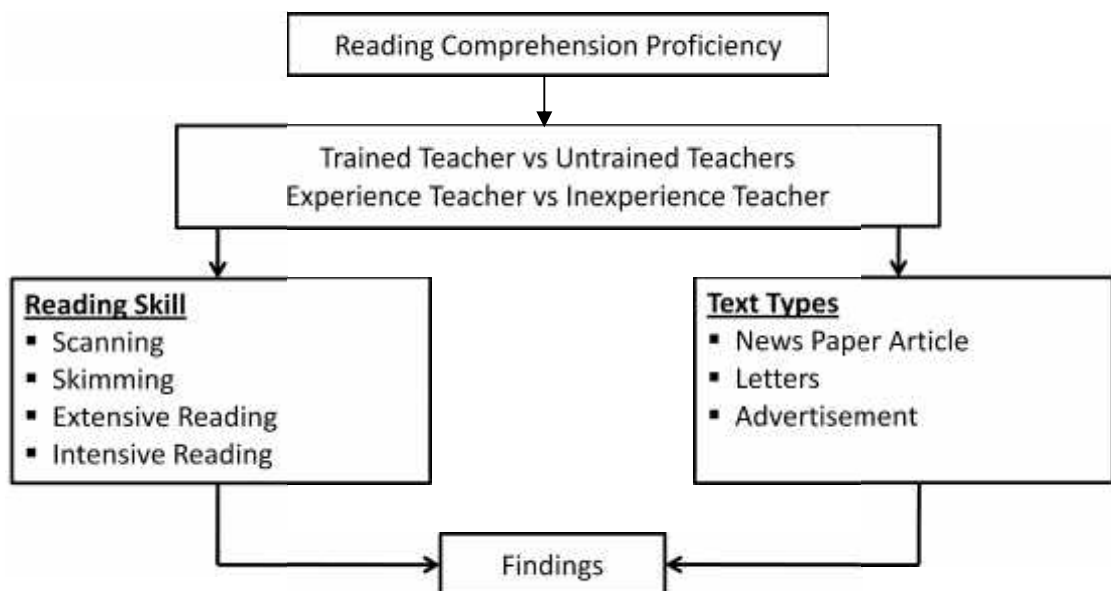
The conceptual framework is the plan to frame for the whole research process on which the study is established. It provides the general picture of the study from where the researchers conceptualize the whole idea at the first glimpse.

Hortsman (2002, p.30) puts

Just as a map lays out roads between cities and towns and guides travelers to their destination, a conceptual model defines pathways between key components and helps to clarify the processes that lead to the desired effect or outcome.

To be a perfect teacher is not easy task. A good teacher should have good skills of listening, speaking, reading and writing. Among these four skills, reading is also one of the essential skill in which any teacher should have excellent to teach any lesson effectively. Reading comprehension ability is a power to understand the meaning of the written text. It is a level of understanding. All teachers of any level do not have same reading comprehension ability. It depends on language understanding capacity of a particular teacher. It also depends on how they familiar on different types of text. The types of text such as; newspaper article, seen text, unseen text, Essay, etc also differ the reading comprehension ability of a teacher.

The present research intends to study the reading comprehension proficiency of the secondary level English teachers. For this the whole study will be precede within this give framework:



## **CHAPTER THREE**

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

This chapter deals with the research design and method of study, population, sample and sampling strategy, study area, tools for data collection, data collection techniques etc.

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

The current research was basically a proficiency survey test. It studied on reading comprehension proficiency of lower Secondary level English teachers. So it was descriptive in nature.

#### **3.2 Population, Sample and the Sampling Strategy**

Fifty lower secondary level English teachers of seventeen government schools of Chitwan district became the study population of the study. The researcher used purposive non-random sampling method where the researcher's judgment and accessibility were taken into consideration. For this research seventeen government schools of Chitwan district were visited and fifty lower secondary level English teachers were selected as the study population. The names of the teachers and the schools they were working have been given in the Appendix of this research work.

#### **3.3. Study Area/Field**

The researcher chose the study area from the lower secondary level and secondary level government schools of Chitwan district from where data were obtained from lower secondary level English teachers. Chitwan district was the geographical study area of the study. He carried on this research being based on the population of this area. He chose lower secondary level English teachers as his study population. Fifty lower secondary level English teachers from seventeen government school were attended in the proficiency test.

### 3.4 Data Collection Tools and Techniques

A test with subjective and objective questions will be the tool to elicit the required data for this research work. The researcher will deeply study on the experience and training of the teachers before analyzing and interpreting the facts.

