

**Teaching Activities Used by English Teachers in Teaching Intensive Reading
Skills at Secondary Level**

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

**Submitted by
Kedar Prasad Bhandari**

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

2022

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Declaration

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

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Dedication

Dedication

To

My Parents

Who devoted their life to make me what I am today.

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Abstract

This study carried out in intensive reading skill for reading comprehension text practice grade 11 in compulsory English subject in public school. The main objectives of this study were to explore teaching activities used by English teachers in teaching intensive reading skills at secondary level and to find out what similarity and difference can be explored in making use of teaching activities. Survey research design and descriptive method applied during research. All of the English teachers in Pyuthan district were population of the study and four English teachers at four different schools in Pyuthan were sample of the study.

Non-random purposive sampling procedures followed along with researcher observed ten classes of each teacher out of forty classes. The researcher employed class observation checklist and observation note-taking tools were used during research. The major findings of this study were that both trained and untrained teachers should use recommended authentic materials, read the text again to extract its literal meaning, develop intensive reading skills, develop vocabulary and grammatical knowledge. Teachers of English language equipped students to read short-text carefully and deeply in order to gain maximum understanding because it is detailed reading with specific objectives, enable them to understand, speak and write English correctly, improve their knowledge and command over English.

This study consists of five chapters. Chapter one is introduction which comprises of the background of study, statement of the problems, objectives of study, research question, significance of the study, delimitation of the study research, and operational definition of the key terms. Similarly, chapter two includes the review of the related empirical literature, implication of the review for the study, theoretical and conceptual framework. At the same way, three chapters comprises of design and method of the study, population, sampling strategies, study area, data collection tools, data collection procedures, data analysis and interpretation of Procedures and ethical consideration. Likewise, chapter four encompasses analysis of data and interpretation of results and summary of the findings. Similarly, chapter five entails conclusions and recommendations. Eventually, this chapter is followed by references and appendixes.

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Lists of Acronyms and Abbreviations

ARNEC	:	All Round National Education Commission
CORI	:	Concept Oriented Reading Comprehension
ELT	:	English Language Teaching
ELTs	:	English Language Teaching
HLNEC	:	Higher Level National Education Commission
NCED	:	National Centre for Education Development
NEC	:	National Education Commission
NEC	:	National Education Committee
NESP	:	National Education System Planning
NESP	:	National Educational System Plan
NNEPC	:	Nepal National Education Planning Commission
SCTs	:	Students Centered Techniques
SEC	:	Secondary Education Curriculum
TCTs	:	Teacher Centered Techniques
TT	:	Trained Teachers
UT	:	Untrained Teachers

Chapter 1

Introduction

This study entitled on "Teaching Activities used by English Teachers in Teaching Reading Skill at Secondary level" at grade 11 tried to illustrate intensive reading skills. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, Rational of the study, delimitations of the study, and operational definitions of the key terms.

Background of Study

Teaching intensive reading is making comprehending the text in detail, promoting knowledge of English language, grammar, vocabulary etc. with the help of teacher instruction and guidelines. It involves classroom instruction where short texts are given in short to five hundred words at least. Model reading, students' reading and explanation is required for teaching intensive reading. Students are encouraging to read to learn as learning to riding a cycle. With this regard, Teachers of English language should know how English language consists of different aspects such as vocabulary, pronunciation, grammar and language functions. We need to know the nature and function of language along with its form, functions, part of speech and meaning of language with reference to teaching. Furthermore, we should have knowledge about text and discourse and make reference to language variable.

Richard et.al (1999, p. 196) pinpoint language as, "Language is the system of human communication which consists of structural arrangement of sound or their written representation into larger units, e.g., morpheme, words, sentence, and utterance". All languages have phonological, grammatical and semantic systems, and within a system, there are several sub- systems.

Language learning commence with listening and speaking, so listening and speaking are called the primary language skills and reading and writing are the secondary language skills. Teaching of a language means making familiar with teaching four skills., listening and reading as receptive skills and speaking and writing skill as productive skills.

Teaching of reading skills involves decoding message from the print, making sense of a given text, understanding a text and have its essential factors process in the reading process are eye movement, word recognition, reading speed and comprehension and understanding. There have been used different approach, method and techniques for reading skill throughout world including Nepal by English teachers.

In intensive reading, students read texts usually in class and discuss detailed aspects of meaning as well as studying language and text. It is detailed reading comprehension of meaning form text along with mastering over language structure and their function under guidance of teachers.

In the context of Nepal, according to Department of Education, has outlined following definition that trained teachers are those who have specialized competence of teaching and have attained ten-month training as in I. ED, B. ED and M. ED. on the other hand, untrain teacher are those who have some sort of knowledge about subject matter but they do not have specialized competence of teaching as well as ten-month training, student's psychology. They are not sensible about various maxims, techniques. They are supposed to have more competence than trained teacher in the field of literature and have no idea of how to go effectively. In this study, researcher tried to find out differentiate untrained and untrained teacher on the basis of their ten-month training acquired or not at their associated school.

Statement of the Problem

Intensive reading is reading for detailed meaning, developing reading skills in vocabulary and grammar knowledge .it is also called 'careful/in-depth reading' where beginners of English language learner are encouraging to answer the comprehension question, learning new vocabulary, studying the grammar and expression in the text. It is slow and careful reading of small amount of difficult text. Language learners are preparing to focus on the language study rather than text. It pays attention to grammatical forms, discourse marker, and other surface structure detailed for the purpose of understanding literal meaning, implications, rhetorical relationship etc. Intensive reading is reading with specific learning aims and tasks (Brown,2007).

Observing the teachers in their teaching intensive reading as Secondary Education Curriculum (2076 B.S) prescribed and teachers had set their objectives of teaching in the classroom activities in a surface way were difficult task for undertake a survey research. Each of four English teachers had been teaching to some extent harmony with approach (theories) which had been difficult for collecting data as per theory and practice. Furthermore, Students have come from different linguistics, cultural and geographical background that has not gotten equal opportunity and pace of learning style and strategies. Trained and untrained teachers have their own style, strategies, method for teaching intensive reading skills. Their style, strategies and method of teaching reading skills may helpful for improving reading skills on students and develop, improve language skills and function learning.

Teaching of reading skills mean making known over phonological, Morphological, graphical, grammatical, semantic, syntactic through best make use of teaching Techniques in students' learning and their learning Environment .it is somehow difficult however there can be proper way of teaching reading skills with the help of trained and untrained teachers sound knowledge of teaching techniques in pre-reading activities, while reading and post reading activities.

The most of problems may Researcher face during observing teaching and learning English language due to teachers pace and capacity of Teaching, style, strategies they adopted, learning Environment and learning culture in their institutions and schools as well. In this matter, how researcher finds out their method, techniques and strategies they adopted during teaching activities to attain their immediate objectives of a course on the basis of lesson plan are same and different activities.

Similarly, trained and untrained teacher may employ authentic teaching materials for teaching intensive reading or not is the main problem of observing teaching and some of them use ICT tools to teach intensive reading make their lesson meaningful and fruitful. The problem may raise how they adopt classroom teaching procedures and activities are at focal point of success in teaching and learning.

In the context of Nepal, some teachers are trained but their performance level; they cannot perform their teaching intensive reading as text prescribed. They may

have attained ten-month training but they have lack of doing their job best because of their old-fashioned method of teaching intensive reading.

