

# **PRACTICES OF TEACHING READING**

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

**Submitted By**  
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Tansen Multiple Campus  
Tansen, Palpa, Nepal  
2016**

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## **DECLARATION**

I hereby declare that this thesis is original; no part of it was earlier submitted by the candidature of research degree for any university.

Date: -

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Sanjay Bhattarai** has prepared the thesis entitled **PRACTICES OF TEACHING READING** under my guidance and supervision.

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# DEDICATION

Dedicated

*to*

*My ideal parents*

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## ABSTRACT

This research work entitled **Practices of Teaching Reading** is an attempt to find out teacher's techniques of teaching reading texts and attitude of teachers towards teaching reading English in Nepalese contexts. This is both quantitative and qualitative inquiry, based on multi method approach, descriptive and narrative analysis of data. The data were collected from 40 secondary schools of Palpa district by using questionnaire for 40 teachers. Twenty teachers were selected for the classroom observation. Classes of the 20 teacher were observed once using observation checklist. The findings of this research showed that majority of the teachers of English do not use appropriate teaching materials. Not all the teachers give equal attention using reading skill i.e. guessing meaning from context, predicting from the words and pictures, use of strategies. The teachers usually failed to engage in discussion. It was also found that the teachers partially used audio supports to minimize reading difficulties. Most of the teachers focused on objective type of question to measure the proficiency of the reading.

The present study has been divided into four chapters. The first chapter consists of general background, review of related literature, objectives of the study and significance of the study. Chapter two consists of methodology of the study. It encompasses the source of data, population of the study, sampling procedure tools for data collection and limitations of the study. Chapter three consists of the analysis and interpretation of the collected data. The data were tabulated and analyzed on the basis of the test items. Chapter four consists of the major findings and recommendation made after the analysis of the data which follows references and appendices.

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## **LIST OF ABBREVIATIONS AND SYMBOLS**

&	And
%	Percentage
Dr.	Doctor
e.g.	For example
EFL	English as Foreign Language
ELT	English language Teaching
ESL	English as Second Language
etc	et cetera
F	Frequency
i.e.	That is
No.	Number
P.	Page
PP.	pages
Prof.	Professor
Mr.	Mister
Mrs.	Misses
S.N.	Serial Number

# CHAPTER – ONE

## INRODUCTION

This study entitled **Practices of Teaching Reading** consists of general background, definitions and skills of language, strategies of teaching reading, types and importance of teaching aids, brief history and importance of process based approach to teach reading. Further, it includes the review of related literature, objectives of the study and finally, the significance of the study.

### 1.1 General Background

Reading, one of the receptive skills of language, is a way of grasping information from the graphic symbols. It is possible only when reading involves understanding. It is also an active receptive skill because the reader has to be actively involved in reading in order to receive information. While reading foreign language text, the reader has to try to understand the message and information contained in the text without the help of native speakers of the factual and affective or emotional. Referential materials are read in order to get factual information. Academic or intellectual materials are read in order to foster intellectuality.

Skill is the ability to do something well. Skills in language refer to the way of using the language. Especially there are four skills of language in existence namely listening, speaking, reading and writing. These four language skill are classified in two types: - a) Receptive and b) Productive skill.

Receptive skills refer to receiving the messages whereas productive skills refer to producing the language for conveying message. Among the four skills listening and reading are receptive skills and they receive the message. But they have equal importance. In language acquisition receptive skills precede productive ones. It is impossible to develop productive skills without receptive skills and vice versa. They are integrated not only while teaching and learning but also in real life situations while using language. These four skills

listening, reading, writing, and speaking are specified skills by the specialists to learn the language systematically and properly. In the word of Hamer (2003, p.265). “If skill use is multilayered in this way, it would make no sense to teach each skill in isolation.” So, there is a relation among four skills, learning a language means to be able to listen to the language and to speak the language, to read the language and to write the language. So, learning a language means learning these four skills. When a child is born, he hears other people speak and then he tries to speak what he has heard. Then he goes to read and write. Listening and reading involve receiving messages and are therefore often referred to as receptive skills. Speaking and writing are often referred to as productive skills. Speaking and writing are often referred to as productive skills.

The four skills listening and speaking happens simultaneously and reading and writing also go simultaneously. But this study is fully concerned with the reading skill. Therefore, only the reading skill is discussed in details

### **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.

For Rivers (1968, p. 214) ‘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 contributions to many fields of artistic and intellectual endeavour.’ The reading skill, once developed, is the one which can

be most easily maintained at a high level by the student himself without further help from his teacher.

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 discovering 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.

Pokharel (2007) mentions reading as a process that involves recognizing graphic symbols, vocalizing them and getting the message that the writer has expressed by means of three activities.

- i) Recognizing: Reading for one cannot ever begin unless one can correctly recognize the words s/he meets in print or writing. However, the process of recognizing written or printed words is the elementary stage of reading.
- ii) Vocalizing: Likewise, vocalizing the graphic symbols (in loud reading) is also important aspect of reading particularly for pronunciation. Beginners have to discover how writing is associated with spoken words that they have already learnt to use. But the early reading stage does not last long.
- iii) Getting message: The third process is getting message of the writer, which is the most important aspect of reading and for the most usually authentic reason for reading. It is to get facts, ideas, attitudes and feelings that the



writer has expressed through writing. Therefore, it is the aspect of reading that should be the focus of any reading activity for the readers who have passed the early stages.

For Wallace (1992) 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.

Website of American Federation of Teacher ([www.aft.org](http://www.aft.org)) states reading as the fundamental skill upon which all formal education depends. Research clearly show 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. (Retrieved from [www.nclrc.org](http://www.nclrc.org))

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.

### 1.1.2 Reading Techniques

Most of the techniques dealt with in this part are already familiar to the students in their native language. But it is necessary to re-train them, as some students have difficulty in applying them to a second language. (Grellet, 1981)

#### a) Sensitizing

The aim of this section is to provide exercise that will develop the strategies that students need to cope with unfamiliar words and complex or apparently obscure sentences. It should ensure they do not stumble on every difficulty or get discouraged from the outset.

#### (i) Inference

Inferring means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements. If these are words, then word - information and derivation will also play an important part.

