

CHAPTER ONE

INTRODUCTION

This study deals with “**The Techniques used by IELTS Instructors in Teaching Reading Skill**” consists of general background, statement of the problem, objective of the study, research questions, and significance of the study, delimitation of the study and operational definition of key terms.

1.1 General Background

The International English Language Testing System (IELTS) measures the language proficiency of people who want to study or work where English is used as a language of communication. It uses a nine-band scale to clearly identify levels of proficiency, from non-user (band score 1) through to expert (band score 9). IELTS is available in: Academic - for people applying for higher education or professional registration, and General Training for those migrating to Australia, Canada and the UK, or applying for secondary education, training programs and work experience in an English-speaking environment. Both versions provide a valid and accurate assessment of the four language skills: listening, reading, writing and speaking. (www.ielts.org).

English is the most widely accepted language for international communication and it has long been taught as a foreign language in our country Nepal including English as compulsory subject from the pre-primary school. Additionally, it is also conducted in different institutions as the IELTS preparation classes for the purpose of enhancing all the fundamental four basic skills of the language i.e. Listening, Speaking, Reading and Writing to encounter IELTS Test. Apparently, these all skills should be emphasized while teaching and learning most popular and globally accepted language English but Reading is the prioritized element of this study.

Reading refers to gathering information and increasing one's professional

knowledge from the graphic symbol. Reading obviously is an active receptive skill because the reader has to be actively involved in order to receive information. Reading is a process that involves recognizing graphic symbols, vocalizing them and getting the message that the writer has expressed by means of the symbols. Of these three stages, the process of recognizing and identifying written words is the elementary stage of reading.

Munby (1978, as cited in Sharma &Phyak 2006) says:

“Reading obviously is a receptive skill because we receive message by readingsomething. Reading without understanding is just barking at prints and therefore reading involves understanding or comprehension. Understanding or comprehension comes under receptive skill. In other words reading involves the process of decoding (converting language in to message). While reading, the reader constructs message from graphic symbol.” (p.232)

Reading is very important in learning a foreign language. Even those people who do not have many chances to meet native speakers, they can learn language through reading books. For the learners of English as foreign language is the only means of exposure.

Reading obviously is a receptive skill because we receive message by reading something.It is the process by which a person understands the meaning of spoken or written language. Reading means previewing a written text in order to understand its contents and is the process by which a person understands the meaning of written or spoken language. Reading is the particular way in which we understand a book contents.

According to Grabe (1997) reading is an interaction between reader and text. He claims that reading requires efficient knowledge of world and a given topic

also an efficient knowledge of the language. As it is stated, reading requires a rich background, and also some ability to comprehend the texts. On the other hand Rebecca and Sadow (1985) claim that reading is related to language and it requires being efficient in second language.(Retrieved from [http:// www monographia.com](http://www.monographia.com).)

1.2 Statement of the Problems

In the process of involving in IELTS Preparation Classes myself as a student found reading skill as a bit complex one among the four language skills i.e Listening, Speaking, Reading and Writing, though all skills are equally important and inter-related with each other. Moreover, what was felt that only theoretical knowledge is not enough to solve reading skill questions in IELTS Test because techniques and strategies carry most prominent role for the reading tasks to solve accurately and effectively within the stipulated time. So, with dense interest this study is going to explore the techniques used by IELTS Instructors InTeaching Reading Skill.

1.3 Objectives of the Study

This research study was initiated by the following objectives:

1. To explore the techniques or strategies used by IELTS Instructors in teaching reading skill.
2. To suggest some pedagogical implications.

1.4 Research Questions

Research Questions significantly support in order to accomplish the study .This study will be devoted to seek the answers of the following questions;

1. What sort of techniques do the IELTS instructors use in teaching reading?

2. Do the reading strategies play vital role to accomplish the reading skill based-task in IELTS Exam?

1.5 Significance of the Study

It is sure that every task or proposed study will bring successful and excellent result if it is consciously planned and done relating /developing its' objectives and it is applicable for the solution of the problems in the respective fields. It is expected by the researcher that this study would be beneficial for those who have been involving in IELTS preparation classes as instructors and learners. Moreover, this study would be helpful to the language learners as well as trainers and those related to teaching and learning English language. Similarly, this study would suggest some pedagogical implications for enhancing teaching- learning process.

This study, on the topic 'Reading Comprehension Ability of the Students' has great significance in the sense that, it has attempted to identify the strategies and techniques used by IELTS Instructors In Teaching Reading skill. So, it is expected that this study would suggest some pedagogical implication for enhancing teaching learning process too. To find out the techniques to solve reading skill task this research study would play significant role.

1.6 Delimitations of the Study

This study followed the following limitations:

1. The population of the study was limited to four IELTS instructors from four different IELTS preparation classes.
2. This study was limited overall techniques of teaching reading skill by Instructors in live environment.
3. Data was collected only through live class observation and observation check-list.
4. This study was limited to the IELTS preparation classes of Kathmandu valley only.

1.7 Operational Definition of the Key Terms

The term 'Operational Definition refers to the specific words or key words which are used in this study so far. The key terms used in the Study are defined as below;

IELTS: International English Language Testing System. To assess the English Proficiency of non-native speaker of the language who intend to study in institution where English is the language of instruction.

Techniques: Techniques refers to reading strategies used by students who are preparing IELTS course.

Reading: Reading is the receptive skill in the written mode and getting meaning from them.

Instructor: An instructor is a teacher teaches or facilitates in learning.

Skimming: A type of speed reading in which the readers make a rapid survey of texts to grasp the general theme or central idea of the text.

Scanning: A type of reading in which readers mainly try to locate specific information and often they do not even follow the linearity of the passage to do so.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This is paramount part of the study includes theoretical literature, review of empirical literature, the implication of the review for the study and the conceptual framework.