Rationale of the Study

This study is rational in lining with Secondary Education curriculum (2076 B.S) prescribed as per its primary focus on reading and writing skills. Intensive reading of text for language development in learners. It includes part 1, the context of reading section, for the practice of intensive reading for making enable learners for discerning different aspect of literary text and practice creative writing as well. Possible text types for part 1 are interview, book/film reviews, literary writing, reports, academic publication, letters, essay, news articles, biographies/auto-biographies, products guides, poems, blogs, brochures, email and travelogues.

This study aims to find out what similarities and difference can be acquired with trained and untrained English teachers in their teaching intensive reading skill at grad useful, purposive, fruitful and meaningful to undertake researches on this area. Similarly, this study would be significance, reliable, validity and beneficial for novice, expert teachers, trainers, training institution, policy maker as well as others who are directly and indirectly get involved in the field of teaching language and skills.

Objectives of the study

The objectives of this study were as follows:

- i. To explore teaching activities/techniques used by trained and untrained teachers in teaching intensive reading skill at higher secondary level.
- ii. To find out what similarity and difference can be explored in making use of techniques/activities with both trained and untrained teachers at their performance level.
- iii. To recommend some pedagogical implication on the basic of the findings of the study.

Research Question

The research questions of this study were as follows:

- i. What sort of teaching techniques/activities do untrained and trained teachers use while teaching intensive reading skill?
- ii. What similarity and difference can be found at degree of performance by untrained and trained teachers in teaching intensive reading skills at grade 11?

Delimitation of the Study

The delimitations of the study are as follows:

- i. This study was limited within four secondary school level with trained and untrained teachers in each school especially grade 11 at Pyuthan district.
- ii. This study was limited with four teachers as sample population especially trained and untrained teachers in Four different schools, Amar Secondary School, Bhigree, Pyuthan; Shree Umamaheshwori Secondary School, Saari, Pyuthan and Shree Bidhyananda Secondary School, Judapata, Pyuthan and Mandavi Secondary school, Nayagaau, Pyuthan for finding out their performance in making use of techniques in teaching intensive reading skill.
- iii. The research study related to survey research design and descriptive method for data interpretation and comparative study of English Teacher's teaching intensive reading and observation checklist and note-taking would be as research tools.
- iv. The researcher observed ten classes of each teachers concerning the teaching intensive reading skills out of 40 classes.

Operational Definition of Key Terms

Teaching activities. principle/ method / techniques of instruction or activities of educating or instructing by English teach in English language.

Trained teachers. Teachers who have sound knowledge of various maxims, techniques, methods, approach etc. and have trained for making their teaching effective with the competence of the psychology of the students.

Untrained teachers. Teachers who have competent with subject matter more than trained teacher in field of literature but have lack of knowledge how to go effectively in teaching and not belonging to faculty of Education.

Intensive reading. It is often teacher-chosen and directed and detailed study of text which takes place in classroom for detailed comprehension of meaning and mastering the language structures and vocabulary.

Chapter 2

Review of the Related Literature and Conceptual Framework

Review of Theoretical Literature

In this topic, I reviewed the theoretical literatures. This topic includes ELT in Nepal, English Language, Teacher Training in Nepal, Trained and Untrained Teacher, Historical Perspectives on Reading Comprehension, Teaching Reading Skills, Reading and Reading Comprehension, Reading Strategies and Principles, Techniques of Teaching Reading, and Stage / Techniques of Teaching Reading.

Historical perspective on reading comprehension. According to Pearson (2011, p. 3-24) has outlined in his title, “The Roots of Reading Comprehension Instruction” and divided the world of reading comprehension instruction into three periods with distinctly and certainly corresponding with boundaries as below.

Reading comprehension instruction before 1975. First period footstep on commencement of reading before paradigm shift by dint of emerging cognitive psychology in how we think about comprehension and instruction over past 75 years of 20th century. Reading comprehension highly based on accuracy and expressive fluency in classroom instruction in 1840 for maintaining reading comprehension pedagogy in the early half of 20th century. More efficient test, group administered, and multiple choice -item, standardized test had been indispensable outcome due to scientific movement and altering demographic pattern of schooling in United States contrived during same period.

In modern parlance, they shifted from a ‘high inference’ assessment tool (oral reading and retelling) to a ‘low inference’ tool (Multiple choice tests or timed readings). Both Edmund Burke Huey (1908) & Edward Thorndike (1917, as cited by Pearson) put forwarded constructive view of reading development in which reader construct meaning from author’s text. Thorndike’s first educational psychologist attempted to commence interrogation into the complex thought process in line with comprehension. Development psychology came into existence in the 1920s and 1930s

with the works of theorist as in Pestalozzi, Froebel and Herbert. Text difficulty and readability grounded in curricular concept and child -centered view of psychology.

Fredrick (1944, as cited by Pearson) well known an infrastructure of reading skills.

Pearson stressed that David 's nine possible elements were (i) word meaning, (ii) word meaning in context, (iii) follow passage organization, (iv) main thought, (v) answer specific text-based question, (vi) text-based question with paraphrase, (vii) draw inference about context, (viii) literary device and (ix) author's purpose.

Reading comprehension instruction after the cognitive revolution. 1975s - 1990s: The second period had 15 years short from 1975s to the early 1990s which tested theoretical and research bases of the instructional activities and routines laid by the cognitive revolution. All cognitive processes including perception, attention, comprehension, learning, memory and executive control, and metacognition emerged as psychology phenomena in reading pedagogy in the field of psychologist (1957, 1959 & 1965, as cited by Pearson) with the work of Chomkian revolution. The most dramatic changes with psychology were the study of complex phenomena including language and reading and story grammar (Rumel-Hart ,1977; Stein & Glenn, 1977, as cited by Pearson) had proved an explanation of story comprehension. Schema theory has been most popular and influential of the 1970s. Schema theory assumed reader as builder, an active meaning constructor. Schema theory (Anderson and Pearson, 1984; Rumel-Hart, 1981, as cited by Pearson) offered alike supportive for integrating text information, support targeted allocation of attention, and capable inferential elaboration. Metacognitive aided us for acknowledging reading has many kinds of knowledge (Paris, Lipson and Wilson, 1983, as cited by Pearson). The most of researches had been undertaken so as to comprehension instruction between 1980s and 1990s than in all of the previous history of reading comprehension.

From revolution to reconceptualization and revisionism; 1990s onward. The last period is very short from the early 1990s and deep rooted in the 1970s and even 1980s at the end of the century and spreading out into the early years of the 21th century. The impression of schema theory and metacognition on pedagogy had remained regularly at least in the middle 1990s and lost its hold prominent theory of

comprehension processing. Schema theory had paid attention to importance of knowledge and role of inference in defining comprehension and serving for constructing comprehensive model of text meaning which led to post-paradigms shifts as a result of its conventional wisdom. The mental model, by McNamara, Miller & Brandford, 1991, as cited by Pearson) offer reader with additional to prepositional and schema theory for signifying evolving model of text meaning. Spiro (1981, as cited by Pearson) and his colleague had put forward a 'case well-studied approach for learning and comprehension by making multi-perspective' and his continuation on his preference about gathering schemata for completely comprehension in a certain text, topic, or situation better than choosing a specific schema. Brown, Collin and Duguid (1981, as cited by Pearson) were labelled 'situated cognition' which had been deep rooted in Vygotskian conventional theory of learning cognition as in comprehension and learning and situated cognition or phenomena retrieved from event and concepts as meaning from context which we had realized.