The main tool for the collection of data was a test paper. The test items were designed to assess the reading comprehension proficiency of the LSLET (Lower Secondary Level English Teachers).

Three different unseen passages (texts) for reading comprehension were selected to test their proficiency in this regard. Each set of test items contained both the subjective and objective test items. The texts were taken from newspaper, The Rising Nepal (for news), The Kantipur Daily (for an advertisement) and HSEB question collection of 71 (for a letter). The test items were prepared by the researcher himself.

- a. **Objective Tests:** Different types of objective questions were given to the informants/LSLET. The objective type of test items contained multiple choice, ordering, completion, matching, true/ false and vocabulary. Each item carried marks as mention in the marking scheme given below.
- b. **Subjective Tests:** A set of subjective questions was given in each text type to PLETs, where they were asked to write short answers based on the respective text. Each item carried marks as mentioned in the marking scheme.



The researcher followed the following marking schemes.

**Table: 1**  
**Marking Scheme**

S.N.	Text type	Types of text items	No. of items in each set	Marks	Total Marks
1.	News (Set A)	Multiple choice	3	3	20
		Ordering	5	5	
		Short question answer	4	8	
		Completion	4	4	
2.	Letter (Set B)	True/ False	4	4	15
		Matching	6	6	
		Short question answer	5	5	
3.	Advertisement (Set C)	Vocabulary	4	2	15
		Supplying information	5	5	
		Short question answer	4	8	
		Grand Total			50

A model question set of test is given in the appendix of this research work.

### **3.5 Data Collection Procedure**

The Researcher followed the following steps to collect the primary data:

- a) At first he went to the selected schools and asked for the permission from the concern authority to consult the teachers who were teaching English in lower secondary level.
- b) He built a rapport with the concerned teachers and explain them about propose and process of the study.

- c) Then He gave them question paper to have test.
- d) After they finished solving the problems he collected the answer sheets.

## **CHAPTER FOUR**

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

#### **4.1 Analysis of Data and Interpretation of Results**

This chapter deals with the analysis and interpretation of the data obtained from the Lower Secondary Level English Teachers. The data were based on three sets of questions. Their responses were divided into two categories; in terms of training (trained and untrained) and in terms of experience (experienced teachers and inexperienced teachers) and they are analyzed separately both qualitatively and quantitatively.

The whole chapter has been divided into two parts. The first part deals with analysis of the Lower Secondary Level English Teachers' language and it is further divided into sub-headings. In this part their language while answering comprehension questions has been analyzed and interpreted. The second part consists of their scores on the basis of their experience and training accordingly. This part includes presentation and comparison of the related scores they obtained. The obtained marks of subjective and objective tests have been tabulated and described as well. The analysis and interpretation of the study is given in this chapter.

##### **4.1.1 Description of LSLETs' Proficiency on Overall Test**

In The study three types of texts (newspaper article, letters and advertisement) were asked. The mean scores they obtained in the overall test is analyzed and described below as follow:

**Table 2**  
**Overall proficiency of LSLE Teachers**

Tools	Obtained Mark %
Mean (Average)	75.18

Table 2 presents that The LSLETs obtained 75.18% marks as a whole. Fifty LSLETs were participated in the test. Among them 28 teachers were trained and 22 teachers were untrained. On the basis training the overall proficiency of LSLETs is described in the following table:

**Table 3**  
**Overall proficiency of LSLETs on the Basis of Training**

Tools	Obtained Mark%		Difference%
	Trained	Untrained	
Mean (Average)	77.18	73.5	3.68

Table 3 presents that trained teachers obtained 77.18% marks as a whole. But untrained teachers obtained only 73.5%. It shows that trained teachers are better than untrained teachers. The different between them is 3.68%.

The LSLETs were also divided into two groups on the basis of experience. 24 teachers were experienced and 26 teachers were inexperienced. Their overall proficiency is comparatively shown in the following table:

**Table 4**  
**Overall Proficiency of LSLETs on the Basis of Experience**

Tools	obtained Mark%		Difference%
	Experienced	Inexperienced	
Mean (Average)	77	72.37	4.63

Table 4 presents that experienced teachers obtained 77% marks as a whole. But inexperienced teachers obtained only 72%. It shows that experienced teachers are better than inexperienced teachers. The different between them is 4.63%.