2.1. Review of Theoretical Literature

It is the fact that the research should draw knowledge from the previous studies since they provide foundation to the present study. So, a number of theories have been developed from different perspective after reading relevant literature and the information received from different literature is sorted under the main theme and theories. Therefore, the theoretical literature of this study consists of the teaching of reading, reading techniques, general information of IELTS, IELTS Test format, types of IELTS Test on the basis of purposes, Types of questions asked in four skills in IELTS and Scoring system in IELTS Test as well.

2.1.1. Reading Techniques

Generally, reading is a process of absorbing printed information from the text. Moreover, it is a way of grasping information from the graphic symbols. So it is also called receptive skill and active skill because it constantly involves guessing, predicting, checking, and asking oneself question and so on. According to Ur(1996,p.138) states “Reading means reading and understanding”.

Reading comprises two major aspects- mental and physical, so reading is not only a physical process but also a mental process. Reading is a mental process in the sense that reading crucially involves mind and its physical process involves vision and movement of the eyes. The mental activity is concerned

with comprehension and the physical activity is concerned with speed of reading.

Reading also involves two other components- comprehension and speed. Reading comprehension means to understanding a written material extracting the required information from it. Reading becomes meaningful only if the reader gets through the meaning behind the graphic symbols. Additionally, reading of any text techniques are also the vital tool such as skimming, scanning etc. So, some reading techniques are presented below.

2.1.2 Skimming

Skimming is one of the specific reading techniques necessary for quick and efficient reading. When skimming, readers go through the reading materials quickly in order to get the gist of it to know how it is organized or to get idea of the tone or the intention of the writer. Skimming is therefore a thorough activity which requires an overall view of the text and implies a definite reading competence.

Skimming is a type of speed reading in which the readers make a rapid survey of texts to grasp the general theme or central idea of the text. Moreover, skimming involves mastering the skills of predicating, previewing and anticipation. Cross (1992,p.264) suggests a number of skimming tasks, most of which are as follows:

1. Comparing values: The teacher can ask the students to find the best value table fan, television, washing machine and any other item from a set of advertisements for the product.
2. Selecting a title: The students choose the most appropriate title for a passage from a multiple-choice array on the same page or on a separate worksheet or poster
3. Deciding the question: The teacher asks the students to decide what question the author sets out to answer.

4. Finding and comparing events: From an obituary or biography, the students can be asked to decide the major achievement of a person's life.
5. Drawing inference: Students draw inferences about the author's attitude to a situation or topic.
6. Creating a title: Students compose an alternative title or suitable for the text or for each paragraph.

2.1.3 Scanning

When scanning, readers mainly try to locate specific information and often they do not even follow the linearity of the passage to do so. Readers only let their eyes wander over the texts until they find what they are looking for Scanning. In contrast to skimming, scanning is far more limited since it only means retrieving what information is relevant to our purpose, rejecting irrelevant information.

Cross (1992 p.200) suggests the following types of activities for practicing scanning.

Finding new words for old: The teacher can tell the students to find synonyms or antonyms, giving the clues in words that they already know. For example, the teacher can ask the students to find a word which means dirty or to find a phrase which has the opposite meaning.

Locating grammar features: The teacher gets the students to make a list of specified grammar features, such as all the irregular past tense verbs, the preposition of place, the conjunctions, verb forms ending in –ing or nouns ending in –ment.

Finding a specified advertisement: Students find an item specified on a whole page of advertisements, or the time of specific radio program or TV show in the entertainment page of a newspaper or program guide.

Comparing details: Students check a set of brochure cuttings to find which airlines offer midweek flights from, e.g. Kathmandu to Bangkok, or Bangkok to Tokyo.

2.1.4 Teaching of Reading

Reading opens the gate of knowledge. Reading generally means understanding or making sense of a given text. It is the total understanding of the message in a text. This means the meaning is not lying merely in the text waiting to be passively absorbed. On the contrary, the reader will have to be actively involved and will have to work to get the meaning out. Reading is not a passive skill. It involves an active effort on the part of the reading.

Munby (1978) says that Skills in teaching reading involves:

- Recognizing the script of language.
- Deducing the meaning and use of unfamiliar lexical items.
- Understanding conceptual meaning.
- Interpreting text by going outside it.
- Identifying the main point or important information in a piece of discourse.
- Extracting salient points to summarize the text, an idea.
- Scanning
- Scamming
- Transcoding information to diagrammatic display etc

2.1.5 Stages in Teaching Reading

How to use text depends on the purpose for which we are going to use. It is to develop reading comprehension skills and it is the way of presenting new words and structures. Teaching of reading text generally follows three successive stages: pre-reading, while-reading and post-reading (Doff,1988) .

Pre- reading stage: Pre- reading stage takes place before the students go through the actual reading materials. There are various things we can do before

reading a text which will make it easier for students to understand the text and help them to focus attention on it as they read. Those tasks which are given to the students before they read the texts are called pre- reading activities. The purpose of these activities is to arouse interest in the students, motivate them and prepare them for the text they are going to read.

While- reading stage: At this stage, the actual reading takes place to find out the answers to some specific questions or to get the gist of it. While reading activities may include one or more of the following tasks: scanning the passage to locate some specific information, skimming for general idea, answering the questions asked to them, completing the incomplete sentences, matching halves and asking questions to each other.

Post- reading stage: This is the evaluation stage and the teacher asks the students to check their responses. In addition, he/she may introduce some additional tasks related to the text but not necessarily related to reading skills. In other words, the teacher asks students to do some other language activities related to the topic

2.1.6. IELTS-General Information

The IELTS, International English Language Testing System is widely recognized as a reliable means of assessing the language ability of candidates who want to study, work or migrate where English is the language of communication. IELTS is owned by three partners, Cambridge English Language Assessment, part of the University of Cambridge, the British Council and IDP Education Pvt.Ltd.