According to Rosenblatt, 1978, as cited by Pearson) stressed that no none could comprehend changes in pedagogy which had happened in the late 1980s and the early 1990s without acknowledging impression of literary theory, especially Reader - Response Theory. The 'New Criticism' (Richard, 1929, as cited by Pearson) had prominence in the interpretation of the text for several decades in search of true meaning in each text. They encountered till the middle 1980s. A Transactive model had come into existence as the result of interactive model of reading advocated by the cognitive view of the 1980s. According to Rosenblatt, 1978, as cited by Pearson) highlighted that meaning is formed in contact with text and reader.

Teaching reading skills and reading comprehension skills. Reading skills is the process of decoding a message from the print, or making sense of a text, or understanding a text. There are some essential factors involved in the reading processes are eye movement, word recognition, reading speed and comprehension or understanding. It is a receptive skill for which reader should receive information what they reading for what. To make reading comprehensive, the reader should have mental and psychological processes so as to active participation.

Reading comprehension skills, on the other hand, is the process of voluntarily extraction and construction of related original source information or message from

written form of text or language. Reader and text have indispensable relation for which reading is doing comprehending and to be comprehended.

Harmer (2007, p. 100-101) talks about three reading skills that students need to acquire. They are skimming, scanning and reading for detailed comprehension. These are described as follows:

Skimming. students also need to be able to skim a text – as if they were casting their eyes over its surface – to get a general idea of what is about (as , for example , when we run our eyes over a film review to see what it is about and what the reviewer thought about it, or when we look quickly at a report to get a feel for the topic and what is its conclusion. Skimming depends on what kind of text they are reading and what they want or need to get out of it.

Scanning. students 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 (as, for example, when we look for a telephone number, what ‘s on television at a certain time or search quickly through an article looking for a name or other details. This skill means that they don’t have to read every word and line.

Reading for detailed information. Students are able to read the texts for detailed comprehension. Reading for detailed information means going through a text to focus in on language, meaning and text construction often for the purpose of study, as in intensive reading.

In nutshell, Harmer has described three reading skills as skimming, is for getting general idea of reading text, scanning, is for particular bits of information and reading for detailed information, is for getting focus on language, meaning and text construction as in intensive reading.

According to Snow and the Rand Reading Group, 2002 (as cited by Edward & Turner) define the followings:

Reading is assumption of hierarchical of skills which is related to recognition of process how individual letters are arranging into text-processing competencies. Skilled Comprehension is needed for recognizing all processes of sentence making in

paragraph as part of much longer text. Comprehension includes three elements: the reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is part (p.2)

Reading Comprehension is as the process of voluntarily extraction and creating meaning through interaction and engagement with written form of language. The both significance and inefficiency of text in making use of words extraction and construction can be as a prominence of reading comprehension. Comprehension requires three elements; the reader who is doing comprehending, the text that is to be comprehends and the activity in which comprehension is a part (p.2).

Abovementioned definition of reading and reading comprehension, Readers, texts and activities are consistently move forward in relation to mental and cognitive processing for recognition of language formation and its form, function and substances along with meaning of a text.

According to Hemings, Dorothy Grant, (1982, p. 2), write on their topic, "Teaching Comprehension and Study Skills across the Curriculum "about comprehension skills concerning unit study are of four types:

Factual comprehension. In this comprehension, students are taught to be being able to locate required information with printed lines such as (a) understanding main and sub-ordinate ideas, (b) taking notes, and (c) taking action on factual communication.

Inferential comprehension. Students are taught to be able to identify subtle clues. Readers and listener can be able to make their inference about their feeling or point of view contained within a message.

Relation Comprehension. To comprehend at this level. Students are given free for going beyond what is stated apparently or ambiguously. In this relation comprehension, there is no fast and hard rule for what is right or wrong answers of students. Rather students present original statement of relationships, hypothesis or prediction that is seen as continuity with given fact.

Judgmental comprehension. To comprehend at critical level, a student drive elsewhere.

Different kinds of reading. On fact statement and thinks value judgments on the message. Students are faced with real issues that their own lives. Such judgment paid attention to the factual content of the message, the assumption highlighting it, the opinions in a straight line stated, or perspectives implied and smooth style in line with message presented.

On the basis of purpose and reason, there are different kinds of reading involve. Reading has deep connection with reader and text in terms of purpose made by reader. Some sorts of reasons are, for career, study purpose, pleasure, language acquisition, language study, good models for future writing, reading for good reading texts, reading for reading, etc..., Different kinds of reading are as follows:

Intensive and extensive reading. Intensive reading is often teacher -chosen and directed and is the detailed study of reading text which takes places in classroom. In intensive reading, reader does not focus only on detailed comprehension of meaning but also attempted for mastering the structures and vocabulary. It is done under guidance of the teacher. Students are expected to be developed in their specific receptive skills such as predicting, reading for general understanding or skimming, reading for specific information, reading for detailed information and reading for inference and attitude.

According to Harmer (2008, pp.275-276) writes, “Intensive reading is when students read texts, usually in class, and discuss detailed aspects of meaning as well as studying language and text construction, usually with the help of the teacher.” we can conclude from abovementioned definition of intensive reading; intensive reading is detailed comprehension of meaning form text along with mastering over language structure and their functions under guidance of the teachers. Teacher may ask students to read extracts from magazines, poem, internet websites, novels, newspapers, plays and other text genres. It is useful for early stages in linguistic text.

On the other hand, Extensive reading is regarded as students centered reading where teachers are only motivator for the students in making their choice of reading

and getting their pleasure and improving their general language. Intensive reading is just for students as a general understanding of the text without necessarily understanding every word.

According to Harmer (2008, p.99) writes, Extensive reading as “reading where students read, often for pleasure, text which are longer than typical classroom passage. “We can say that extensive reading which comes under students’ reading text which is larger than classroom passage especially for pleasure. It is useful for advanced levels in non-linguistic or literary text.

Silent reading and reading aloud. Reading involves with producing sounds or without producing sound. On the basis of reading with producing sounds or without producing sounds, Readings are of two types, silent reading and reading aloud.

Silent Reading is a way of reading without producing sounds. Its reading is regarded as get mastery or the language and consolidates different skills and aspects of language. It is used for teaching a prose -text or a reader lesson for developing the speed in reading with intellectual activity. Its reading akin to intensive reading. It is suitable for advanced learners and library reading and develops the habit of reading for information and intellectual need.

On the other hand, Reading Aloud is a way of reading with producing sound. Reading aloud is especially for making familiar with stress, intonation, pronunciation, punctuation and meaning in a reading text. The main purpose of reading is to improve eye span. It is suitable for practice in understanding correctly spoken English and developing oral skills. It is best suits for primary level of students becomes fluent in conversation. Reading aloud is a preliminary step both for reading for comprehension and writing. Students are connected with sounds and its written symbols. it means learners of a language are directly and indirectly connected with verbal and non-verbal use of language while reading text.

Rapid reading or speed reading. Reading develops speed and efficiency in rapid reading. Rapid reading is also called ‘speed reading ‘where reading becomes more quickly and achieving a greater degree of understanding from the reading texts. Rapid is for a broader understanding of the main points. The main purpose of teaching

rapid reading is to improve reading speed. it is considered that the faster we read, the more we acquire. There are two specific types of speed or rapid reading are: (i) Skimming (it means quickly running one's eyes over a text to get the gist of it or get general meaning) and (ii) Scanning (quickly going through a text to find a particular piece of information or some specific information).