When dealing with a new text, it is better not to explain the difficult words to the learners beforehand. They would only get used to being given 'pre-processed' texts and would never make the effort to cope with a difficult passage on their own. On the contrary, students should be encouraged to make a guess at the meaning of the words they do not know rather than look them up in a dictionary. If they need to look at the dictionary to get a precise meaning- which is an important and necessary activity too- they should only do so after having tried to work out a solution on their own. This is why, from the very beginning, it is vital to develop the skill of inference. The exercises suggested in the book try to develop inference along different lines:

- One exercise is devised to train the students to infer as quickly as possible the meaning of previously learned but incomplete words.
- The other exercises aim at making the students work out a strategy of inference for dealing with unfamiliar words.
- In the first part of the section on inference the exercises are meant to practice inference through the context.
- In the second part, they practice inference through word-information.

- Most of the exercises simply require of the students that they should guess the meaning of unfamiliar words.
- One exercise, however, leads them to analyze their process of inference more systematically.

### **(ii) Understanding relations within the sentence**

Inability to infer the meaning of unknown elements often causes discouragement and apprehension in students when they are faced with a new text. A similar problem arises when students are unable to get an immediate grasp of sentence structures. This will be a definite handicap in the case of texts with relatives, clauses and complex structures. It is therefore important to train the students, as early as possible, to look first for the 'core' of the sentence. In order to do that, the learners can be asked to divide passages into sense groups and underline, box, or sentence in a passage.

### **(iii) Linking sentences and ideas**

Another area in which it is essential to prepare the students in recognizes the various devices used to create textual cohesion and more particularly the use of reference and link words. Reference covers all the devices that permit lexical relationship within a text (e.g. reference to an element previously mentioned-anaphora –or to one to be mentioned below- cataphora, use of synonym, hyponym, comparison, nominalization, etc.)

### **b) Improving reading speed**

Students who read too slowly will easily get discouraged. They will also tend to stumble on unfamiliar words and fail to grasp the general meaning of the passage. One of the most common ways of increasing reading speed is to give students passages to read and ask them to time themselves. A conversion table, taking the length of the text and the reading time into account, will tell them to try and read a little faster every time. Reading should also be followed by comprehension questions or activities since reading speed should not be developed at the expense of comprehension.

### **c) From skimming to scanning**

One of the most important points to keep in mind when teaching reading comprehension is that there is not one type of reading but several according to one's reasons for reading. Students will never read efficiently unless they can adapt their reading speed and technique to their aim when reading. By reading all texts in same way, students would waste time and fail to remember points of importance to them because they would absorb too much non essential information. The exercises suggested in this section should therefore make the students more confident and efficient readers.

#### **(i) Predicting**

This is not really a technique but a skill which is basic to all the reading techniques but a skill which is basic to all the reading techniques practiced in this part and to the process of reading generally. It is the faculty of predicting or guessing what is to come next, what is to come, making use of grammatical, logical and cultural clues. This skill is at the core of techniques such as 'anticipation' or 'skimming' and will therefore be practiced in those sections, but it may be worthwhile to devote some time to more systematic training by giving the students unfinished passages to complete or by going through a text little by little, stopping after each sentence in order to predict what is likely to come next.

#### **(ii) Previewing**

Unlike predicting, previewing is very specific reading technique which involves using the table of contents, the appendix, the preface, and the chapter and paragraph headings in order to find out where the required information is likely to be. It is particularly useful when skimming and scanning and as a study skill.

#### **(iii) Anticipation**

Motivation is of great importance when reading. Partly because most of what we usually read is what we want to read (books, magazines, advertisements, etc) but also because being motivated means that we start reading the text prepared to find a number of things in it, expecting to find

answers to a number of questions and specific information or ideas we are interested in. This expectation is inherent in the process of reading which permanent interrelationship between the reader and the text is.

#### **(iv) Skimming and scanning**

Both skimming and scanning are specific reading techniques necessary for quick and efficient reading. 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.

When scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it be a name, a date, or a less specific piece of information.

### **1.1.3 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) 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) opines 'The schematic knowledge leads the uncertainty under the four headings, namely 'graphic

information, phonetic information, syntactic information and semantic information'. Goodman (1967) 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) 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' (as cited in Wallace 1992, p.42).

Wallace (1992) 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. (p. 42)

### **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) 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) argues 'readers as members of interpretative communities'.

### **1.1.4 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 writer's 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) opines 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 a 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. 273) quote:

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.

### **1.1.5 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. 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, P. 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, P. 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), "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 condition 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.

### **1.1.6 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 (2055 P. 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, US (NRP) noted three components of reading comprehension.

First, reading comprehension is a complex cognitive process that can not 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.

(Retrieved from <http://www.nationalreading.panel.org/fag/fag.htm#13>)

Smith and Dechant (1961) 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.

### **1.1.7 Teaching Reading Skill**

Teaching reading skills to EFL learners seems easy in the teacher-centred 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-centred 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) 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:** As the teacher assumes that average students know the vocabulary, he presents them using the respective 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.

Nuttall (1996) in foreign language learning teaching reading directly involves teacher and students. 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 even 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. Eskey (1970) believes in the innateness of whatever this skill is:

...the higher-level language functions, the human mind must be innately programmed, and that the job of the teacher is to activate, not to create, the program. Teaching a skill as complex as reading is mainly a matter of getting the student moving in the right direction and providing him with feedback as he develops that skill to the best of this innate ability (as cited in Croft 1980, p. 364).

Likewise, Nuttall (1996) suggests three stages:

**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, Nuttal (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-centered 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.

### 1.1.8 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) asserts: 'the best teacher of reading are also reading teachers, in the sense that they are teachers who read' (p. 229).

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 behaviour. 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.

## **1.2 Review of Related Literature**

Many research works have been carried out on practices of teaching reading and different aspects and skills of language in the Department of English Education. These research works have focused of related to the reading section like practices of teaching, appropriateness of reading section in the prescribed book, problem of teaching reading, pre-teaching preparation in the reading section in secondary level. The review of these research works have been presented follows:

Paudel (2002) conducted a comparative study on "Reading Comprehension Ability of the Students of Proficiency Certificate Level and Higher Secondary Level". The objectives of the study were to find out reading comprehension ability of PCL 2nd year and grade XII student and to compare their ability. It was also a stream-wise comparison. The findings were PCL students were brighter than XII Grader. The Science students were better (85.67% Vs 61.08%) than Arts in XII.

Bhattarai (2005) conducted a study on "Reading Comprehension Ability of 12th Grader in Bible College". The objectives of the study were to find out the reading comprehension ability of the students in the Bible colleges of Grade XII in terms of different sub-skills as skimming, scanning, inferring, guessing meaning and to compare their ability in terms of sex variable. To elicit their ability unseen text were used for test. The overall proficiency of the students was (60.48%) in average .The boys performed better in comparison to the girls.