IELTS is a test of English language proficiency which means International English Language Testing System. This is the test which is designed to assess the four skills of English language listening, speaking, reading and writing. IELTS is accepted by British, Australian, Canadian, Irish and New Zealand academic institution for higher and further education. IELTS is also

increasingly accepted by European academic institution where the medium of instruction is English and accepted by many professional organizations, immigration and other government too.

2.1.7. IELTS Test Format

Every test should have certain format to scrutinize examinee's ability and knowledge clearly. Likewise, IELTS test also has its own format based on Academic or General Purposes. In other words, there are two types of IELTS tests i.e. Academic and IELTS General Training. Although, these both tests' purposes are different but format is same for both tests but the subject matter of reading and writing are different for both of these. Similarly, academic IELTS Test is more emphasized in this investigation. So, academic test format is presented below in terms of four language components.

- 1. Listening Test:** It is embarked in first phase in IELTS examination period. It consists of 40 questions in various questions form or types. Similarly, the length of audio duration is approximately 30 minutes, but ten minute is allowed at the end to transfer answer in answer sheet for the candidates.
- 2. Reading Test:** This test starts just after completion of the Listening Test. Similarly, this module consists of three passages with 40 questions and each question carries 1 mark. Likewise, allocated time is 60 minutes for IELTS Reading Test, at last, no extra time is given to transfer answer they should be transfer within the 60 minutes.
- 3. Writing Test:** In the same way, writing test begins after completion of the reading test. Its allocated time is 60 minutes. Likewise, this module consists two tasks but task-2 carries weighted marks then the task-1. Similarly, task-1 requires writing at least 150 words whereas task-2 requires writing at least 250 words.
- 4. Speaking Test:** This module lunched before or after 4/5 days of the IELTS date and the duration of time is about 11 to 15 minutes.

2.1.8.Types of questions asked in IELTS exam

The questions type asked in IELTS test differ in each module which are cited below:

I. Listening module: Variety of questions is asked in this module including multiple choice, short-answer questions, sentence completion, notes/forms/tables/flow charts/summary completion, matching, and so on. This module consists of four sections with ten questions and first and second sections concern with social needs having two speakers and monologue respectively.

II. Reading module: In this module, most of the questions types are same as listening module like multiple choice, short-answer question, sentence completion, note/form/summary/flow chart/table completion, labelling a diagram, classification, matching heading, identification of writers' views/claims, Yes, No ,Not Given or identification of information in the passages etc.

III. Writing module: This module consists of task-1 and task-2.In terms of task-1 graph, table, chart, diagram description types of questions are asked whereas in task-2 questions present with a point of view, problem-solution, agree or disagree, advantages or disadvantages and so on are asked.

IV. Speaking module: This module consists three parts prolonging time between 11 to 15 minutes. First part is introductory part in which questions concerned about themselves are asked e.g. their home, family, job, studies , interest and a wide range of similar familiar topic areas up to four and five minutes. Then in part 2 cue card is provided with one question including more clues, and then they have to speak for 2 minutes. Lastly, the questions related to second part will be asked in third part.

2.1.9 Types of IELTS Test on the Basis of Purposes

It is known that IELTS test is the international standardized testing system designed to assess the English language ability of candidates who want to study or work where English is the language of communication and used as mode of teaching and learning. Therefore, IELTS test has been divided on the basis of purposes which are presented below:

I. Academic

This is the test which is mainly designed to evaluate the English language proficiency of candidates who want to study undergraduate or postgraduate levels and for those seeking professional registration where English is the medium of communication as first language.

II. General Training

This type of IELTS test is primarily used to test the English language skill of candidates who wish to work/migrate to an English speaking country(Australia,Canada,NewZealand,UK) and for those wishing to train or study at below degree level.

2.1.10 Scoring System in IELTS Test

On a nine-band scale, IELTS results are reported. In addition to the score for overall language ability, IELTS provides a score in the form of a profile for each of the four skills(Listening, Reading, Writing, and Speaking).Each overall Band score corresponds to a descriptive statement which gives a summary of the English language ability of a candidate classified at that level.The nine band their descriptive statements are below;

J Band 9 Expert User- The candidate has fully command of the language, can use appropriate, accurate and fluent language with complete understanding.

-) **Band 8 Very Good User-** The candidate has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate. Although, misunderstanding may occur in unfamiliar situation becomes able to handle complex detailed argumentation well.
-) **Band 7 Good User-** The candidate has operational command of the language, though with occasional inaccuracies, inappropriate and misunderstanding in some situation put generally handles complex language well and understands detailed reasoning.
-) **Band 6 Competent User-** Generally candidate has effective command of the language despite some inaccuracies, inappropriate and misunderstanding but can use and understands fairly complex language particularly in familiar situation.
-) **Band 5 Modest User-** The candidate has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes and becomes able to handle basic communication in own field.
-) **Band 4 Limited User-** Candidate's basic competence is limited to familiar situations and has frequent problems in understanding and expression and not able to use complex language.
-) **Band 3 Extremely Limited User-** The candidate can convey and understand only general meaning in very familiar situation and frequent breakdowns in communication occur.
-) **Band 2 Intermittent User-** No real communications is possible except for the most basic information using isolated words or short formulae in familiar situation and meet immediate needs and the candidate has great difficulty in understanding spoken and written English.
-) **Band 1 Non User-** The candidate essentially has no ability to use the language beyond possibly a few isolated words.(www.cambridge.org/elt)

2.2 Review of Related Empirical Literature

Literature review is very essential for the researchers to acquaint ourselves with the available body of knowledge based on research study. In addition to this review of related literature corresponds to analysis, description and getting vast treasure of knowledge from the previously accomplished research studies by the various researchers related to the topics. Likewise, a number of researches have been carried out related to IELTS test and reviewed the past studies and research tasks which were related to the research study that the researchers were going to conduct. More apparently, this paramount part of the research study provides theories, methodology and enhance the background knowledge of the investigation study. Due to the above mentioned supports of this part it is crucial to review of related empirical literature. According to Kumar (2005, p.26), Literature review is important in order to acquaint ourselves with the available body of knowledge based on research.