Reading comprehension strategies. Reading strategies is an action of plan intended to accomplish a specific goal of teaching reading skills. Reading skills requires master over a bottom-up skill and top-down skill in a particular language. As Lems , Milller & Soro (2010 , p.33) writes , “ bottom-up skills refers to the word-level skills that are required for decoding , and top-down skills refers to the analytical and cognitive skills that are needed for comprehension. They interact and overlap throughout the life of a reader. Both skills set require making many rapid judgments about words and keeping the words in working memory as we form reasonable interpretation about possible meaning. “We can discuss bottom -up skills and top-down skills with the help of their definition as, in bottom -up skills for reading, we need to master a set word-levels skills, and in top-down skills, we need to learn a large set of strategies reading skills and strategies that reader use background knowledge to construct meaning from text.

Guthrie, Wig field, Pedro, et al (2004, p.403-423) in journal of educational psychology, vol.96 on the topic, “Increasing Reading Comprehension and Engagement through Concepts-Oriented Reading Instruction.” Presented five motivational practices in combination with six cognitive strategies for Reading comprehension. They say that Engaged reading is relied on motivational and cognitive features of the reader and the engaged reader is inwardly motivated, forms knowledge, employs strategies and interacts friendly to learn from the text.

In Concept -oriented Reading Instruction (CORI), overt Strategy Instruction (SI). they have offered the followings reading comprehension strategies;

- (a) Activating background knowledge: Before starting lesson, we should activate student to provide background information or knowledge of a text and author.
- (b) Questioning: we should ask question in pre-reading activities for predicting a text about.

- (c) Serving for information: After questioning, we should provide clue or hints of lesson.
- (d) Summarizing: we should summarize the text as simple, clear and understandable.
- (e) Organizing graphically: we should organize event of a story as correct order and
- (f) Identifying story structure: we should identify short story, or drama, act on the basis of story structure.

We can mention that reading comprehension strategies are employed for students for developing bottom-up skills and top-down skills in construction of meaning from text. It is a way of reading linguistic and non-linguistic genre for comprehension of a specific text. In CORI, reading comprehension strategies are useful for teaching non-linguistic genre or literature for construction of meaning from text.

Reading principles. Reading principle is a fundamental assumption about reading comprehension or guidance for teaching reading skills. Reading principles are required for teachers for how well teaching reading skills go effectively and develop receptive skills with analytical and cognitive skills for mastering over a particular language. Harmer (2007, pp.101-102) has presented six reading principles for teaching reading skills. Six reading principles are as follows;

Principle 1: Encourage students to read as often and as much as possible. The more students read, the better they learn. Teacher should encourage them to read extensively and intensively.

Principle 2: Students need to be engaged with what they are reading. Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading and help them to get as much as pleasure from it as possible.

Principle 3: Encourage students to respond to the context of text and (explore their feelings about it), not just concentrate on its construction. Students should be encouraged to respond to the context of a text and explore their feelings about it, not just concentrate on its construction. The meaning or message of the text is equally

important and teacher must give a chance to respond to that message. it is indispensable for students to show their feelings about the topic.

Principle 4: Prediction is a major factor in reading. Students are expected to be active in predicting from the clues or hints like book covers, headlines, photographs, web-page banner, etc., on what they are going to read. Teacher should give students hints so that they also have a chance to predict what is coming.

In case of extensive reading, when students are choosing what to read for pleasure, we should encourage them to look at covers and back cover copy to help them select what to read and then to help them get into a book.

Principle 5: Match the task to the topic when using intensive reading texts. While using intensive reading, teacher have to decide about what reading text the students are going to read on the basis of their level, the topic of the text and its linguistic and activation potential. Then they need to choose good reading task (something we ask students to do, such as solving a problem, creating an advertisement) – the right kind of question, appropriate activities before, during and after reading, useful study exploitation etc. the most commonplace passage can be made exciting with imaginative and challenging activities, especially if the level of challenge (i.e., how easy it for students to complete a task) is exactly right for the class.

Principle 6: Good teachers exploit reading texts to the full. Good teachers integrate the reading text into interesting lesson sequence, using the topic for discussion and further tasks, using the language for the study and then activation (or, of course, activation and then study) and using a range of activities to bring the text to life. Where students have been doing extensive reading, we should use whatever opportunities present them to provoke feedback.

Reading sub-skills. Reading sub-skills are those skills which are very helpful supplementary skills for achieving a success in students of teaching skills. Reading consists of different sub-skills. Teacher should learn teaching skills as well as sub-skills for bringing fruitful outcome of teaching language and its function with their

different method, approach, techniques and way of teaching. John Munby (as cited in Venkateshwaran, 1998, pp .89-90) mentions the following sub-skills of reading:

- i. Recognizing the script of language: we make know what sort of language script such as English letter, Devanagari script.
- ii. Deducing the meaning and use of unfamiliar / lexical items: we examine lexical, semantic and literal meaning etc. and use of unknown lexical item
- iii. Understanding information when not explicitly stated: we understand general or specific information when not clearly stated in intensive reading.
- iv. Understanding conceptual meaning: We can understand hypothetical meaning from the reading text.
- v. Understanding the communicative value of the sentences and utterance: we can understand for which purpose language is used in sentences and utterance.
- vi. Understanding relations within the sentences: We can understand sentence relation like cohesion, coherence within and across the sentences.
- vii. Understanding relations between the parts of a text through lexical cohesion devices: we can understand lexical devices such as repetition, synonyms, near synonyms and collection in part of a text.
- viii. Understanding relations between the parts of a text through grammatical cohesion devices: We can understand grammatical cohesion like reference, substitution, Ellipses and confection ect. in the part of a text.
- ix. Interpreting text by going outside it: After reading, we can interpret it to the real-life situation.
- x. Recognizing indicators in discourse: we can recognize indicators in discourse such as
- xi. Identifying the main point or important information in a place of discourse.
- xii. Distinguishing the main idea from the supporting details,
- xiii. Extracting salient point to summarize,
- xiv. Selecting extraction o relevant points from a text,
- xv. Basic reference skills–understanding and use of graphic presentation, cross referencing, table of contents and index,
- xvi. Skimming: it is reading a text quickly to get general idea of meaning.

- xvii. Scanning: it is reading teaching technique to be used when we want to find specific information.
- xviii. Transcoding information to diagrammatic display: it means that we contrate on information to diagrammatic display.

Abovementioned sub- skills are needed for teacher as for recognizing language form, function and communicative and grammatical function and their discourse. Teaching reading skills means making students familiar with language use and master over bottom -up skills and top -down skills for deep knowledge of language use and its purpose.

Reading techniques. Techniques are those courses of actions which are employed by teacher to teach his/her students in the classroom. techniques are interrelated and deep rooted with method, (i. e it is at level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented) and harmony with approach (i.e., it is the level at which assumption and beliefs about language and language learning are specified).

According to Anthony model, 1963 (as cited in Richard and Rodgers, 2002, p.15), “Techniques is implementation which is actually takes place in a classroom. It is particular trick, strategy or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well.” Similarly, they added that “Techniques is the level at which classroom procedures are described.”

We can say that techniques are what the teacher actually does to teach his/her students in the classroom.