#### 4.1.2 Description of LSLETs' Proficiency on the Basis of Text Types

Three types of texts, newspaper article, letter and advertisement, were asked in the test. Different scores have been obtained by teachers on the basis of text types that are shown in the following table:

**Table 5**

**Reading Proficiency of LSLETs' on the Basis of Text Types**

<b>Tools</b>	<b>Text types</b>	<b>Obtained Mark%</b>
Mean (Average)	News Paper Article	77.14
	Letter	76.21
	Advertisement	72.19
	As a whole	75.18

Table 5 presents the reading proficiency of LSLETs in different types of texts. They have scored 77.14% marks in News paper article, 76.21% marks in letters and 72.19% in advertisement. They have obtained better marks in news paper article than in letter and newspaper article. As a whole they have obtained 75.18% mark.

The Teachers were divided into two groups on the basis of their training so the trained and untrained teachers' proficiency on different text types is comparatively shown in the following way:

**Table 6**

**Comparison of Trained and Untrained LSLETs' Proficiency on the Basis of Text Types**

<b>Tools</b>	<b>Text types</b>	<b>Obtained Mark %</b>		
		<b>Trained</b>	<b>Untrained</b>	<b>Differences%</b>
Mean (Average)	News Article	80.16	77.2	2.96
	Letter	76.21	72.4	3.81
	Advertisement	75.17	70.9	4.27
	As a whole	77.18	73.5	3.68

The table no. 6 presents the reading proficiency of trained and untrained teachers on the basis of text types. Trained teachers have obtained 80.16% in news paper article, 76.21% in letter and 75.17% in advertisement. But untrained teachers have obtained 77.2% in news paper article, 72.4% in letter and 70.5 % in advertisement. As a whole trained teachers have obtained 77.18% where as untrained teachers have obtained 73.15% marks. The differences between them are 2.96% in news paper article, 3.96% in letter and 4.27% in advertisement. As a whole trained teachers obtained 3.68% more mark than untrained teachers.

The teachers were also divided into two groups on the basis of their experiences. So the experienced and inexperienced teachers' reading comprehension on the basis of text types is comparatively shown in the following way:

**Table 7**  
**Comparison of Experienced and Inexperienced LSLETs' Proficiency on the Basis of Text Types**

Tools	Text types	Obtained Mark%		
		experienced	inexperienced	Differences%
Mean (Average)	News Paper Article	76.3	69.38	6.93
	Letter	80.1	76.39	3.73
	Advertisement	74.6	71.34	3.23
	As a hole	77	72.37	4.63

The table no. 7 presents the reading proficiency of experienced and inexperienced teachers on the basis of text types. Experienced teachers have obtained 76.3 marks in news paper article, 80.1% in letter and 74.6% in advertisement. But inexperienced teachers have obtained 69.38% in news paper article, 76.39% in letter and 71% in advertisement. As whole, experienced teachers have obtained 77.18% marks where as inexperienced teachers have obtained 72.37%. The differences between them are 6.93% in news paper

article, 3.32% in letter and 3.23% in advertisement. As a whole experienced teachers obtained 4.63% more mark than inexperienced teachers.

#### 4.1.3 Description of LSLETs' Proficiency on Subjective and Objective Test

In the study, three types of text having both subjective and objective test items. The full mark of objective test was 29 and 21 for subjective test. The score they obtained was administered.

**Table 8**  
**Holistic Comparison of PLETs' Ability on Subjective and Objective Test**

Tool	Mark obtained %		Difference %
	Objective	Subjective	
Mean (Average)	83.55%	63.61%	19.94%

Table no.8 presents holistic comparison of the LSLETs' proficiency on objective and subjective test items. As a whole, they have obtained 83.55% marks in objective test where as 63.63% marks have been obtained in subjective test. This reveals their difference in subjective and objective test item is by 19.94%. Their proficiency is better in objective test than in subjective test. The difference is significant.

As divided the teachers into two groups, trained and untrained, on the basis of training, their reading proficiency on subjective and objective is comparatively shown in the following table:

**Table 9**  
**Comparison of Trained and Untrained Teachers' Proficiency on Subjective and Objective test**

Tools	Group	Mark obtained%		Difference
		Objective	Subjective	
Mean (Average)	A	86.86%	63.61%	23.25%
	B	80.68%	63.46%	12.26%

Note: Group A → Trained Teachers

Group B → Untrained Teachers

According to the table 9, the trained teachers have got 86.86% marks in objective test and they have obtained 63.61% in subjective test. The difference between them is 23.25%. This shows that the trained teachers have got significantly higher marks in objective test than in subjective test.