So that, I studied some researches of different researchers and summarized their thesis with topic, objectives, methods and findings too. The review of related empirical literature those were reviewed by me so far as follows:

Chapagain (2002) has carried out a research on Reading Comprehension and Reading Speed of Ninth Grades. In her study, she has attempted to measure the level of reading comprehension and reading speed of the students studying in a public school. In order to conduct her study, she has made classroom experiment on both seen and unseen passages lasting it for four weeks through pre-test and post-test. From this study she concluded that the students who could comprehend better the seen text were also better on unseen text both in pre-test and post-test.

Hirsch (2003) carried out a research on "Reading Comprehension Requires Knowledge of Words and the World". This study aimed at analysing the relation between vocabulary and the knowledge of context. Vocabulary experts agree that adequate reading comprehension depends on a person already

knowing between 90 and 95 percent of the words in a text. Knowing that percentage of words allows the reader to get the main thrust of what is being said and therefore to guess correctly what the unfamiliar words probably mean. (This inferential process is of course how we pick up oral language in early childhood and it sustains our vocabulary growth throughout our lives.

Beck (2007) carried out the research entitled “Developing for Lecture Comprehension in Teaching Listening”. His main objective of the study was to find out the developments of for lecturer comprehension for listening in teaching listening in ESL context. In his qualitative research, he used multi-method approach and questionnaire, observation, interview, test and focus group discussion as tools for data collection. He found that organizational feature for inclusion was guided by related L2 listening skill development and academic lecture comprehension. He further found that starting point with some carrier content to determine its real content and carrier content of the course were the basic and materials development model for lecture comprehension.

Poudel(2012) also conducted a study in IELTS area. His selected research topic was “Techniques Used in Teaching Listening in IELTS Preparation Classes. And the main purpose of the study was to find out the techniques of teaching listening in IELTS instructors with some suggestions. In order to obtain the objectives of the study , he selected eight IELTS instructors working in IELTS preparation classes and the involved students in the classes from the periphery of Kathmandu Valley .Similarly, questionnaire for IELTS instructors and the check-list to observe the classes were used as research tool and the research sampling procedure was non-random sampling design, and the major findings presented in his research were the instructors were trained and academically qualified and the mostly used techniques were filling the gap, sentence completion and true ,false. Then the other techniques also were presented on the basis of stages i.e. pre-listening stage, while-listening stage, post-listening stage.

Likewise, Khadka(2017) selected the topic entitled “Reading Techniques Used by IELTS students. Her research’s prime objectives were to find out reading techniques used by IELTS students while solving the IELTS reading questions and to explore the problems facing while reading the test. In order to find out the determined objectives the selected population was forty in number from the eight different institutions of Kathmandu Valley which were providing IELTS course. Likewise, she used questionnaire as data collection tool and used purposive non-random sampling procedure and it was in survey in nature. Then, the collected data was analysed and interpreted descriptively using statistical tool. Eventually, findings of her research was that the selected IELTS students used not only one reading techniques, they used wide range of techniques to solve the reading based question item and all the techniques were presented in the percentage form, mostly used reading strategy by IELTS students like having purpose in mind was 95% and the least used technique guessing meaning of unknown words was 2.5%

Similarly, Sharma(2017) also did research on the topic “IELTS Based Listening Comprehension of M.ED Students of T.U” and the main objectives of the study were to find out the proficiency of Master level students in IELTS based listening comprehension and to suggest some pedagogical implications. For the sake of obtaining determined objectives she selected the Master level students studying English as major subject in TU, among them 25 students were male and 15 were female. In her research the primary data was collected through the previous IELTS exam papers of Cambridge book 11(2016, Pp.57-61) using purposive non-random sampling procedure and the research design was survey in nature. The profound conclusion of her research was Master level students of TU was listening as the secondary

2.3 Implication of the Review for the Study

After studying some of the related literature I have reviewed different theses along with books, journals and articles and read them critically. The literature

review has helped me enhance and consolidate my knowledge base and supported me to integrate my study with existing body of knowledge. It helped me to establish the theoretical roots of my study and develop my methodology.