Humagain (2006) carried out another research work on “The Effectiveness of Language Games in Learning Reading Comprehension”. Main objective of his research work was to find out the effectiveness of the games in teaching reading comprehension and he used the grade nine students of Siddhartha Secondary School Hetauda, Makawanpur as the primary source of data. He administered pre-test and post-test as the research tool. Main finding of his research work was that if the students are assigned to play games (i.e. language games) inside the classroom they can perform better in reading comprehension and teaching students using games is relatively more effective than teaching without using it.

Kafle (2008) carried out a study on “Effectiveness of Strip - Story in Teaching Reading Comprehension” with the objectives to determine effectiveness of strip - story in teaching reading comprehension. For this purpose he selected grade 9 of New Vision English School, Rupandehi. He collect data from sampled population of 32 students of same school. The students were given pre-test and post-test using the test items designed. The post test was administered after 22 days teaching using strip story technique to group A (Experimental) and without for group 'B' (Controlled). Their scores were tabulated and analyzed items of average difference and its percentage. Two result (Pre-test and post test) of the two group (experimental and controlled) were compared to find out the effectiveness of strip-story technique. His main find was that teaching reading with strip-story was found to have relatively better impact as a whole and he has suggested to use strip-story to teach reading.

Bhandari (2009) carried out a researcher on “Effectiveness of Teaching Materials for Teaching Vocabulary in Grade Four” with the objectives of findings out the effectiveness of teaching materials for teaching vocabulary in grade four. To carry out this research work, thirty-six students of grad four studying at Janata Lower Secondary School a public School, situated a Dulari-8, Morang were selected as sample population. Only sixty-five vocabulary from the text-book of grade four were selected for this work. The mode of the

test was written. A Pre-test of the both groups were compared to find out the effectiveness of teaching materials for teaching vocabulary. The main finding of this research work is that teaching words through pictures and realia as teaching material in grade four is more effective than teaching without using teaching materials (Pictures and realia).

Bhandari (2010) conducted or research on "Reading Comprehension Ability of Primary Level English Teachers. The objective of the study was to find out the reading comprehension ability of primary level English teachers and to compare their ability in terms of experience and training. For this purpose the he selected the primary level English teachers of Chiwan district. The he collected data from the sampled population of 50 primary teachers. The primary level English teachers were given three sets of test in their own Schools. Their responses were administered classifying into trained and untrained and experienced and inexperienced. Their scores were tabulated on the basis of the test items and were analyzed qualitatively and quantitatively. This study found out that teachers training and experience affect their performance in reading comprehension.

In fact, no research work has been carried out on reading comprehension ability of the primary level English teachers yet. Therefore, the researcher has tried to find out the secondary level English teachers' ability on reading comprehension.

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

The study had the following objectives:

1. To find out usual techniques of teaching reading at secondary level
2. To find out the attitude of ELT teachers towards teaching reading.
3. To suggest some pedagogical implications.

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

No research has been carried out in the Department of English Education regarding secondary level English teachers' reading comprehension



ability. So the value of this research will be an additional model for the students at the department itself. As the research is concerned with the English teachers of primary level, the findings of this research will be valuable for different authorities to forward their programs concerned in future. Similarly, this research work will help secondary teachers to know their own proficiency and realize the need for further improvement. It will be worthy enough for the government to monitor teachers. Finally, it will be one of the important literature reviews for other researcher in the same field.

## **CHAPTER- TWO**

### **METHODOLOGY**

This chapter deals with the methodology applied during the study. The following techniques and procedures as methodology of the study were used to collect the required data to fulfill the objectives of the present research.

#### **2.1 Sources of Data Collection**

The researcher used both primary and secondary sources of data in order to carry out this research.

##### **2.1.1 Primary Source**

This study is mainly based on the primary sources of data. The primary sources of data for this study were secondary level English teachers teaching at different schools of Palpa district.

##### **2.1.2 Secondary Source**

The researcher consulted the related books as Fry (1963), Rivers (1968); Croft (1980), Grellet (1981), Wallace (1992), Nuttall (1996), previous theses such as Subedi (2000), Bhattarai (2005), Joshi (2006), Pokhrel (2007), Khadka (2007), *Journal of NELTA* etc to widen the insight in the area of research.

#### **2.2 Population of the Study**

The total populations of the study were the secondary level English teachers, both from government aided and private schools of Palpa district.

#### **2.3 Sampling Procedure**

The researcher selected 40 secondary level English teachers of Palpa district by using purposive sampling technique. A set of questionnaires were given to all selected teachers to fill up and 20 teachers were randomly selected

to observe their classes. The names of schools and teachers are given in appendix IV.

## **2.4 Tools for Data Collection**

The researcher used questionnaire and observation check list as the main tools for data collection. A set of questionnaire were distributed to 40 English language teachers to find out their teaching reading techniques at secondary level. Among them, 20 teachers were observed using observation checklist (See in appendix III).

## **2.5 Process of Data Collection**

The following processes were used in order to collect the primary data:

1. First, the researcher consulted the related previous theses, materials and then prepared a set of questionnaire to find out the teachers teaching reading techniques in Palpa district.
2. Then, the researcher visited the head teachers and English teachers of selected schools and established rapport with them and explained the purpose and asked permission to do the actions
3. The researcher distributed the questionnaires to selected teachers.
4. The researcher asked permission to observe their class.
5. The researcher filled the form of checklist observing the class.
6. The researcher collected the questionnaire form from them.
7. The researcher carried the course book of secondary level and analyzed the reading practices of them.

## **2.6 Limitations of the Study**

This study had the following limitations:

1. This study was limited to 40 schools of Palpa district.
2. It was further limited to 40 English teachers of secondary level as primary source of data.

3. This study was limited to reading comprehension.
4. The tools were the questionnaires and classroom observation checklist.
5. Only, 40 questionnaires were distributed.
6. The total observed classes were 20 in number.
7. Only the teaching reading activities of the teachers and learners were focused.

## **CHAPTER-THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of the data obtained from the secondary level English teachers. The main objective of the study was to find out the practices of teaching reading skills based on experiences and phenomenon. I collected information about teaching reading through questionnaire for forty teachers. I also observed 20 classes of 10 teachers to find out teaching practices of teaching reading in the secondary level. The collected data were analyzed by using qualitative approach and statistically display devices like tables, percentage. The analysis and interpretation of the data are presented in the subsequent sections.