This table also shows the proficiency of untrained teachers in subjective and objective test. They have scored 80.68% marks in objective test where as 63.42% in subjective test items. The difference between them is 17.26%. They are far better in objective test than in subjective test.

Trained teachers are better than untrained in both subjective and objective test. The teachers were also divided into two groups, experienced and inexperienced, on the basis of their experience. Their reading proficiency on subjective and objective is comparatively shown in the following table:

**Table 10**  
**Comparison of Experienced and Inexperienced Teachers' Proficiency on Subjective and Objective test**

Tools	Group	Mark obtained%		Difference
		Objective	Subjective	
Mean (Average)	A	84.54%	63.63%	20.89%
	B	77.61%	60.71%	16.9%

Note: Group A → Experienced Teachers

Group B → Inexperienced Teachers

According to the table 10, the experienced teachers have obtained 84.54% mark in objective test and they have obtained 63.63% mark in subjective test item. The difference between them is 20.89%. They are significantly better in objective test in comparison to subjective test

This table also shows the proficiency of inexperienced teachers in both subjective and objective test items. They have obtained 77.61% mark in objective test and 60.71% marks in subjective test in average. The difference between them is 16.9%. They are far better in objective test than in subjective test



Comparatively Experienced teachers are better than inexperienced teachers in both subjective and objective tests.

#### 4.1.3 Description of LSLETs' Proficiency on the Basis of test Items

As a whole seven items of questions were asked. They were multiple choice, true false, ordering, and matching, vocabulary, completion and short questions. The holist proficiency of LSLETs on the basis of test items is shown in the following table:

**Table 11**  
**Holistic Proficiency of LSLETs on the Basis of Test Items**

<b>Tools</b>	<b>Items of Text</b>	<b>Obtained Mark %</b>
Mean (Average)	Multiple Choice	79
	True False	86.03
	Ordering	86.19
	Matching	98.94
	Vocabulary	55.47
	Completion	79.65
	Short Questions Answer	63.53

Table 11 presents that The LSLETs obtained 79% mark in multiple choice test items, 86.03% in True False, 86. 19% in ordering, 98.94% in matching, 55.47% in vocabulary, 79. 65% in completion and 63.53% in short question. It shows that the LSLETs were good in objective types of test but a bit weak in vocabulary and subjective type of test.

On the basis of the training the LSLETs have obtained different marks in different test items which are shown in the following table:

**Table 12****Proficiency of LSLETs on Test Items in Terms of Training**

Tools	Items Of The Tests	Mark Obtained %		Differences%
		Trained	Untrained	
Mean(Average)	Multiple Choice	81.81	76.19	5.62
	True False	86.36	85.71	0.65
	Ordering	94.54	77.85	16.6
	Matching	98.48	99.4	0.95
	Vocabulary	63.63	47.32	16.3
	Completion	83.32	76.98	5.34
	Short Ans.qus.	63.63	77.25	7.36

Table 12 presents the proficiency of LSLETs on different test items in terms of training. Trained teachers have obtained 81.81 mark in multiple choice items, 76.36% in true false, 94.54% in ordering, 98.48 % in matching, 63.63% in Vocabulary, 83.32% in Completion and 63.63% in short answer question. Whereas untrained teachers have obtained c67.19 % 1mark in multiple choice items, 85.72% in true false, 77.85% in ordering, 99.4 % in matching 47.42% in Vocabulary, 96.98% in Completion and 63.43 % in short answer questions. It shows that trained teachers are in every test items than untrained teachers. The differences% in their proficiency are 5.63 % 1mark in multiple choice items, 0.65% in true false, 16.6% in ordering, 0.95% in matching 16.3% in Vocabulary, 5.34 % in Completion and 0.2 % in short answer questions.