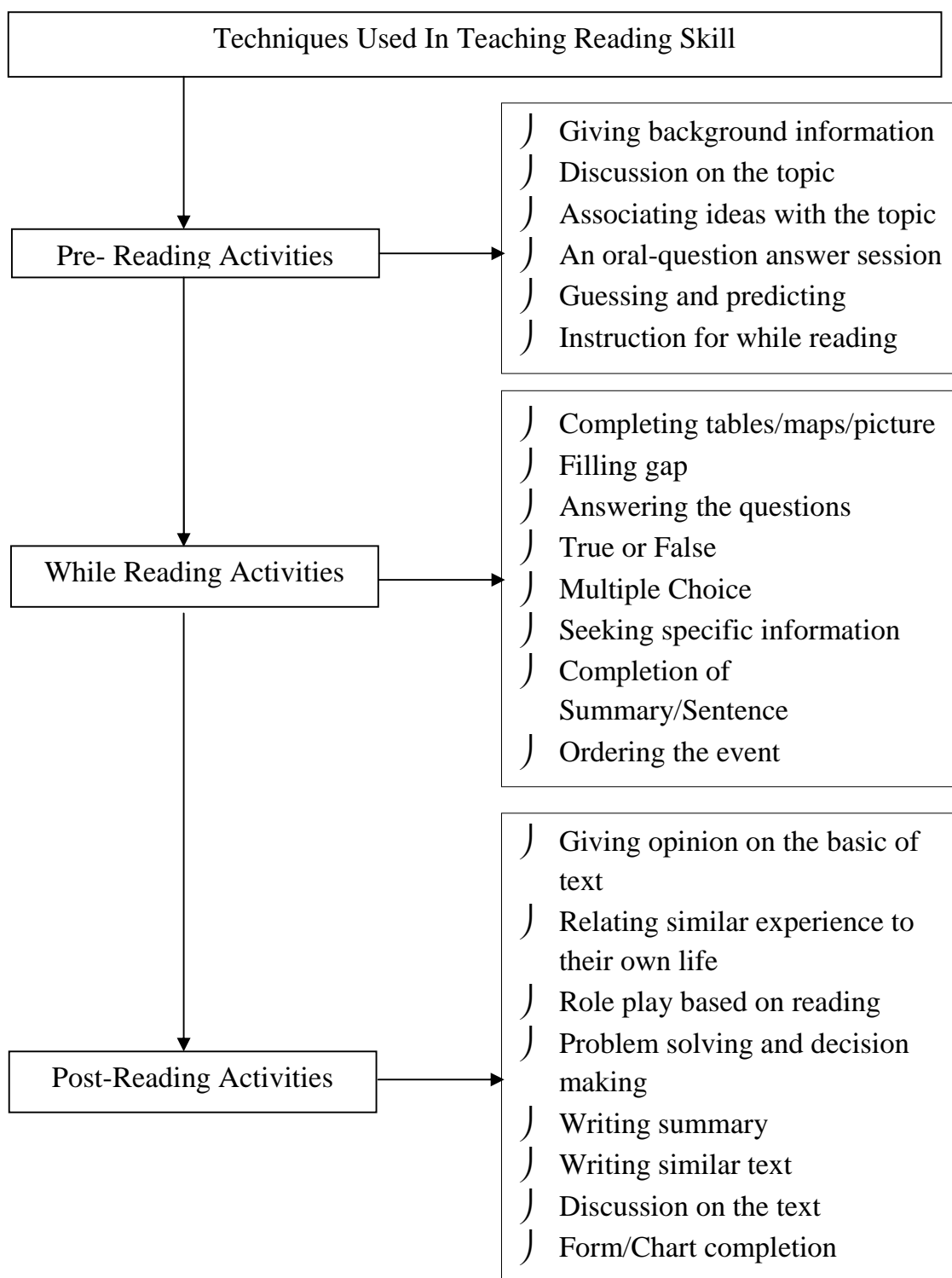
Especially I have reviewed six different areas, which were some extent related with my research topic techniques used by IELTS instructors while teaching reading skill. After reviewing these research works I have got clear ideas to carry out my research. The reviewed some of the previous research studies were carried out by Hirsch (2003), Beck (2007), Dill Kumar(2012), Jayanti(2017) and Kamala (2017), which were really helpful for my study 'Techniques used by IELTS instructors while teaching reading skill'. Firstly, those research works helped me to be clear about my topic, background and objectives of my study. Secondly, it gave me the guidelines regarding citation and references. Likewise, it helps me to select population, sample population and data collection tools, sampling procedure.

Finally, it gave all techniques to conduct my research on the selected topic "Techniques used by IELTS Instructors in teaching Reading Skill". Moreover, I found this selected topic interesting and worth selection. So, I decided to explore out techniques used by IELTS Instructors in teaching Reading skill.

This research study will be beneficial for all language instructors and language learners and for especially those candidates who want to take IELTS exam.

2.4 Conceptual Framework

Conceptual framework is a mental map or framework. On the basis of the ideas gathered from reviewed of theoretical and empirical literature, my study conceptual framework was follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This section deals with the methodology and procedures followed by the researchers to gain the objectives of this study. In this section, design of study, the method of the study, population of the study, sample, sampling procedure, research area, data collection tools and techniques, data collection procedures, and data analysis and interpretation procedures have been included.

3.1 Design of the Study

This study adopted Classroom Ethnography research design because it is the research design which offers a holistic analysis and study of people in their live or own environment through the use of methods such as whole observation, using check-list, face to face interviewing and so on. Moreover, ethnographic research incorporates learning about a particular individual, group or culture through natural environment. LeCompte and Goetz (1928) argue that ethnography is defined by the use of participant and non-participant observation, a focus on natural setting, use of the subjective views and belief systems of the participants in the research process to structure that research, and avoidance by the investigator of manipulating the study variables. So, if we want to find out about holistic aspect or behaviour, we need to investigate it in the natural context in which it occurs, rather than in the experimental laboratory.

3.2 Sources of Data

The data was collected from both primary and secondary sources.

3.2.1 Primary Sources of Data

The primary sources of data for this study were the language instructors and facilitators of IELTS preparation classes and the participated students in the classes.

3.2.2 Secondary Sources of Data

The secondary sources of data were the documents or information available through print and electronic media which were related to the present study such as books, reports, articles, dictionaries and some websites.

3.3 Population of the Study

The total population of the study were four IELTS instructors working in IELTS preparation classes and the involved students in the classes.

3.4 Sampling Procedure

I used non-random sampling design selecting a small number and studied on the basis of this I made prediction about the whole population.

3.5 Tools for Data Collection

I basically used the tools in collecting required information viz. a check-list for the observation of classes and listed some important aspects in diary from live classroom.

3.6 Process of Data Collection

I collected data from primary sources by using prepared tools. For this purpose, I adopted the following steps:

- i. Firstly, I visited the selected IELTS preparation institutions and talked with the concerned authority to get permission to carry out research.
- ii. I consulted the IELTS instructors and explained the purpose and relevance of the study to them.
- iii. I observed twenty classes of four IELTS instructors in different preparation classes with the help of prepared check-list make and note down in diary as well.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

The data collected from the informants were analyzed and interpreted to discover the techniques used in teaching reading in IELTS preparation -classes. For this I analyzed the information and tabulated the data under three headings.