#### **3.1 Appropriateness of Reading Section in the Prescribed Book**

The researcher gave five statements to the participants to rate appropriateness of reading section in the prescribed book that they were experiencing being teachers of English at secondary level. The responses to these questions were analyzed in the subsequent section. The overview of the practices teaching reading comprehension is presented in appendix II. The teachers of English language were given the questionnaire with rating scale of strongly agree, agree and disagree to this statement. The data collected from the teachers of English language about their experience and the appropriateness of reading section in the prescribed book in the Table-1.

**Table 1 : Appropriateness of Reading Section in the Prescribed Book**

Categories	Variables	Frequency	Percentage	Total
Do you agree reading section in the given text book is appropriate for secondary level students?	Strongly agree	7	17.5	40
	Agree	29	72.5	
	Disagree	4	10	

Above mentioned table shows the participants were asked ‘Do you agree reading section in the given text book is appropriate for secondary level students?’ The responses to this question shows that 17.5% of the participants were strongly agree, 72.5% of them agree and 10% of them disagree about the issue. It shows that the reading section given in the prescribed book is appropriate to teach this level.

### 3.1.1 Teaching Reading Skill

The teachers of English were given the question ‘How often do you teach the reading skill exercises given in the prescribed course book?’ with the rating scale of always sometimes and rarely to this question the data collected from the teachers of English about their experiences of teaching reading skill given in the text book presented in table-2.

**Table 2: Teaching Reading Skills**

Categories	Variable	Frequency	Percentage	Total
How often do you teach the reading skill exercise given in the prescribed course book?	Always	25	62.5	40
	Sometimes	15	37.5	
	Rarely	-	-	

Table shows the responses to this question shows 62.5% of respondents always teach, 37.5% of them sometimes teach and none of them rarely teach the reading skill in the classroom. This reveals that few teachers of English were found skipping the reading section given in the text books.

### 3.1.2 Usefulness of Reading Text

The teachers of English were given the question ‘How useful have you found reading text given in the text book?’ with the rating scale of useful, quite useful and not useful to this question. The data collected from the teachers of English about their experiences usefulness reading text given in the prescribed text book presented in table-3.

**Table 3: Usefulness of Reading Text**

Categories	Variable	Frequency	Percentage	Total
How useful have you found reading text given in the text book?	Useful	29	72.5	40
	Quite useful	10	25	
	Not useful	1	2.5	

The table reveals that the responses to this question showed 72.5% of the participants are useful, 25% of them are quite useful and 2.5% of them are not useful. The majority of teachers of English stated the prescribed text were useful.

### 3.1.3 Experiences of Teaching Reading Sections

The teachers of English were given the question ‘How do you feel while teaching reading sections given in the course book?’ with the rating scale of quite interesting, interesting and boring to this question. The data collected

from the teachers of English about their experiences of teaching reading section given in the prescribed text book presented table-4.

**Table 4 : Experiences of Teaching Reading Section**

Categories	Variables	Frequency	Percentage	Total
How do you feel while teaching reading sections given in the course book?	Interesting	27	67.5	40
	Quite interesting	12	30	
	Bore	1	2.5	

The table-4 reveals the responses of this question 67.5% of the participants were interested, 30% of them were quite interested and 2.5% of them bored in teaching reading text given in the prescribed text book. It shows that the most of the teachers were interested to teach reading sections in the prescribed text book.

### 3.1.4 Teaching Reading Material

The teachers of English were given a question ‘What materials do you use to teach reading text?’ The data collected from the teachers of English about their experiences of teaching reading materials given in the prescribed text book presented in table-5.

**Table 5: Teaching Reading Material**

Categories	Variable	Frequency	Percentage	Total
What materials do you use to teach reading text?	Audio-recording	7	17.5	40
	Video-recording	2	5	
	Scriptive	31	77.5	



The table denotes that the responses to this question showed 77.5% of the participants used scriptive text, 17.5% of them used audio- recording and 5% of them used video recording while teaching reading to this grade. The core conclusion of the data is that the majority of respondents often used audio and video recording. Script is highly used while teaching reading section in the research zone.

### 3.2 Supports in Teaching Reading

The participants were given four different questions to find the support in teaching reading in the classroom. The about pre-teaching preparation and support in teaching reading are summarized in the subsequent section.

#### 3.2.1 Preparation for Teaching Reading

This section consists of an analysis and interpretation of data on the basis of discussion about topics before teaching reading. The result has been presented in the table-6.

**Table 6: Pre-teaching Preparation**

Categories	Variables	Frequency	percentage	Total
Do you make the necessary pre-teaching preparation to teach reading?	Yes	40	100	40
	No	-	-	

The table shows that all respondent were stated favor on issue. This clearly represented most of the teachers make the necessary pre-teaching preparation for teaching reading.

All participants said 'Yes' in the question of 'Do you make necessary pre-teaching preparation to teach reading?' Multiple responses given to this issue are as in the table-7.

**Table 7: Preparation for Teaching Reading**

<b>Variable</b>	<b>Frequency</b>	<b>Total</b>
Studying the reading text and practicing read it grammatically correct.	15	40
Choosing the reading text.	13	
Providing the extra exercises.	14	
Integrating reading with other skills.	19	
Identifying the reading purpose.	25	
Developing the similar text.	11	
Adopting reading text from other sources.	8	
Designing reading activities	12	

The table shows 25 participants identifying the reading purpose before teaching reading. Similarly 19 respondents do integrating reading with other skill. In this issue the researchers said free to choice multiple options. Some of participants chose more than one alternative. Rest of frequencies of the variables are 15 in studying the reading text, 13 in choosing the reading text, 14 in providing the extra exercises, 11 in developing the similar text, 8 in adopting reading text from other source and 12 in designing reading activities. Theme of the observation of participants on this issue, most of the participants focused pre-teaching preparation to teach reading using different variables on the researcher mentioned in the questionnaire.

### **3.2.2 Using Audio-Supports in Teaching Reading**

The analysis and interpretation of data on the basis of audio supports in teaching reading consists of the data of the questionnaire. The result has been presented in the table given below.

**Table 8: Using Audio-Supports in Teaching Reading**

Categories	Variables	Frequencies	Percentage	Total
Do you use audio supports to minimize reading difficulties?	Yes	28	70	40
	No	12	30	

The table shows that 70% use audio supports to minimize reading difficulties while teaching reading likewise 30% does not use audio supports while teaching reading. From the data most of the teachers were found using audio support to develop reading skill while teaching reading.