Richard and Rodgers, 1982 (as cited in Brown, 2001, p.14) writes techniques as procedure and method as design in their proposed a reformulation of Anthony’s model defined it as, “Procedures are the techniques and practices that are derived from one’s approach and design.” We simply understand that techniques are teaching and learning activities inside the classroom in pre-teaching, while teaching and post – teaching under the guidance of teachers.

Norland & Pruett (2006, p. x) have similar assumption on techniques and defined it as, “A techniques is seen as one activity or procedures used within a plan for teaching.” We can mention that techniques are employed by teachers for making plan for teaching where their activity or procedures are at focal point of success in teaching and learning.

We can conclude from above mentioned definitions of three linguists that techniques are at hand of teachers how well he/she teaches his /her students with the help of their plan in accordance with classroom teaching procedures and activity.

On the basis of selection and use of techniques, we can use two types of techniques (1) teacher centered techniques involve lectured method, explanation, illustration and discussion and (2) student centered techniques include role play, project work, pair work, group work, quick write, mind map, brain storming, strip story, drama. Similarly, we can use different types of communication techniques at the time of teaching reading skills in the classroom including simulation, drill, discovery techniques, and dramatization and so on.

According to Grellet (1981, pp14-19) have proposed three techniques for teaching readings techniques:

Sensitizing. learners are expected to be active learner in search of difficult word and encourage them for guessing meaning of a word with the help of dictionary use.

Improving reading speed. Students are given passages to read for increasing reading skills and triggered them by asking questions related to given passage. these practices of reading given passages make them accustomed and improving reading speed.

From skimming to scanning. In the word of Grellet (1981, p.19), Skimming is for getting gist of reading material quickly or acknowledged it organization or getting an idea of tone and intonation of the writer. On the other hand, he stated that Scanning is for searching specific information and need not to read detailed the linearly of passage. He added that Skimming is regarded as training and preliminary exercise.

Similarly, he put an idea about Scanning is just for involving students for solving a specific problem as quick as possible.

In terms of teachers centered techniques and students centered techniques and communicative language teaching techniques, we can present common techniques for teaching reading skills are given as below:

Revision/ previewing. In this technique, teachers are making their students experience of something in advance or students are expected to have guessed what and how contents they encountered at time of teaching reading skills through the use of headlines, titles and pictures related contexts.

Authentic material reading. In these techniques, students are expected to be more active in search of reading authentic materials in authentic language learning with the help of a real newspaper article, a live radio or TV broadcast, menu, etc for developing students 'strategies for understanding language as it is actually used.

Functional communication reading activities. Students are involved in comparing sets of pictures and noting similarities and differences, discovering missing figures in a map or pictures, following directions, solving problems from shared clues, etc while teaching reading skills.

Social interaction reading activities. After completion of reading texts and contexts, some activities include conversation and discussion, dialogues and role play, simulation, debates, etc.

Language games / communicative games. In these reading techniques, teachers are played role as facilitators and guide for making reading enjoyable and valuable communicative practices in reading text or context given. they are three features of communicative reading practice are information sharing and taking, choice making and providing feedback while teaching reading skills.

Scrambled sentences. In these reading techniques, teachers motivate or encourage students for making cohesion and coherence in given text or contexts reading with the help of dialogue, pictures of strip story, etc.

Role play. In this technique, teachers are given different social contexts and different role performance in reading literary genres for developing communicative competence.

Pictures strip story. In this reading techniques, students are practiced for making prediction what contexts or texts can be next for reading. it includes scrambled sentence, problem solving tasks, etc., can be given for accomplishing task in given texts reading.

Predicting. In this technique, teachers motivate or encourage students for making use of their knowledge about subject matter in relation to make predictions about language functions and grammatical structures, etc. for developing reading comprehensions and their reading strategies.

Paraphrasing. In this technique, teachers use original texts or contexts for making it's a restatement of a text in different word, often to clarify meaning to the students in given reading texts.

Skimming and scanning. In this reading techniques, students are practiced for developing their reading habit through skimming, 'reading a text to get the general meaning or gist 'and scanning, 'looking over a text or trying to find some specific information.

Model reading/Visual representation/phonic symbols: In these techniques, students are practiced for pronouncing correct words, phrase, and sentences and discourse while teaching reading skills for beginners of language learners.

Abovementioned techniques of teaching will support finding out the way teachers teach in teaching reading skills at time of teaching fiction and non-fiction literary texts.

Teacher centered techniques and student-centered techniques

Teacher centered techniques. It is techniques in which the teacher remains more active and has the central role. They almost use all time lectures, illustration, explanation, demonstration and drill. These techniques are described as follows;

Lectures. It is teacher-centered techniques where teacher uses it by using pedagogical method formally in a particular topic for motivating students, summarizing the main points, reviewing and interpreting concepts. Verbal and non-verbal description has teacher used in lectures method.

Explanation. In these techniques, teacher explains contents to learners. It is used for enabling the students to take intelligent interest in the lesson. It gives clear concepts. Proficient teacher is needed for explanation.

Illustration. It is Techniques/activities Used for making the concepts interesting and purposeful with the help of an object or examples. verbal and visual illustration are considered while teaching the lesson/topic.

Demonstration. In these techniques, teacher almost uses to communicate and fosters creative thinking in individual and group with the help of charts, posters, graphs, pictures etc in visual way.

Drill. In these techniques, teacher uses it for practicing language, grammar, vocabulary and pronunciation for developing accuracy rather than fluency. Some techniques related to its are individual drill, semi-chorus drill, imitation/repetition drill, question-answer drill, transformation drill/conversational drill, completion drill, substitutional drill, additional drill etc.

Student centered techniques. The techniques which provides ample opportunities to the students for harmonious development. The students remain more active and central role in the language learning in which their individual feeling, abilities, level, age, interest, space of learning, etc are considered. The students learn by observing, experiencing and involving for developing their confidence, leadership, insight and perception through these techniques.

Project work. Individual or group of students are provided independent work for completion of a task in language learning. In authentic language learning, language of discourse is more focused than sentence level.

Pair and group work. Pair and group works are associated with communicative approach to language teaching. Teacher's role in both pair and group

works as a monitor and resource person. In pair work, it increases students taking time and allowing to work and interact independently as group work. cooperation seemed to have in pair work whereas co-operation and competition are seemed to have in group work.

Strip Story. In these techniques, it is information gap activities among the participants in a group where each member is compelled to speak at least once for promoting real interaction and communicative abilities of students. It is association with communicative approach to language learning.

Drama. In these techniques, students learn language lively, interactively and communicatively where dramas are performed in a systematic progression in the role of characters. The teacher teaches expressions and concepts along with idea of gestures and facial expression with dialogue for rehearsal drama and performs the drama.

Simulation. In these techniques, students are given the roles, rules to follow and know the situation for representation of real-life event in a setting/ natural place. Students perform roles as per their own knowledge, decision and perception.

Role-play. In these techniques, students practice language pattern in the class for better performance by highlighting on both fluency and accuracy of the language with commutatively. Students take the different roles of characters in a situation and act out in that situation.

Brainstorming. In these techniques, students are given a predefined problem to solve the problem by generating creative ideas and solution in an intensive group discussion. Learners are also able to think freely and generate new ideas and make them creative.

Quick write. In these techniques, students are assigned topic or question to write a brief response to a topic or question for which students quickly explain or comment on the assigned topic or question. It is an instrumental approach for activating students' knowledge presenting new materials.

Mind Map. In these techniques, students become a better thinker for organizing information visually as to think, collect knowledge, remember and create ideas. It is techniques of checking out what goes on learners inside mind for thinking and organizing information.