-) Analysis of class observation.
-) Analysis of teaching techniques.
-) Analysis of use of tips tricks and techniques taught by IELTS Instructors

4.1 Analysis and interpretation of the data obtained through class observation

This section deals with the collected data through class observation of four English language (IELTS Instructors in four various IELTS preparation classes). For the sake of this, I prepared an observation check list and observed five classes of each Instructor. Mostly, I attempted to observe how the teachers taught to enhance and develop student's reading skill in IELTS preparation classes and analyzed the techniques applied in the classes.

First and foremost, I observed the classroom management in general and for this I used four rating scales viz., excellent, good, satisfactory and poor.

Criteria for the Degree of measurement, four degrees of measurement are introduced viz, excellent, good, satisfactory and poor in general observation. These rating scales indicates 80%-100%, 60% -80%, 40%-60% and below 40% respectively as the availability or required elements .In the first section ‘General observation of classes ‘are discussed under the different headings:.

Table No. 1
General classroom observation

S.N.	Aspect	Excellent		Good		Satisfactory		Poor	
		N	%	N	%	N	%	N	%
1	classroom management	1	25	2	50	1	25		
2	Availability of materials			3	75	1	25		
3	Quality of materials			2	50	2	50		
4	Students motivation	1	25	1	25	2	50		
5	students interest	2	50	2	50				
6	Discipline			2	50	1	25	1	25
7	Warm up activity			1	25	2	50	1	25
8	Teachers control over class	1	25	2	50	1	25		
9	Students teacher interaction	1	25	3	75				
10	Students -student Interaction			3	75	1	25		
11	proper use of materials			1	25	2	50	1	25
12	Students participation	1	25	3	75				

Note: Where 'N' reefs to the number of classes under each degree of measurement and % refers to the percentage out of total classes. Each of these is presented below:

4.1.1 Classroom Management

I Eagar to find out the qualities of the classrooms, management of infrastructure, decorations, comfortable, classroom environment, sitting arrangement of students etc under this heading . From the observation of four

In four different IELTS preparation classes, I found out the management of classroom as follows:

Table No. 2
Classroom Management

Degree	No. of classes	Percentage
Excellent	1	25
Good	2	50
Satisfactory	1	25
Poor		

Out of the observation of four different classes (five days for each classes) 25% (i.e. 1 class) was found excellent . Likewise 50% of the class was 'Good' and 25% were satisfactory where none of the classes were found 'Poor' in classroom management.

4.1.2 Availability of Materials

In a language classroom materials refers to projector, books, handouts, maker, pictures, C.D.s , audio players, video players, headphone, recorder, English Newspaper and so on ,which support in facilitating languages learning . so on this I found the availability of materials as below :

Table 3
Availability of Materials

Degree	No. of classes	Percentage
Excellent		
Good	3	75
Satisfactory	1	25
Poor		

During the observation period of four classes, none of the classes were found 'excellent' regarding the availability of materials. Then, out of the total observation 75% classes were found 'Good' and 25% were 'Satisfactory ' where 'poor' classes were not found in availability of materials.

4.1.3 Quality of Materials

The quality of materials here refers to the newspaper of text book, practice book, coverage of subject, quality of handouts, markets, projections size of white boards etc .In this observation of the quality of materials was found as below

Table No. 4

Quality of Materials

Degree	No. of classes	Percentage
Excellent		
Good	2	50
Satisfactory	2	50
Poor		

Regarding the quality of materials 50% were found 'good' and 50% were found as 'satisfactory' where none of the classes could be categorized as 'excellent' and 'poor'.

4.1.4 Student's Motivation

Student's motivation basically indicates the encouragement, effective teaching style, friendly behaviour, positive feedback towards their activities, prize etc. and the facts observed regarding motivation is as follows:

Table No. 5

Student's Motivation

Degree	No. of classes	Percentage
Excellent	1	25
Good	1	25
Satisfactory	2	50
Poor	-	-

The cited table depicts that 25% classes were found as 'excellent' and 25% were 'Good' likewise,50% classes were satisfactory in students motivation.

4.1.5 Student's Interest:

Under this topic I wanted to find out the ability of the instructors to arouse interest in students towards the lesson. It includes the level of students ' interest, curiosity and willingness towards learning and the student's interest was found as follows:

Table No.6
Student's Interest

Degree	No. of classes	Percentage
Excellent	2	50
Good	2	50
Satisfactory		
Poor		

Out of the four different IELTS classes half of the classes or 50% of the classes were 'excellent' and the 50% were 'good' in students 'interest.

4.1.6 Discipline

In discipline I wanted to find out the overall classroom environment, obedience, unnecessary talk, side talking etc. In the observation the situation of discipline was found as follow:

Table No . 7
Discipline

Degree	No. of classes	Percentage
Excellent		
Good	2	50
Satisfactory	1	25
Poor	1	25

In 50% of the classes discipline was found as 'good' , 25% were found satisfactory and the equal amount was found as 'poor' in discipline .

4.1.7 Amount of warm up Activity

Warm up activity here refers to any activity which makes learners ready to enter into lesson by arousing interest in them as giving background information, discussion on the topic, asking some funny questions, telling jokes etc. In the observation the amount of warm up activity was found as below:

Table No. 8
Amount of warm up Activity

Degree	No. of classes	Percentage
Excellent		
Good	1	25
Satisfactory	2	50
Poor	1	25

The data collected through observation shows, 25% classes were found as 'good' likewise 50% classes were satisfactory and remained 25% classes were 'poor' in amount of warm of activity .

4.1.8 Teacher control over class

The teacher's control over class refers to the ability of the teacher to keep the classroom environment sound, smooth, favourable, learnable and interesting by using any technique or idea i.e. motivation, rewarded . In this observation the finding was:

Table No. 9

Teachers control over class.

Degree	No. of classes	Percentage
Excellent	1	25
Good	2	50
Satisfactory	1	25
Poor		

Out of four different IELTS classes 25% classes were excellent in teachers control over class and 50% were good. Then remained 25% were satisfactory under this same criteria.