### **3.3 Practices of Classroom Teaching Reading**

The teaching of reading comprehension practices involves different practices at different stages. For this purpose I research 4 classes of 20 selected teachers. The practices of different stages of teaching reading are analyzed as follows and the summary of observational data is presented in appendix ....

#### **3.3.1 Practical Aspects of Teaching Reading**

The analysis and interpretation of data on the basis of practicality teaching reading consists of the data of the classroom observation. The result has been presented in the table given below.

**Table 9: Practical Aspects of Teaching Reading**

S.N.	Categories	Yes	Partial	No	Total
1	Motivate\facilitate the students while reading	18	2	-	20
2	Use of teaching aids	15	5	-	20
3	Related topic discussion	11	9	-	20
4	Predicting from the words and pictures	7	11	2	20
5	Involves the students in reading activities	16	4	-	20
6	Guessing meaning from context	5	12	3	20
7	Teaching Activities				
	• Description of picture/ cultural setting	8	12	-	20
	• Vocabulary introduction	15	5	-	20
	• Students read silently/aloud	11	9	-	20
	• Summarizing	12	7	1	20
	• Skip difficult vocabulary	3	6	11	20
	• Providing a reading task	15	5	-	20
	• Use of strategy/process	4	14	2	20
	• Comprehension check	14	3	3	20
	• Discussion	11	9	-	20
	• Asking comprehension question	15	5	-	20
	• Questioning grammar related and mechanics	7	13	-	20

The table shows that most of the participants motivated the students while teaching and minor number of the teachers partially motivated their students. Similarly, in my classroom observation most of the participants used teaching aids and quarter of them partially used teaching aids. Regarding of related of topic discussion more than 50% describes .Among them few teachers partially discuss about topic. I found some teachers predict from the word and

pictures while teaching reading. Most of the teachers predict and minor of the participants hesitated to predict. Most of the teachers involve the students in reading activities. As the data only few teachers guess the meaning from context. Most of them partially teach through guessing meaning and few of them partially. There are many techniques and approach to teaching reading such as description of picture, vocabulary introduction, skimming, discussion, comprehension checks, mechanism etc. Most of the teachers were found using teaching reading activities while teaching stated from the data. Some of the participants skip the tough vocabulary.

### **3.3.2 Classroom Teaching Reading Comprehension Practice**

As presented out in Appendix II most teachers agreed that the teachers introduced the reading topic at the pre-reading stage. The teachers also replied that they employ activity very frequently furthermore the researcher has observed this during the observation session. From this, it might be possible to infer that introducing the reading texts and activities are frequently handled during the teaching of reading. In order to bring effective reading in the classroom, there should be a purpose for the reading activities. The researcher asked the many questions to find the trend on teaching reading. In the teaching reading, there can be three stages: pre, while and post. In order to get better result different purposive teaching learning activities should be practiced. In the context of research field the researcher prepared questionnaire and distributed to the participants main purpose of the researcher is to find the activities and present practices on teaching reading such as strategies activities, mechanism etc. Participants responded on question based on classroom teaching reading comprehension practices. Although they answered in the questionnaire, those differed in classroom observation. The trend of teaching reading is traditional and script based rather than audio and video. The given questions set without saying pre, while and post but they are questions which represent pre, while and post. Description and data of the questionnaire concern to teaching reading comprehension practices is discussed briefly.

The other crucial activity in pre-reading stage the instruction clear to the students, with regard to this 27 teachers repeated that they always made instructions clear. Five respondents often, 8 or 24% teachers sometimes where as none of respondents did careless to instruct the students. At pre-reading stage the teachers motivates the students for effective teaching activities. The ideal one always pre teach some difficulty and shying words use in passage for motivation. As the data stated 52.5% of the teachers always teach some difficulty and shying words, 25% of them often explained, 12.5% or 5 of them sometimes and 10% or 4 of them rarely motivated to the students at the pre-teaching. Regarding whether the teachers help the students understand and help the activities likewise introduce new language to practice reading to native speakers and use authentic languages are found 20% or 8 of them always, 62.5% or 25 of them often, 7.5% or 3 of them sometimes and 10% or 4 of them rarely. Teacher's creativity at teaching reading plays key role to get better result. Students actively participate when the teachers teach differently rather than monotonous traditional teaching method. As the data, most of the informants (i.e. 16 or 40% often, 27.5% or 11 sometimes) teach the text ideally and make the students to read in their own way on this issue.

While teaching reading, 42.5% or 17 always, 25% or 10 sometimes, 22.5% or 9 often and 10% or 4 rarely told the students to compare and complete their reading with their partners as stated from the data. Students activity in their pair group and discussion among them in topic related reading task highly good impact on the favor the target aimed by the concerned group. In the collected research, the researcher came to conclusion on it most of the teachers often followed on this issue. Pertaining to item of 8 few of the teachers (i.e. 10% or 4) responded not to make the students read and correct factual errors. On this way many teachers rejected to follow. With regard to item nine 37.5% or 15 often, 25% or 10 sometimes, 20% or 8 always and 17.5% or 7 rarely motivate and keep record individually in pair group to check whether students read new piece of reading. While teaching reading the respondents viewed to give appropriate feedback to the students. It enables to develop

comprehensive skill. Reading is not easy task so the teacher always enhances many techniques to make classroom effective. As the data I came to know most of the teachers did not follow teaching reading strategies and mechanism as well as reading sequence. Group based activities void the shyness of the students. Hence students should participate in task based language teaching and group discussion. From the data I came to conclusion that most of the teachers are found partially followed the mentioned issues in sequence.

This explanation shows that reading should be integrated with other skill. This could be done by employing different activities of the post reading stages. On way of developing students, reading comprehension ability is by employing the role play activity in the real class, although the teachers' responses reply they make use of this the response from the students and from the observation session are contrary to this. It is natural that students want to get feedback for what they try to perform in the classroom. This feedback as much as possible should be positive to ensure learners to experience success as often as possible. With regard to appropriate feedback, the responses from the teachers and finding from the classroom observation revealed that teachers usually give appropriate feedback.

### **3.4 Analysis of Data from Open-ended Questions**

Regarding the question “Are you enjoying teaching reading? Why or why not?” most of the teachers stated that they were enjoying teaching reading in the classroom. The teacher who viewed favor on question because they can use different skills make the students enable in reading comprehension. One of stated, *“yes I am. Teaching reading is one of the most important parts of teaching language. It is very important skill of language teaching reading helps students to comprehend the meaning thoroughly as well as it helps in developing writing skills, reasoning, manipulating ideas and so on.”* The other views give by the teachers were feel pleasure to teach different cultural context of foreign language, useful to develop both accuracy and fluency, increase vocabulary power, quite useful for grammatical items etc. Reading sections

consist 40% in secondary level English curriculum. It is core skill for the students. Teachers focus on reading section using reading strategies and mechanism. The over view of collected questionnaire that most of the teacher enjoying as well as responsibility of the profession widen the knowledge of the students in reading comprehension.