Reading competencies and constructs. Secondary Education (Grade 11 & 12) Curriculum, (2076 B.S, pp. 36- 59) has put forwarded an idea that National Curriculum Framework, 2076 has given priority on four language skills with prime focus on reading and writing skills. This curriculum has focused on both intensive reading of text for language development in learners and extensive reading of text for processing content and developing higher order reading and writing skills.

The curriculum of grade 11 and 12 in English language aims at developing the following reading competencies in the learners:

- A. Read a wide variety of texts such as literary text and non-literary text for information and understanding.
- B. Read a variety of literary texts such as poetry and prose, drama, essay etc for pleasure and appreciation.
- C. Read, reflect and interpret a wide range of texts.

The grade 11 and 12's reading constructs are given as follows:

- a. Read the texts intensively for information and understanding: students are required to read text intensively for getting genral or specific information and understand the text.
- b. Read a variety of literary texts for pleasure, appreciation and interpretation: Students are more caple of reading a variety of literature text like novel, short story, essay, prose and poetry.
- c. Read the texts and critically analyze, interpret and evaluate the information: Students need to have developed capacity of reading the text and analze , interpret and evalute the information given in the text.
- d. Read the texts closely and understand the structure and organization of text: students are required to read the text very clearly and understand language structure and its meaningful organization.

- e. Read the texts and predicts the content and make inference: Students read the texts and predicts the content and make their understanding.
- f. Read the texts and take notes. Students read the texts and take notes if it is necessary.
- g. Read and interpret the para-orthographic texts: Students read and interpret non-linguistics text.
- h. Read texts and deduce the meaning of unfamiliar lexical items from the contexts: Students read the texts and understand the meaning of unknown cohesive and cohesion items from the contexts.
- i. Use an authentic English dictionary, thesaurus, encyclopedia, and academic reference material: we can use government prescribed authentic English dictionary for academic purpose.
- j. Read and identify the practices and values of rational and target cultures.

According to Secondary Education (Grade 11 & 12) Curriculum, 2076 BS, In Scope and Sequence in Reading, the content of reading section has been divided into two parts: Part I and Part II. Part I includes a wide variety of contemporary issue-based thematic texts intended for the practice of (a) intensive reading (b) grammar (c) vocabulary (d) listening and speaking (e) writing. Part II is built on the successful explosion of Part I. Part II includes literary genre -based selected texts of different types for reading for pleasure, for both intensive and extensive purpose for making enable learner for discerning different aspect of literary texts and practicing creative writing which involves expression of imagination. Furthermore, this curriculum has mentioned that possible texts types for part I are interview, book/film reviews, literary writing, reports, academic publications, letters, essays, news articles, biographies / auto-biographies, products guides, poems, blogs, brochures, emails and travelogues / memoire. Similarly, this curriculum has highlighted that there will be maximum 20 reading texts of moderate length at each grade on its part II 's outline for the selection of reading texts. The tasks incorporated in this part were glossary, literary devices used in the texts, comprehension question (short and long: literature -based reading, reading between the lines, appreciation of texts, interpretation of texts), writing a summary, describing the character, comparing and contrasting, critical and creative writing.

Stages / techniques of teaching reading skills. The teacher can teach reading skills or reading comprehension through use of three stages / techniques at the time of teaching reading. They are; pre-reading stage, while-reading stage and post-reading stage. Three stages of teaching reading skills or reading comprehensions are given as below:

Pre-reading stage. In this stage, teachers make plan for preparing or arousing interests of students for the lesson and task to perform. The following given activities can be done in this stage:

- i. Showing and talking about the pictures, charts, and graphs related to the reading text: teacher can show and talk about the pictures ,charts , and graphs related to the reading text for motivating and arousing interest of a students and activating students to learn the lesson.
- ii. Guessing the title, the theme and character: Students are needed to guess the title, the theme and character related to text.
- iii. Predicating the texts about: Students are prepared to predict the text what is about or genre.
- iv. Debating about the text: Students can discuss and debating related topic or title.
- v. Discussing about the text: Teacher discuss about the text for general knowledge or concept or meaning of a text.
- vi. Answering the pre-reading questions: Teacher answer the pre-reading question before reading.
- vii. Guessing possible vocabulary: Teacher practice students with guessing vocabulary meaning of a text.
- viii. Talking background information: Teacher Talks background information about author and text.
- ix. Guessing meaning of text: Teacher prepares students to guess the meaning of a text.

While- reading stage. It is the stage of actual reading in which students are engaged in reading texts for performing tasks given by teacher here. The following activities can be done in this stage:

- i. Answering to the questions: Teacher answer to the question relating to the text.
- ii. Writing the central idea of the text: Teacher write the central idea of the text if it is difficult to understand the text.
- iii. Making comparison and contrast: Teacher makes comparison and contrast with use of grammatical and lexical devices in the text.
- iv. Completing or performing tasks given by teacher: Students is assigned or performed tasks given by Teachers.
- v. Preparing notes: Students prepare notes while reading text from teachers.
- vi. Choosing best alternative: Students are prepared to choose the best alternative for reading comprehension test.
- vii. Filling in the blanks: Students are prepared to fill in the blanks for grammar and vocabulary testing.
- viii. Matching items: Students are assigned to match the items for testing meaning of words.
- ix. Labelling: Teachers labels the reading simple to complex while reading activities.

Post reading stage. In this stage, follow -up activities takes place after actual reading or last stage of teaching reading. The following activities can be done in this stage:

- i. Expressing personal view on the text: In these activities, Teacher can motivate students to express their personal view on the text relating to real life event.
- ii. Reviewing the text: Teacher can review the text if students are not capable to understand the text clearly in short.
- iii. Writing critical answers: Teacher write critical answers relating to contemporary thematic issues on the society and community.
- iv. Writing summary report: Teacher writes summary if texts are difficult for understanding.
- v. Debating on the text: teacher can use debating on the text activities for expression their view on the relating text.

- vi. Performing upon the text: Teacher prepare students for pair or group or project work for performing upon the text.
- vii. Organizing project work: Teacher arrange project work for developing critical thinking and creative writing.
- viii. Playing linguistic games: Teacher can use linguistics games such as puzzle game
- ix. Writing similar/ parallel text: Teachers can practice students to write similar / parallel text.
- x. Relating the text to real life: Teachers can relate the text to real life if texts are akin to our society and community .

ELT in Nepal. English Language Teaching (ELT) in Nepal commenced at the time of Rana regime while first Rana Prime Minister, Janga Bahadur Rana, made his visit to England in 1850 A.D. He was highly influenced by England's education system at schools and universities level and their development throughout country because of their language English. Formal English education in Nepal began in 1854 A.D (1910B.S) after his influential on importance of English and economic progress at every sector of life. Meanwhile, he had brought two English teachers, Mr. Ross as the supervisor and Mr. Canning as the principle from Britain for the sake of his nephew and brothers' English education at Thapathali Durbar. The curriculum and syllabus of English language didn't come into existence till 1971. At this time, there was not supposed to be establishment of any official body for conducting and monitoring school curriculum. In 1934,SLC examination was held by students in two English papers.