The LSLETs proficiency on different test items is also different on the basis of their experiences. So the reading proficiency of experienced and inexperienced LSLETs proficiency in different test items is shown in the following table:

**Table 13**  
**Proficiency of LSLET on Test Items in Terms of Experience**

Tools	Items Of The Tests	Mark Obtained %		Differences%
		Experienced	Inexperienced	
Mean(Average)	Multiple Choice	80.76	73.71	7.15
	True False	86.53	84.37	2.16
	Ordering	86.15	82.5	3.65
	Matching	99.16	98.07	1.09
	Vocabulary	55.75	51.3	4.72
	Completion	82.47	75	7.47
	Short Ans.qus.	66.11	5.4	5.4

Table 12 presents the proficiency of LSLETs on different test items in terms of experience. Experienced teachers have obtained 80.76% mark in multiple choice items, 86.53 % in true false, 86.15% in ordering 99.16% in matching, 55.75 % in Vocabulary 82.47% in Completion and 66.11% in short answer question. Whereas Inexperienced teachers have obtained 73.71 % mark in multiple choice items, 84.37 % in true false, 82.5% in ordering, 98.07% in matching 51.04% in Vocabulary, 75% in Completion and 60.71% in short answer questions. It shows that experienced teachers are better in every test items than inexperienced teachers. The differences% in their proficiency are 7.15% 1mark in multiple choice items, 2.16 % in true false, 3.65% in ordering, 1.09% in matching, 4.72% in Vocabulary, 7.47% in Completion and 5.4 % in short answer questions.

## 4.2 Summary of Findings

The major objective of this study was to find out the reading comprehension proficiency of the lower secondary level English teachers and compare their abilities in terms of informant-oriented variables: trained vs. untrained and experienced teachers vs. inexperienced teachers. The major tools of data collection were the test items, containing subjective (short answer question) and objective test items (matching, ordering, true and false, completion, vocabulary and multiple choice). The reading texts were extracted from the newspapers (eg. The Kantipur Daily and The Kathmandu Post) and old question collection of HSEB 2071).

On the basis of the analysis and interpretation of data the following findings have been drawn.

1. In Overall Test the LSLETs obtained 75.5% marks. Trained teachers obtained 77.18% mark where as untrained teachers obtained 73.5% marks. In the same way experienced teachers obtained 77% marks and inexperienced teaches obtained 72.37% marks. Over ally trained and experienced teachers are better than untrained and inexperienced teachers.
2. On the basis of text type, The LSLETs were a bit better in news paper article than letters and advertisement. They obtained 77.14% marks in news paper, 76.21% marks in letter and 72.19% mark in advertisement. Trained and experienced teachers are better than untrained and inexperienced teachers in every text types.
3. In subjective test, the trained teachers were slightly better than untrained teachers. The total average of trained teachers is 13.35 (66.64%) and untrained teachers is 13.32 (63.43%) out of 21 in subjective test.
4. The experience affected the performance of the teachers. The teachers who were experienced obtained higher marks than those who were

inexperienced. The experienced teachers' got 81.62% and inexperienced got 77.61% in average in objective test.

5. The trained teachers were better than untrained teachers in the objective test items. The trained teachers obtained 84.60% and untrained teachers obtained 77.24% as a whole. Therefore, training affects their reading comprehension ability.
6. In subjective test, the experienced teachers were found better than those who were inexperienced. In average, the experienced group got 66.11% marks and then the inexperienced got 60.71%.
7. The trained and untrained teachers were found significantly better in the objective items tests, multiple choices, matching, completion, true false, and vocabulary than in the subjective items test, short questions answers. The trained teachers got 86.86% in objective items test in average and 61.61% in the subjective item tests. Likewise, untrained teachers got 80.68% in objective item and 63.42% in subjective test in average.
8. In the same way, both the experienced and inexperienced teachers were found far better in the objective items tests, multiple choice, matching, True false, completion, ordering, and vocabulary than in the subjective items tests. The experienced teachers obtained 84.52% objective items tests test and 63.63% in subjective items test average. Likewise, the inexperienced teachers got 77.61% in objective items test and 60.71% in subjective items test out of the same.
9. As a whole, they were far better in the objective test than the subjective. The difference was significant. In objective test they obtained (83.55%) in subjective 63.61%. This suggests that the lower secondary level English teachers are weak in writing long construction like answers of short questions.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Conclusions**

After this research study it has been concluded that training is essential for English language teachers. The mean mark scores of all the trained teachers are better than untrained teachers. The experience of teaching also affects in the reading proficiency. The mean mark scores of experienced teachers are slightly better than inexperienced and fresh teacher. All the teachers were found better in objective test than subjective test. Most of the teachers are found a bit weak in subjective test.

#### **5.2 Recommendations**

The recommendations have been made on the basis of the findings:

##### **5.2.1 Policy Level**

On the basis of the findings obtained from the analysis of the data some recommendations that are related to the policy are made as follows:

1. Since the ability of trained and experienced teachers was found better in reading comprehension than untrained and less experienced teachers, special training package needs to be launched and experienced teaching manpower is recommended to be given high priority in teaching the English language in Lower Secondary level.
2. The performance on objective test was much better than subjective test. Therefore, the research study recommends launching the training programs viewing reading and writing development of all the teachers who are teaching English language in lower secondary level.