4.1.9 Student - Teacher interaction

This type of interaction includes any kinds of discussion held between students and teachers. It can be either discussion about the text, question answer or other social interaction that helps to create friendly environment as well as it is a good means of learning. In the observation the students - teacher interaction was found as follow:

Table No. 10

Student - Teacher Interaction.

Degree	No. of classes	Percentage
Excellent	1	25
Good	3	75
Satisfactory	-	-
Poor	-	-

According to the data tabulated, 25% classes were excellent and 75% were 'good' in student - teacher interaction.

4.1.10 Student - Student interaction

Student- student interaction refers to the discussion or the interaction held among students in the classroom .It includes any type of group discussion, pair discussion etc. Regarding this type of interaction the following facts was found.

Table No. 11
Student- Student Interaction

Degree	No. of classless	Percentage
Excellent	-	-
Good	3	75
Satisfactory	1	25
Poor	-	-

The observed fact illustrates that the interaction among the students was not 'excellent' in any of those four different IELTS preparation classes, but in huge amount 75% classes were 'good' and 25% classes were 'satisfactory' in student-student interaction.

4.1.11 Proper use of Materials:

This topic deals with the appropriate use of teaching learning materials as per the situation, teaching skill and aspect. The data collected during the observation presents as follow:

Table No. 12
Proper Use of Materials

Degree	No. of classless	Percentage
Excellent	-	-
Good	1	25
Satisfactory	2	50
Poor	1	25

Out of four different IELTS Preparation classes, none of them were found 'excellent' in proper use of materials. Only 25% of the classes could be measured as 'good' where 50% were satisfactory and 25% classes were 'poor'.

4.1.12 Student's Participation

Students' Participation here refers to the involvement and activeness of students in any signed task by instructor and the teacher's technique to make the student active, enthusiastic and involvement towards the teaching learning activity. The data collected during the observation shows:

Table No. 13

Students' participation

Degree	No. of classless	Percentage
Excellent	1	25
Good	3	75
Satisfactory	-	-
Poor	-	-

The above data indicates that 25% classes were 'excellent' and 75% classes were 'good' in student's participation.

4.2 Analysis of the Techniques of Teaching Reading

This section illustrates the lists of techniques used by the instructors in teaching reading in IELTS preparation classes with their frequency of occurrence and in percentages. The techniques are categorized under three main categories viz pre- reading stage, while - reading stage and post- reading stage. All these three categories are measured by the three main levels of measurement viz. frequently, sometime and seldom. So, in the data the activities which were used mostly are indicated as frequently, the activities which were used only sometimes are indicated as sometime and activities which were not used in the duration of observation and couldn't marked under frequently or under 'sometime' are indicated by seldom .

4.2.1 Pre - reading stage

In this section six pre- reading activities were measured with the frequency of their use. It is presented in the table.

Table No. 14
Pre- Reading Stage

S.N	Techniques	F	%	S	%
1	Giving background information	3	75	1	25
2	Discussion on the topic	3	75	1	25
3	Associating ideas with the topic	1	25	2	50
4	An oral-question answer session				
5	Guessing and predicting	3	75	1	25
6	Instruction for while - reading	3	75	1	25

As the above data shows there were six different techniques listed to measure the frequency of their use in teaching reading in IELTS preparation classes driving the observation out of the four different IELTS preparation classes the techniques giving background information, discussion on the topic guessing and predicting instruction and while reading were found in same 75% and in 'sometimes' these four techniques were also found in same amount for in 25% likewise one of the technique ' associating ideas with the topic ' was found in frequency ' in 25% and 'sometimes' in 50% classes .This technique was neglected in 25% classes and among the six techniques one of the techniques an -oral -question answer session was not used in any classes in pre - reading session while teaching reading skill.

4.2.2 While - reading stage

In this section nine activities were measured with their frequency of occurrence in while - reading stage in four different IELTS preparation classes. The list of the activities and their frequency of use in the observed classes is presented in the table below:

Table No. 15
While - Reading stage

S.N	Activities	F	%	S	%
1	Completing tables /maps/pictures	4	100		
2	Filling the gaps	4	100		
3	Answering the questions	2	50	2	50
4	True of False or Not Given	4	100		
5	Multiple choice	2	50	2	20
6	Seeking specific information	4	100		
7	Completion of summary/sentences	4	100		
8	Ordering the events				
9	Matching heading	4	100		

The above cited table shows the frequency of occurrence of some nine different activities in while - reading stage out of nine different activities listed to observe in IELTS preparation classes, the six activities viz., completing tables/maps/pictures, filling the gaps, true or false or not given , seeking specific information , completion of summary/sentences were in the use frequently in 100% of the classes but these were not found being used only sometime in any of the classes .Among them one of the activity i.e. ordering the event was not found being lunched in any classes during the observation. Likewise the 3rd and 5th activities of the list 'answering the questions and multiple choice were found equally in frequently used 50% and in sometime used also in 50% of the classes.

4.2.3 Post - reading stage

In this section eight post - reading activities were measured with their frequency occurrence. The table below shows the following facts.

Table No. 16
Post - Reading stage

S.N	Activities	F	%	S	%
1	Giving Opinion on the basis of text			3	75
2	Relating similar experience to their own life				
3	Role play based on reading				
4	problem solving and decision making	4	100		
5	Writing summary				
6	Writing similar text				
7	Discussion on the text	2	50	2	50
8	Form / chart completion	2	50	2	50

The finding of the observation was a bit different from theory of teaching reading because the more focus was given in problem - solving or practicing so the more play based on reading , relating similar experience to their own life, writing summary and the writing similar text were totally neglected in post-reading stage. Mostly, problem solving and discussion making activity was focused in all four IELTS preparation classes. In another words, this activity was frequently used in 100% of the classes.