. 100 marks for a single paper in English was made as total weighing. English was made a compulsory subject from grade After holding SLC examination in two English paper, National Education Committee (NEC) made an arrangement for one English paper in lower secondary and for two paper in SLC as compulsory subjects. National Educational System Plan (NESP) didn't seem to be taken English as compulsory subject in 1971 but as one of the UN languages as compulsory subject in lower secondary level and SLC curriculum one in 2060 B.S with the recommendation of School Sector Reform Plan (SSRP). Then, students must have learnt it from grade four. Nowadays, English has been taught and learnt from grade one to bachelor level

as a compulsory subject. National Centre for Education Development (NCED) has provided teacher education and training for English teachers. Students can have choice of making English as their major subjects in universities level and Universities have provided pre-service teacher education for English teachers.

English language. Language is a means of communication through which human being communicate with their emotions, feelings, thoughts, ideas etc., for accomplishing task what they wanted for. For this regard, As Cook(2008, p.1) writes, “Language is at the center of human life. We use it to express our love or our hatred, to achieve our goal and further our careers, to gain artistic satisfaction or simple pleasure or to blaspheme. “In other words, language is played crucial role in human life for the expression of emotions as in love, hatred, for attaining targeted goal, for developing further careers, for getting artistic gratification or simple pleasure or for issuing oath.

Language is willingly formed signs in expression of desires, emotions and ideas as decently human and non-instinctive method of communicating. Language is verbal and non-verbal communication through which everybody’s thoughts, emotions, feelings, desires etc. are expressed for attaining and fulfilling goal in human being. For this regard, As Sapir (1999, p.8), "Language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols".

Teacher training in Nepal. According to Awasti (2003, p, 17) has stated that College of education established in 1956, which provided two year and four-year teacher education. Similarly, He has put forwarded idea of teacher training was made by National Education System Plan (1971-76) as for teacher mandatory for teacher. He further added that during this period, IOE (Institution of Education) conducted 15 varieties of training program through its regular campuses and on the spot program. According to him, the main training conducted in Nepal is given as follows: (i) women teacher training: - The program was launched in 1971 to give equal access for women and girls to education. Under SLC girls were given secondary education followed by pedagogical skills to enable them to teach in primary level. (ii) Remote Area Teacher Training: This program began at Jumla, at remote district of Nepal in 1973, considering the lack of teacher in the whole region. (iii) On the spot training

program: with the view to giving primary teacher training to the teacher of urban localities, the IOE conducted ten on the spot training program covering 21 urban cities. (iv) Teacher training through Distance Learning: this program was launched in 1976 to provide a low-cost training to untrained and under qualified schoolteachers. (v) B-level (under SLC) teacher training: The Institution of Education (IOE) also conducted B-level (under SLC) primary teacher training is an exclusively in-service program. the program continued until the Ministry of Education and sport made decision to terminate 'under-SLC teachers unless they pass SLC within a specified program: -the Nepal Education System Plan (NESP, 1971-76) stressed the need for vocational education at the secondary level and prevocational at the lower secondary level school. In our Nepalese context, there is not system-based process of teacher recruitment or induction training in community-based schools. However, we have separate legal provision for providing teaching license, selecting and appointment of the teachers. Now, Nepal has thirty-three Educational Training Center (ETCs) throughout country which is providing different supporting training to the teacher.

Regarding teacher training in Nepal, J.B Rana (2072 BS, p. 68-72) has mentioned that the SEDP (Secondary Education Development projects) in 1986 conducted 10-month in-service training course for secondary teachers of English, Math and Science. He added that 10-month teacher training for primary teacher in 1992 was conducted by government's decision. The 10-month in-service teacher training had four packages especially for primary school teacher each package including of 2 ½ month (330 hours) . BPEP, NCED, DEC and SEDP institutions were engaged for providing in -service training and NCED was taken as umbrella institution for primary teacher training and SEDP has taken responsibility for Lower teacher training and Secondary level teacher training.

Dynamic Institute of Research and Development P (LTD, (2018, p. 42) opine that "the major responsibility for teacher development lies with National Centre for Educational Development (NCED) at present. NCED had been conducting a ten-month primary level in-service teacher training in three-phase through its Educational Training Centre (ETCs) and selected constituent campus of Tribhuvan University. The first phase of training was Centre based and of 2.5 months' duration. The second phase of training was conducted through the distance mode in the duration of 5

months, whereas the third phase was both Centre- based and school based, with the duration of 2.5 months. The ten-month in-service training for secondary school teachers conducted by NCED also followed the same pattern of the ten-month primary teacher training (ibid)".

From abovementioned opinion put an idea of teacher training concerning how and what types of training had been implemented at present and past time.

Teacher Training on Commission Recommendation

Nepal National Education Planning Commission (NNEPC) 2011 BS. The commission has the following recommendation so as to teacher training: -

- A. Short -period curriculum should be put into practice for training teachers.
- B. Training should be dependent on remuneration for gaining trained teachers as motivation.
- C. There should be teacher instruction center for training new teachers and re-training old teachers.
- D. Teacher instruction should be widespread in some parts of country for training village teachers in their place and providing training in course of action.
There should be much more centers for teacher's instruction.
- E. Teachers handsome salary should be provided for motivating youth people in instructional centers (NNEPC, 2011 BS, P.92).

All Round National Education Commission (ARNEC) 2018 BS. The commission has the following recommendations so as to teacher training:

- A. The name List of every Normal School's trained teacher should be kept in Divisional Inspectors and Divisional Inspectors should be came into contact while enrolling every teacher in Divisional School.
- B. Permanent buildings should be brought or built-in strong shapes for existing 15 Normal School instead of paying reinstatement in house.
- C. Trained Examiners from Normal School should be provided work within a year. Other professional can be adopted if work cannot be provided within a year.

- D. After holding master degree of B. ED from College of Education, Examiners should be ensured in taking teacher service. Special allowance should be arranged for those who have distance and disadvantage.
- E. The curriculum of College of Education should regularly be updated.
- F. The College of Education should be given priority during construction of Tribhuvan University and should be immediately shifted in the area of Tribhuvan University (ARNEC, 2018 BS, P.42).

National Education System Planning (NESP) 2028-2032 BS. The commission has the following recommendations so as to train teachers:

- A. Teacher training should be provided in accordance with its necessity for increasing numbers of teacher training in Art subject and instructional training subject should be taught in Art University.
- B. The curriculum of training and textbook should be modernized for increasing level of teacher training and should be emphasized instructional methods with context (NESP, 2028-32 BS).

National Education Commission (NEC) 2049 BS. The commission has the following recommendation so as to train teachers: -

- A. Instructional coaching should be compulsory in teaching profession for entering school level.
- B. Training should be compulsory for those who have entered in teaching profession and for those who have been untrained.
- C. The woman should be given priority in teacher coaching.
- D. The coaching techniques training should be arranged for preparing manpower likewise instructional coaching for those have held B. ED for two-year M. ED program, for those who have held master degree from another subject for one-year M. ED program and for those who have held master degree in others subjects for five months coaching respectively.
- E. Salary and facilities should be increased in accordance with trained teacher at some training level.
- F. Affiliated to Ministry of Education and Culture, Reginal and District Offices should be conducted short-period training. The faculty of Education related

campuses should be conducted teacher education along with teacher coaching (NEC, 2049 BS, P.167).

- G. There should be gradually given priority on those who have passed out ongoing Entrance examination with ten-month package training providing with credential of Primary Teacher and those who have passed out in other subjects with proficient credential accomplishment providing with ten-month coaching training for arranging Primary Teacher.