### **5.2.2 Practice Level**

Some of the findings of the research are applicable in the practical field of the research area. Some of the recommendations that are related to practice level are as follow:

- a. After this research it has been concluded that the teachers need to study very hard. To increase their reading proficiency they need to do different types of activities like listening audios, reading English newspaper, having conversation in English etc.
- b. They need to make their schools' and classes' environment full of English language. The teachers who are teaching English to the students in schools need extra reading and writing practices as well.
- c. Teachers need extra reading and writing practices to lessen the errors and make their classroom teaching effective and fruitful. Practice makes people perfect so government school's teachers also should practice hard to be better in their language performance.

### **Further Research**

There are many interested new researchers who want to do new research. For them this research can be a resource material for further research. There are many language teachers who are seeking new ways of improving their reading and writing skill for effective teaching. This research work may help them to further their research work. This research may help the new researchers. In this research work only the reading proficiency of lower secondary level teachers of government schools have been studied. There are many researches topic related this area in which the other interested students can carry out their research, like "A Comparison between the Reading proficiency of Government Schools' LSLETs and Private Schools' LSLETs", "Reading Proficiency of Secondary Level English Teachers" etc.

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## APPENDIX A

**Table of schools visited by the researcher:**

S.N.	Name and address of the school	Number of teachers involved
1	Kabilas Secondary school, Devitar, Jugedi, Chitwan	5
2	Chaturmukhi H. Secondary School, Shaktikhor	4
3	Aadarsha L.S. School Dahakhani, Chitwan	1
4	Prithivi Higher Secondary School, Kalika, Chitwan	5
5	Shree Rastriya Secondary School, Gardas Chitwan	3
6	Bhimodaya H.S. School, Padampur, Chitwan	4
7	Rastriya Lower Secondary School, Kaule	3
8	Rastriya L.Secondary School Deujar, Chitwan	1
9	Janajagriti H.S.School, Pithuwa, Chitwan	4
10	Red Cross Gram L.S. School, Jutpani, Chitwan	2
11	Kamalpur L. S. School, Padampur, Chitwan	3
12	Kankali H.S. School, Chainpur, Chitwan	3
13	Jana Shakti L. Secondary School, Shaktikhor	1
14	Naya Kiran S.School Bhojad	3
15	Rastriya L.S. School, Jutpani Bazar, Chitwan	3
16	Bindeshori S.School, Matapur, Chitwan	2
17	Rastriya S. School, Hattibang, Chitwan.	3
	Total	50

## Appendix B

### List of schools of teachers with their Training and Experience

S.N.	School visited	LSLET Involve in Test	Training	Experience
1	Kabilas Secondary school, Devitar, Jugedi, Chitwan	Surya Maya Subedi	10m.	11 years
		Sanjita Mandal	-	6 months
		Teeka Maya Gurung	10m.	4 years
		Joyti Adhikari	-	5 years
		Sharmila Gurung	-	5 years
2	Chaturmukhi H. Secondary School, Shaktikhor	Surendra Mani Lamichhane	-	5 years
		Nanda Lal Magar	-	2 years
		Gopal Bdr. Magar	-	5 years
		Hasta Bdr. Gurung	-	2 years
3.	. Aadarsha L.S. School Dahakhani, Chitwan	Hari Subedi	-	2 years
4.	Prithivi Higher Secondary School, Kalika, Chitwan	Gita Gautam	10m.	2 years
		Jyoti Gautam	-	6 years
		Raju Dhital	-	13 years
		Neetu Paudel	-	5 years
		Anita Adhikari	10m.	11 years

S.N.	School visited	LSLET Involve in Test	Training	Experience
5.	Shree Rastriya Secondary School, Gardas Chitwan	Kala Baral	10m.	4 years
		Santosh Shrestha	10m.	14 years
		Sakuntala Pokhrel	-	4 years
6.	Bhimodaya H.S. School, Padampur, Chitwan	Sita Dahal	10m.	20 years
		Sudha Adhikari	10m.	6 years
		Devi Karki	10m.	20 years
		Bidhya Koirala	10m.	21 years
7.	Rastriya Lower Secondary School, Kaule	Rom Kanta Neupane	-	17 years
		Jagat Malla	10m.	23 years
		Suk Bdr. Lama	-	7 years
8.	Rastriya L.Secondary School Deujar, Chitwan	Rajendra Adhikari	-	19 years
9.	Janajagriti H.S.School, Pithuwa, Chitwan	Indra Acharya	10m.	3 years
		Devi Tiwari	10m.	16 years
		Purnima Thapa	10m.	9 years
		Mahendra P. Gauli	10m.	18 years
10.	Red Cross Gram L.S. School, Jutpani, Chitwan	Khil Bdr. Rana	-	3 years
		Tirtha Soti	-	3 years