Minor of the respondents stated that they do not enjoying teaching reading in the class room. One of respondent opined, *“I’m not enjoying teaching reading as per my expectation though it deals with real life situation. Our faculty of knowledge gets broadened more than it does as we go through the cosmic book, newspaper, magazines, letters, instructions and other outlets. So I do have partial support in enjoying teaching reading.”* The respondents who view against the enjoying teaching reading stated that English as second language interfered by native one and lack of knowledge of vocabulary.

### **3.4.1 Teaching Materials**

Regarding the question ‘What types of teaching materials are necessary for teaching reading?’, majority of the teachers used textbook to teach reading in the class room. Similarly some informants accepted that they used audio, video, picture, flash card, brochure, booklet etc. to teach reading in class room. However the respondents argued to use many teaching aids while teaching reading, I didn’t find so. In the context of government aided and private school in countryside there is not access to use appropriate instructional materials. In the reading section there is wide range of using teaching aids. But exactly partially informants use such types of materials. Teaching materials helps to reach the aim determined or planned by the teachers. As the available data, most of the respondents enjoy with materials which they made themselves for their classroom purpose. Teaching reading is appropriate if the teacher made themselves the materials. This also indicated that teacher needs the raw materials for preparing teaching materials rather than prescribed materials.



### 3.4.2 Problems in Teaching Reading

Regarding the question, ‘What problem do you face while teaching reading?’, different teachers reacted differently. Some teachers stated that the students faced many problems while reading due to various factors. The teachers made the students problems as their problems. They stated that the problematic areas were vocabulary related, irrelevant context, lack of motivation, structures, creating situation, lack of developing similar text, lack of pronunciation and fluency etc. The burning problem of teaching reading is that the teacher uses own language and pronunciation while teaching. And the prime problem faced by the teachers is that the students hesitate to participate in reading activities. Some of the problems that were faced by the teachers were problems due to reading strategies adopted by the students.

One of the respondents said, ‘*The following problem I have faced while teaching reading are unmanageable classroom size, less amount of exposure to English language, pronunciation problems due to their first language, lack of authentic reading materials, unavailability of sufficient training based on English language teachers with an ability to act as a model.*’ Other teachers argued that the students faced many problems while reading due to a problem in reading materials. I came to a conclusion after getting responses and observation of the classroom that the teachers were not able to use the audio and video materials to minimize the problem in teaching activities.

### 3.4.3 Evaluation of the Reading Lesson

The participants were asked, ‘How do you evaluate students after teaching either they understood or not?’ The teachers’ responses to this question were different from teacher to teacher. One of them stated that he evaluated students by asking several questions, giving different activities to the students such as: matching items, fill in the blanks, ordering the text etc. Another teacher stated that she asked an open-ended question to the class to enquire whether they got the gist of the reading text or not. One of the participants stated, ‘*The following evaluate techniques can be applied in the*

*real classroom situation either the students have understood the reading text or not; ask them to read out the text with correct pronunciation, ask them to involve in group or peer activities, ask them to read the English newspaper, giving text based question to do.”* This indicates that most of the teachers were focused on open-ended and objective types of questions to measure the comprehension skill.

### **3.4.4 Teachers Deny to Response**

The participants asked, “What do your students feel when you teach them reading?” The teachers didn’t response to this question. Similarly, the teachers were asked whether they got training of teaching reading or not. The responses to this questions revealed that they got different types of training but they didn’t get proper training that could help to teach reading skill. Some teachers stated that they got theory while they were as the students of education faculty.

From the data I came to know that some teachers attended in service teacher training program launched by NCED. Some teachers were from education background. But neither of teachers got special training for teaching reading. In case of teaching strategies very few of the participants responded the issue. The participants who responded stated that they taught by audio/video, textual and asking the question to the students. They also stated that they sometimes read the reading text and the students were asked to read.

From the data taken from the teachers it was clear that most of the teachers did not teach the reading text in the classroom while teaching language. The teachers who taught reading text in the classroom did not have enough materials to teach reading in the classroom. Even some teachers stated that they didn’t have authentic reading text to teach reading. Most of the teachers skipped the reading text by guessing meaning from context. The teachers who taught reading text in the classroom didn’t focus on meaning rather they focused students attention on the meaning on the reading text. The teacher gave the background knowledge of the text before reading thinking that

the background knowledge of the vocabulary of the text helps their students to get gist of the reading text. To rate their students the teacher used question to ask them. The teacher stated that they prepared objectives and open ended types of question to ask the students. The questions were related to the reading text which had read by the students

## **CHAPTER-FOUR**

### **FINDINGS AND RECOMMENDATIONS**

The present study is a pure effort to find out the practices of teaching reading in accordance with their attitude in teaching reading. The data for the study were gathered using questionnaire for teachers and classroom observation. To elicit the relevant information a total thirty questions were used. An observation checklist consisting of eighteen items was prepared to see the practices of teaching reading. After carefully collecting the relevant information, facts, data were analyzed in an integrated manner using descriptive qualities. Therefore, frequency counting, percentage mean and description of some qualitative data were applied to analyze and describe the data. Lastly, based on the findings obtained and recommendations were forwarded. The study has the following findings.

#### **4.1 Findings**

The following findings were drawn basis of analysis and interpretation of the data:

In the analysis of the result of appropriateness of reading section, 72.5% respondents agree in the prescribed book for the secondary level, it has been found that the instruction and tasks given the students change their attitude and behavior as well.

1. Among total respondents 62.5% always taught the reading exercise given in the prescribed course book.
2. As data from the classroom observation, the 15% of the teachers skipped difficult vocabulary.
3. In the analysis of the result, 'The pre-teaching preparation to teach reading, it was found that 100% of the respondents did well pre-teaching preparation. It is found that the instructions and tasks given the students change their attitudes and behavior as well.