Similarly, the first activity listed above giving opinion on the basis of text was found being used in 75% of the classes. It was not found being used frequently in any of the classes. Likewise, the remained two activities of post - reading discussion on the text and form/ chart completion were found being used in 50 % of the classes and in the same way these were being used sometimes 50% of the classes as well.

4.3 Analysis of the important tips, tricks or techniques taught by IELTS instructors while solving reading - based questions.

This section provides the list of tips, tricks or techniques taught by IELTS instructors while solving reading skill- based questions. During the observation of four IELTS Instructors in their twenty classes altogether some most useful and helpful tips, tricks or techniques were found to solve IELTS reading test questions within the limited time, which are cited below. And all these techniques were measured by two main levels of measurement viz., frequently and sometime.

Table No. 17

Tips, tricks or techniques taught by IELTS Instructors

S.N	Techniques	F	%	S	%
1	Underline key words in question	4	100		
2	Searching for synonyms of keywords	2	50	2	50
3	Paraphrasing the questions	2	50	2	50
4	Locate the area of answer in the passage	2	50	2	50
5	Predicting and guessing what can be in the blank space (e.g. noun, verb)	2	50	2	50
6	Skimming(Skimming is reading a passage to get a general idea of the content.So,IELTS Instructors had recommended skimmingthe passage before you tackle the questions and this technique was very useful for such types of questions i.e. Matching heading, Choosing titles too.)	4	100		
7	Scanning (Scanning is the ability to locate information quickly. So, IELTS Instructors had recommended following the above cited techniques at first i.e. Underline key words in questions, Search for synonyms of key words, then lunch scanning reading techniques to find out the specific answers. Then only fix the answer reading first and last sentence of it.)	4	100		

As the data above depicts, there were seven tips and tricks taught by IELTS Instructors while solving reading skill- based questions. Among them three tips or techniques i.e. Skimming and Scanning were in the use frequently in 100% of the classes, likewise, four techniques searching for synonyms of key words, paraphrasing the questions, locate the area of answer in the passage, predicting in 50% classes were found sometime.

From the above tabulated data what can be assumed is that only subject knowledge is not enough to encounter IELTS exam but the vital tips, tricks or techniques also work equally to secure good band.

CHAPTER FIVE

FINDINGS AND RECOMMENDATIONS

This chapter deals with main findings of the study. And five main objective of this study was to find out the techniques used in teaching reading in IELTS preparation classes. Further the study aimed to find out the techniques taught by IELTS Instructors while solving reading skill- based questions .In order to accomplish the objectives, the data were collect from the four different IELTS preparation classes of different institutions . Similarly, the data were carefully tabulated, analyzed, interpreted and described for the accomplishment of objective using simple statistical tools like percentage, frequency.

5.1 Findings

On the basis of the analysis and interpretation of the data the below cited results have been extracted. The major findings of this study are presented as follows:

- i. All the Instructors are found trained and qualified to teach IELTS course, though they are from different academic background.
- ii. Regarding the classroom management infrastructures sitting arrangement and environment are good enough but the least focus is given in the decoration aspect of the class.
- iii. Although, there were sufficient materials available in most of them, but they are not used properly.
- iv. The Instructors were only providing tips and tricks to the students and made the practice but not focusing on the improvement of vocabulary and grammar.
- v. All the activities are totally based merely on IELTS practice book but from the original, published books. Students have to study themselves these books.

- vi. Student's involvement is good enough for practicing the text and reading related questions.
- vii. Most of the students are motivated from the heart to learn techniques from the IELTS preparation classes.

5.2 Recommendations

The recommendations are illustrated below.

- i. Instead of providing only tips and tricks, the Instructors should focus on improving student's vocabularies and grammar as well.
- ii. Depending only on the activities mentioned in practice book is not sufficient to face the IELTS exam. Instructors should be creative to use other activities from different authentic materials like newspapers, books, journals, etc.
- iii. It is better to use thematic approach combining, other skills like writing and speaking simultaneously to develop students' language and keep them active in activities.
- iv. It would be better to make teaching reading skill time a bit lengthier than five days to learn reading based questions types completely and effectively.

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APPENDIX -I

Class observation Form

Instructor:

Date:

Qualification:

Institute:

Gender:

Time:

No. of Students:

Duration:

S.N	Aspect	Excellent	Good	satisfactory	Poor
1	Classroom management				
2	Availability of materials				
3	Quality of materials				
4	Students motivation				
5	Students interest				
6	Discipline				
7	Warm up activities				
8	Teacher control over class				
9	Students - Teacher Interaction				
10	Teacher - Teacher Interaction				
11	Proper use of materials				
12	Students participation				

Focus on Techniques.

S.N.	Pre- Reading Activities	Frequently	sometimes	seldom
1	Giving background information			
2	Discussion on the topic			
3	Associating ideas with the topic			
4	An oral- question-answer session			
5	Guessing and predicting			
6	Instruction for while reading			

S.N.	while - reading activities	Frequently	sometimes	seldom
1	Completing tables / maps/pictures			
2	Filling gap			
3	Answering the question			
4	True or False or Not Given			
5	Multiple choice			
6	Seeking specific information			
7	Completion of summary/sentences			
8	Ordering the events			
9	Matching headings			

S.N.	Post - Reading Activities	Frequently	sometimes	seldom
1	Giving opinion on the basis of text			
2	Relating similar experience to their own life			
3	Role play based on reading			
4	Problem solving and decision making			
5	writing summary			
6	writing similar text			
7	Discussion on the text			
8	Form/ chart completion			

Techniques taught by IELTS Instructors to solve reading activities

S.N.	Techniques	Frequently	sometimes	seldom
1	Underline key words in questions			
2	searching for synonyms of key words			
3	Paraphrasing the questions			
4	Locate the area of answer in the passage			
5	Predicting and guessing			
6	Scanning			
7	Skimming			