S.N.	School visited	LSLET Involve in Test	Training	Experience
11.	Kamalpur L. S. School, Padampur, Chitwan	Romita Chaurel	-	4 years
		Sapna Khadka	-	2 years
		Narayan Thapa	-	4 years
12.	Kankali H.S. School, Chainpur, Chitwan	Santosh Dawadi	-	2 years
		Sita Adhikari	-	2 years
		Jeewan Chhetri	-	3 years
13.	Jana Shakti L. Secondary School, Shaktikhor	Sita Paudel	10m.	6 years
14.	Naya Kiran S.School Bhojad	Tika Subedi	-	3 years
		Bishnu Sapkota	-	2 years
		Madhabi Sapkota	-	23 years
15.	Rastriya L.S. School, Jutpani Bazar, Chitwan	Ita Raj Gurung	10m.	14 years
		Rajendra Khaniya	10m.	10 years
		Shila Thapa	10m.	10 years
16.	Bindeshori S.School, Matapur, Chitwan	Ramesh Sapkota	10m.	12 years
		Rajan Sedai	-	6 years
17.	Rastriya Secondary School Hattibang, Chitwan	Kul Bdr. Kumal	10m.	20 years
		Bishnu Khatri	-	1 years
		Hari Bhakta Sharma	10m.	23 years

**APPENDIX. C**

**Tool Of The Research**

**Reading Proficiency Test-2073**

**Level: Lower Secondary Level**

**F.M. 50**

**Time:1:30 hr.**

**Name: ..... S.N.....**

**School's Name: .....**

**Training**

**a .....year.....month    b. untrained**

**Experience**

**a .....year ..... month    b. inexperienced**

Q.1. Read the following news paper article and do the activities that follow: 20

**A Whole New Ball Game for Tourism**

Ramesh Shrestha

Sauraha, Dec. 26

Bagmara Chaur in Shaura saw a different ball game on Saturday. the opening day of the sixth chitwan Elephant Festival.

The fun started right after vice chairman of the constituent Assembly Purna Kumari Subedi inaugurated the festival aimed at promoting tourism. Elephants sweated it out to outpace their opponents at the days race. Twelve out of 21 domestic and international teams advanced into the second round. While in the jumbo football match, the major attraction of the festival, DCBL defeated the Chaudhary group 1-0

The jumbo was not different from soccer. It had its set of diehard fans, who would shout and cheer whenever their favorite player moved the ball toward the goalpost.

“I came here mainly to watch Elephant caves”, said one among the thousands of people, who had poured in to watch the three-day festival.

“Eight elephant calves were trained for two weeks to kick the ball,” according to Rameshower Chaudhary, chief at the Khorsor Elephant Breeding center.

Local communities and various organizations staged cultural processions to mark the opening day.

The festival has given rise to hope that tourism will bounce back in the population destination of Sauraha. Local hotels and restaurants are packed with domestic and international tourism.

**A. Choose the best alternative best on the passage. 3x1=3**

**a. The program was mainly organized for....**

- |                             |                        |
|-----------------------------|------------------------|
| i) Elephant training        | ii) promoting tourism  |
| iii) For entertainment only | iv) to earn money only |

**b. The.....took part in the match.**

- |                                 |               |
|---------------------------------|---------------|
| i) International football teams | ii) Tourists  |
| iii) Local communities          | iv) Elephants |

**c. It was.....Elephant festival.**

- |             |           |
|-------------|-----------|
| i) first    | ii) sixth |
| iii) eighth | iv) tenth |

**B. Rewrite the following sentences into correct order. 5x1=5**

- a) Hotels and restaurants are doing good business.
- b) The program was inaugurated.
- c) Fans shouted and cheered with joy.
- d) The sixth Elephant Festival was held.
- e) Elephants played football in Sauraha Chtwan.

**.A. Answer these questions: 4x2=8**

- a. Why was the program organized? And why?
- b. What were the interesting programs to attract the tourists?
- c. What was the main aim of the program?
- d. How did the organizer make ready elephant to play football?