4. In the comparison of the use of audio supports to minimize reading difficulties, it has been found that 70% teachers used audio supports/materials and very few English teachers did not use audio supports in teaching reading.
5. Most of the respondents (i.e.99%) focused on objective type of question to measure the proficiency of teaching reading.
6. The teachers faced strategic problems, reading issues, problems in students and the problems in the materials while teaching reading in the classroom.
7. It was found that the teacher enjoyed with the materials which they made themselves for their classroom purpose. This also indicated that the teachers need the raw-materials for preparing teaching reading materials rather than prescribed materials.
8. It was found that most of the teachers used scriptive texts to teach reading texts. It was also clear that all the teachers did not try to make audio and video supports.
9. It was found that the teachers were not get special training for teaching reading in the classroom.

## **4.2 Recommendations**

Based on the findings, the following recommendations are forwarded:

1. Teachers should be given the relevant training on how to implement teaching reading.
2. It is found that the teachers were not get special training for teaching reading in the classroom. That is why; the teachers should be given special training for teaching reading skills in the classroom.
3. It was found that majority of the teachers did not teach the reading lesson predicting from the word and pictures that are given in the text book. So it is recommended that the teacher should provide effective instructions based on given pictorial scenario.

4. Collaborative and co-operative reading activity by using an authentic format, style and other usual technique should be done.
5. It is recommended that the teachers who faced difficulties in their classroom for selecting and applying the technique should conduct action research. On the basis of the findings the teacher can take decision for their teaching.

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## APPENDIX I

### Questionnaire to the English Teacher

Dear Sir/Madam,

It is my pleasure to inform you that I am going to carry out the research. This questionnaire is a part of my research study entitled “**Practices of Teaching Reading**” to find out the Teachers Techniques of Teaching Reading at secondary level under the supervision of **Mr. Ram Nath Neupane** Lecturer Department of English Education, **Tansen Multiple Campus, Tansen, Palpa** for the partial fulfillment for Master of Education.

I have administered a set of questionnaire to find your right response. Your kind co-operation to fill up response in the questionnaire will be great value to me. Any responses you provide will be kept secretly. I assure you that it does not harm to you at all. Rather it will be beneficial for the teachers who are recruited in the school or campus.

Thank You.

Researcher

Sanjay Bhattarai

M.Ed. Second year

Please, write about yourself but do not sign your real name anywhere:

1. Name: Madan Prasad Nepal
2. School: Saraswati HSS Khasyauli - Palpa
3. Qualification: M.Ed.
4. Experiences: 13 years
5. Training: TPD, RC, ETC, NELTA, Workshop

### Usefulness of Reading Text of the Prescribed Textbooks

1. Do you agree reading sections in the given text book is appropriate for secondary level students?
  - a. Strongly agree
  - b. Agree
  - c. disagree
2. How often do you teach the reading skills exercises given in the prescribed course book?
  - a. Always
  - b. sometimes
  - c. rarely
3. How useful have you found the reading texts given in the textbook?
  - a. useful
  - b. quite useful
  - c. not useful
4. How do you feel while teaching reading sections given in the course book?
  - a. Interesting
  - b. quite interesting
  - c. bore
5. What materials do you use to teach reading text?
  - a. Audio recording
  - b. video recording
  - c. scriptive text

### Pre-teaching Preparation and support provided in the Teaching of Reading

6. Do you make the necessary pre-teaching preparation to teach reading?
  - a. Yes
  - b. no
7. If 'yes' tick that suits you. (you can tick more than one options)
  - Studying the reading text and practicing read it grammatically correct.
  - Choosing the reading text.
  - Providing the extra exercises.
  - Integrating reading with others skills.
  - Identifying the reading purpose.

- Developing the similar text
- Adapting reading text from other sources.
- Designing Reading activities.

8. Do you use audio supports to minimize reading difficulty?

- a.  Yes                      b. no

9. If 'yes' what do you use?

- a.  audio recording  
 b. video recording  
 c. others

### Classroom Teaching Reading Comprehension Practices

Rarely =1 Sometimes =2 Often =3 Always =4

10. I make them to scan the text.

1                      2                       3                      4

11. I make instructions clear to the students.

1                      2                      3                      4

12. I pre-teach some difficulty and shying words use in passage.

1                      2                      3                       4

13. I help them understand while they are doing the activity, for example: to introduce new language, to practice reading to native speakers and use authentic languages.

1                      2                      3                       4

14. I read ideally the similar text, and make students to read in their own way.

1                       2                      3                      4

15. I tell students to compare and complete their reading with their partners.  
1            2            3            4
16. I tell students to practice reading and check in pair.  
1            2            3            4
17. I make them read and correct factual errors.  
1            2            3            4
18. I motivate and keep record individually in pair group to check whether students read new piece of reading.  
1            2            3            4
19. I engage students in group work to develop new piece of reading.  
1            2            3            4
20. I give appropriate feedbacks on the students work in the reading activities.  
1            2            3            4
21. I engage students in reading sequence; engage-activate-study-activate.  
1            2            3            4
22. I organize group activities after reading and revising to each others.  
1            2            3            4
23. I let the students express their individual views and opinions on the ideas reflected in the text, either supporting or opposing.  
1            2            3            4



Please answer these questions.

24. Are you enjoying teaching reading? why or why not? Discuss.

Ans: Yes, I am enjoying teaching reading skill although it is productive skill. Due to its largeness sometimes I feel bored and tired. If we divide the sk into different groups it is very fun and interesting. ~~anyway remaining 2 skills~~ Reading skill is better than remaining others 3 skills.

25. What types of teaching materials are necessary for teaching reading?

Discuss

Ans: The following types of teaching materials are necessary for reading.

- \* vocabulary (similar and opposit.) many chart
- \* pamphlet / chart / reading materials / hand written or printed materials
- \* newspaper cut out etc.
- \* audio-visual recording

26. What problem do you face while teaching reading?

Ans: The following problems I have faced while teaching reading

- \* unmanageable classroom size
- \* less amount of exposure to English language
- \* pronunciation problems due to their first language
- \* lack of authentic reading materials
- \* unavailability of sufficient training based English language teacher with an ability to act as a model.

27. What do your students feel when you teach them reading? Discuss

Ans: Different students have different minds so that they may feel different opinions towards reading test. Poor / dull student may feel difficulty and they hardly take part in reading comprehension test but tallent / excellent students can get benefit. But rarely 5-10% students can enjoy / can reading skill and other remain silence although reading skill is interesting and fun activities.

28. Have you ever got any types of training that you have to face with the challenges that occur in teaching reading?

Ans: I've got different types of training that I've faced for teaching reading skill. RC, ETC, NELTA, TPD Seminars, formal and informal programmes, <sup>NGO</sup> <sup>INSO</sup> have conducted reading based training

29. What are the strategies and effective techniques of teaching reading?

Find out

Ans: The following strategies or effective techniques can be used for teaching reading skill.

- \* Fill in the gaps
- \* choose the best alternative
- \* short questions and answers
- \* close
- \* ordering
- \* Fill in the space
- \* vocabulary
- \* matching
- \* Giving opinions
- \* Retelling the text etc.

30. How do you evaluate students after teaching either they understood or not?

Ans: The following type evaluate techniques can be applied in the real classroom situation either the students have understood the reading text or not.

- \* ask them to read out the text with correct pronunciation
- \* ask them to involve in group or pair activities
- \* ask them to read the English newspapers
- \* giving text based question to do

Thank you for your kind co-operation.

## Appendix II

### Practices of Classroom Teaching Reading Process

#### Questionnaire Responses

S. N.	Questionnaire Item	Always		Often		Sometimes		Rarely		Total	
		No	%	No	%	No	%	No	%	No	%
1	I make them to scan the text	4	10	17	42.5	15	37.5	4	10	40	100
2	I make instructions clear to the students	27	67.5	5	12.5	8	20	0	0	40	100
3	I pre-teach some difficulty and shying words use in passage	21	52.5	10	25	5	12.5	4	10	40	100
4	I help them understand while they are doing the activity	8	20	25	62.5	3	7.5	4	10	40	100
5	I read ideally the similar text and make students to read in their own way	7	17.5	16	40	11	27.5	6	15	40	100
6	I tell students to compare and complete their reading with their partners	17	42.5	9	22.5	10	25	4	10	40	100
7	I tell students to practice reading and check in pair	12	30	18	45	8	20	2	5	40	100



8	I make them read and correct factual errors	8	20	15	37.5	13	32.5	4	10	40	100
9	I motivate and keep records individually in pair group to check whether students read new piece of reading	8	20	15	37.5	10	25	7	17.5	40	100
10	I engaged students in group work to develop new piece of reading	8	20	22	55	8	20	2	5	40	100
11	I give appropriate feedbacks on the students work in the reading activities	25	62.5	12	30	3	7.5	0	0	40	100
12	I engage students in reading sequences	15	37.5	17	42.5	4	10	4	10	40	100
13	I organize group activities after reading and revising to each others	10	25	12	30	15	37.5	2	5	40	100
14	I let the students express their individual views and opinion on the ideas reflected in the text, either supporting or opposing	21	52.5	6	15	7	17.5	6	15	40	100

### Appendix III

#### Model Observation Checklist

Name of School: *Adarsh sec. school*

Time:

Name of Teacher: *Achyut Raj Nepal*

Class: *10*

S.N.	Categories	Yes	Partial	No	Rem.
1	Motivate/facilitate the students while reading	✓			
2	Use of teaching aids	✓			
3	Related topic discussion		✓		
4	Predicting from the words and pictures		✓		
5	Involves the students in reading activities	✓			
6	Guessing meaning from context	✓			
7	Teaching Activities				
	• Description of picture/ cultural setting		✓		
	• Vocabulary introduction	✓			
	• Students read silently/aloud	✓			<i>aloud</i>
	• Summarizing		✓		
	• Skip difficult vocabulary			✓	
	• Providing a reading task	✓			
	• Use of strategy/process		✓		
	• Comprehension check		✓		
	• Discussion	✓			
	• Asking comprehension question	✓			
	• Questioning grammar related and mechanics	✓			

## APPENDIX -IV

### Respondents of the Study and Name of Schools

S.N.	Name of Respondent	Name of School	Address
1	Krishna B. Malla	Sen HSS	Tansen-3
2	Laxman Adhikari	Chandra HSS	Chappani-7
3	Damodar Ghimire	Bhairav Nawadeep HSS	Chhahara-1
4	Hotriraj Dhungana	Damkada HSS	Madanpokhara-6
5	Meen Prasad Dhakal	Adarsh Secondary School	Deurali-8
6	Dilli Raj Sharma	Laxmi HSS	Tansen-13
7	Dilli Raj Gaire	Darlamdanda HSS	Darlamdanda-8
8	Narayan Pd. Neupane	Tibhuwan HSS	Argali-1
9	Tek Bahadur Pun	Kalika HSS	Palungmainadi-5
10	Tara Gautam	Adrash HSS	Deurali-1
11	Santa Bir Baral	Padma Public HSS	Tansen-8
12	Yagya Gaire	Devbani HSS	Tansen-1
13	Man Bdr Reshmi	Sarada Sec School	Boughagumba-2
14	Lal K Khamcha	Vishnu HSS	Pokharathok-7
15	Achyut Raj Nepal	Adarsh Secondary School	Deurali-8
16	Noyal Thapa Chhetri	St. Capitanio	Tansen-7
17	Khem Saru	Bethel	Tansen-1
18	Pratigya Gyawali	Prabhat Secondary	Palungmainadi-3
19	Girija Koirala	Bhawani HSS	Kusumkhola-3
20	Shreedhar Pandey	Nepal Eng. Preparatory	Tansen-4
21	Sushma Dhakal	Mahendra Bodhi HSS	Tansen-15
22	Bharat Khanal	Bedbedanga HSS	Siddeshor-3
23	Debi Bhattarai	River Valley Eng. School	Madanpokhara-6
24	Bhimlal Neupane	Bhairav Janata HSS	Bhairavsthan-3
25	Raju Parajuli	Newhorizon Eng School	Tansen-5
26	Shankar Bhattarai	Janapriya Sec. School	Tansen-10

27	Madan Pd.Nepal	Saraswati HSS	Khasyauli-8
28	Deepak Bhattarai	Uddabudhha HSS	Rigneraha-3
29	Narayan Pd Bhandari	Mohan Kanya HSS	Tansen-4
30	Hari Ghimire	JVT	Tansen-6
31	Mehghlal Neupane	Mount Valley	Kaseni-7
32	Sangita Pandey	Masyam HSS	Masyam-1
33	Mira Devi Gyawali	Sharada HSS	Madanpokhara-6
34	Bhim Shrees	NEPS	Tansen-4
35	Drona Neupane	THSS	Argali-1
36	Maan Bdr Reshmi	Surbodaya HSS	Boughagumba-5
37	Agraj Bhandari	Siddi Sec School	Nayar-1
38	Shankar Aryal	Saraswati HSS	Tansen-14
39	Khaman Singh BK	Janahit HSS	Humin-8
40	Krishna Raj Gawali	Bhairav HSS	Bhairavsthan-3