**D. Complete space with the correct words from the passage. 4x1=4**

The reporter of this news article is..... .. It is reported from..... The vice Chair person of the Constituent Assembly is.....All the .....are packed with domestic and international tourists.

**Q.2 Read the following letters and do the exercise that follow: 15**

20<sup>th</sup> December, 2014

Jhapa

Dear Son,

Thank you for your letter which I received yesterday. Me as well as your mother and sisters are fine here. We all are missing you too much.

My dear son, I got little nervous after reading your letter thinking that whether you also fall in drug addiction. You have written that so many friends of your college are drug addicts. I told it to your mother, she was also afraid of



with them. My dear son, we have sent to study there with a great hope that you can complete our dream. We have worked here very hard for the bright future of you and your sister. It's real that there are many bad friends in your college but it's also real that there are many good friends around you. We should have to recognize the nature of friends. Good friends make us be good and bad friends encourage us to fall in bad addictions. We are confident that you can easily choose your good friends.

My boy, now you are in your teen age so you may feel a bit different in that new environment. You may also be feeling loneliness missing your village and relatives. But be strong. You have to take this situation as the period of monsoon in life. If you work hard now, your future will be very successful. You can participate in different types of programs in college to be fresh, fit and healthy. Be a disciplined and happy student of your college. We hope you will rise our name being a good person in your future.

Our love, support and blessing are always with you. May god always be with you. I'll come to meet you next month. It's much for today.

Your Father

**A Write 'T' for true and ' F' for False.      4x1=4**

- a. The son has fallen in drugs addiction.
- b. The father is threatening his son not to fall in drug addiction.
- c. There are four members in the family.
- d. The son is living in Kathmandu to study.

**B. Match The Following: 6x1=6**

A

B

- |                                       |  |
|---------------------------------------|--|
| a. Dream of father (...)              | i. drug addicts                          |
| b. Jhapa (.....)                      | ii. way of being fresh Some fit.         |
| Students of his class (....)          | iii. to make son a good man.             |
| d. Blessing and love of parents (...) | iv. Address of the father                |
| e. Bad friends(...)                   | v. always with the children              |
| f. Playing different games(....)      | vi. encourage us to fall in<br>addiction |

**C. Answer the following questions:**

- a. why are the parents worried?
- b. how should we choose our good friends?
- c. c what do you think, is son a bad boy? why? why not?
- d. d why is the son staying away from the house?
- e. e is there any possibility for the boy to fall in addiction? how?

**Q.3. Read the following advertisement and answer the following question.15**

**Vacancy Announcement for Principal**

Nepal Police Higher Secondary School , Sanga is seeking a qualified , efficient and dynamic person for the post of principal who is ready to embrace the challenge of giving all our 1300 plus students a vibrant education of today's need. Interested candidates meeting the following requirements are requested to apply with a complete CV and 2 passport size photographs by 10<sup>th</sup> Aashadh 2073 (24<sup>th</sup> June 2016)

### **Minimum Requirements;**

- a. Mastered Degree in any discipline from recognized university.
- b. Minimum five years of prior experience in teaching at Grade 12 school.
- c. Fluency in written and spoken English.
- d. Below 60 years of age.
- e. Priority will be given to the eligible candidate with prior experience of working as a principal at Grade 12 school or college.

Salary: Pay scale equivalent to gazette special class of Government of Nepal.

### **Fringe Benefit**

- a) School Allowance
- b) Football Allowance
- c) Family Accommodation
- d) Others

Contract tenure and other terms and conditions will be negotiable.

### **Contact Address;**

Nepal Police Higher Secondary School

Sanga, Kavre

Phone: 011- 663459, 9851281911

E-mail: [npsaccount@dps.edu.np](mailto:npsaccount@dps.edu.np)

P.O.Box: 3922 Kathmandu

### **A. Write the opposite meanings of the following words; 4x0.5=4**

- i. maximum      ii. above      iii. Taking      iv. Uncomplete

**B. Supply the correct information in the space: 5x1=5**

- a) Deadline to apply.....
- b) Address to apply .....
- c) Name of the employer .....
- d) E-mail address of the school.....
- e) Name of the required post.....

**C. Answer the following questions: 4x2=8**

- a) What are the things to be submitted along the application ?
- b) B What types of the candidates are requested to apply for the post?
- c) What is the academic qualification of the post.
- d) What is the age limit for the candidate?