Higher Level National Education Commission (HLNEC) 2055 BS. The commission has the following recommendations so as to train teacher:

- A. The coaching program should be conducted differently for those who have not experienced instruction for pre -service training and for those who have experienced instruction for in -service training.
- B. The enrolment of more than one instruction may not be sufficient, for his regards, Government, non-government and different institutions should be involved for natural coaching program for majority of untrained teachers in country in different level (Educational Manpower Mementos Book, 2061 BS).

National center for Educational Development related Instructional training center had conducted ten month (10 month) In-service and pre-service teacher training program for teacher development (NEC, P.169-170).

The followings are teaching training programs:

Primary teacher training

In- service training. This training had constructed at three stages, first and Third stage program had 2.5/ 2.5-month training which had provided from training institutions whereas \Second stage program had 5-month training. The participation of second stage would get trained from self-study materials, contact class, workshop, audio visual material, phone -in, multi-media in terms of Distance Education Training System.

Special compact training. The teachers for those who had served 15 years and above 45-year-old would gain 2.5-month Special Primary Teacher Training conducted

from instructional training center. The teacher for those who had completed this training would get 5-month In-service training accreditation.

180 hours training. The teachers for those who had completed 150-hour training would be arranged 180 hours Primary Teacher Training. The teacher for those who had completed this training in second stage by involving four stages had arranged 10-month In-service training.

Pre-service training. Ten (10) month training had conducted in two semesters in 5/5 month. This training would conduct from private institutions who had been affiliated to National Center for Educational Development (NCED). This program had conducted specially for Dalit, Indigenous, \Disadvantaged \community and women for involving mainstream of Education.

Lower secondary and higher secondary training

In-service training. Lower Secondary and Secondary level had three In-service training modules, first module had 2.5-month, second module had 5 month and third module had 2.5-month training.

Government of Nepal had brought School Sector Reform Planning (SSRP – 2066/72 as the result of experiencing over past year planning, project and program in which project implemented and invested money. SSRP – 2066 / 72 through which new module termed, "Teacher Professional Development" had been implemented. SSRP had following anticipations for attaining outcomes through teacher professional development program.

- A. For preparing Seven hundred and fifty (750) teachers in coaching training should be attained and enabled through refreshing training.
- B. All teachers' teacher development knowledge and skill should be updated through teacher preparation course and refresher training.
- C. C.Four thousand and fifty (4050) principals should be completed certification training.
- D. Seven thousand (7000) disadvantaged groups of teachers would be upgraded for their capacities through preparation course (SSRP, 2066/2072 BS.).

The policy provisions (2062 B.S) were approved by Ministry of Education and Sport had following teacher training provision.

- A. 10 – month teacher preparation course as pre- service training the top of prescribed academic qualification will be made mandatory for primary, lower secondary and secondary teachers at the entry point.
- B. All untrained working teachers in the school system will be trained in 10-month training at the earliest possible time line.
- C. Training, licensing, and professional development process will be linked to each other in order to consolidate the teacher development provision at all levels of school education.
- D. Short -term, training, refreshing, and recurrent training will be accredited as a part of the certification training program.
- E. Effective training curriculum and materials for in-service and pre-service teacher training will be developed and implemented.
- F. Job -induction training would be considered as pre-requisite for newly appointed managers (class II and class III), including school heads of all levels before holding the position.
- G. Special package program will be designed and implemented for trainer preparation, trainer development and motivation to ensure qualified, trained and committed training professionals and for their career development.

Trained and untrained teacher. Trained teachers are those who have employed different varieties of instructional techniques highly rely on students centered teaching and make use of different sorts of teaching materials for making classroom learning by pleasure. On the other hand, untrained teachers are those who have not attained competence and performance regarding instruction of linguistics while using different teaching principles, approaches, methods and techniques. Regarding this, untrained teachers' instructions are supposed to be boring, distraction, uncurious and monotony as well as leaning can have short memorization.

According to Department of Education,(as cited in Baduwal, 2012, p. 5) has outlined following definition of trained and untrained teacher as below given:

Trained teacher. trained teachers are those who have specialized competence of teaching and have attained ten-month training as in I. ED, B. ED and M. ED. trained teacher have received special training in teaching so as to how to deal the psychology of the students and making their teaching effective. These teachers are very sensible about various techniques, method, approaches, etc. All the campuses affiliated to Department of English Education are producing lots of trained English teachers.

Untrained teachers. untrained teachers are those who have some sort of knowledge about subject matter but they do not have specialized competence of teaching as well as ten moth training, students' psychology. They are not sensible about various maxims, techniques. They are supposed to have more competence than trained teachers in the field of literature and have no idea of how to go effectively. They do not have belonged to Education faculty.

Review of the Related Empirical Literature

Most of researches are carried out using above mentioned theories. Theories are base for carrying out research in the area of study. Some of research studied related to 'teaching Techniques/activities Used by teachers in teaching reading skills at secondary level' are as follows:

Adikari (2003) had conducted a research study on the title, "Techniques/activities Used in teaching poetry". The objectives of this study were to find out the Techniques/activities Used in teaching poetry in grade XI and to compare the teaching Techniques/activities Used in urban and rural areas. The researcher had used the probability sampling procedure to select population. He recommended that in both of urban and rural teachers seemed to be used some techniques such as translation, explanation, recitation, pair work, group work and discovery techniques. His major finding of this study was that teachers in both urban and rural made use of pre-stage reading techniques and made their students habitual in reciting poem and reading aloud.

Bhandari (2008) had carried out survey research entitled "Reading comprehension of poetry and prose by B. ED students." the main objective of this study was to identify the main causes of to understand poetry and prose. Random and

non-random sampling procedures were employed in five campuses of Kalali district for carrying out research. Questionnaire was used as the main data collection techniques. The major findings of this study where students were seemed to be more capable and getting more comprehended in prose text and in poetry text.

Silwal (2010) had carried out a study on title, "Teaching Reading Comprehension by Trained and Untrained Teachers". The main objectives of this study were to identify the Techniques/activities Used by trained and untrained teachers in teaching reading comprehension in grade seven and to compare and contrast the Techniques/activities Used by the trained and untrained teachers. Grade seven in Chitwan district was main area of study with ten teachers on non-random sampling. The main finding of this study concerned with trained and untrained teachers' Techniques/activities Used for teaching reading comprehension so as to find out what Techniques/activities Used by trained teachers were students centered and skills oriented whereas untrained teachers used techniques for developing knowledge and teacher centered techniques. This study of research put an emphasized or recommended that all English teachers should focus on teaching students with skills based and use students centered techniques for teaching reading comprehension rather knowledge based and teacher centered techniques, Teacher professional developments activities should be followed regularly as in teacher training program, seminar, workshop, team- work, peer coaching.

Khatri (2010) had carried out research on title, "Strategies of Teaching Reading Skill Used by Secondary Level English Teachers." The main objective of this study was to find out the different strategies of teaching reading skill used by public and private school's English teachers, and to find out the teachers' opinion in relation to these strategies. Public and private school in Ilam district was the area of the study with purposive sampling to select population. The major findings of this study were the strategies of English varieties at secondary level as in discussion, pair work and group work, interrogating reading comprehension and time -bound conversation practice seemed to be used by private schools whereas matching item, reading, choosing best answer were more common in public school. The researcher recommended that English teachers were seemed to use reading by following stages of teaching reading skills such as pre-reading skills, while-reading skills and post-

reading skill. Similarly, they seemed to use some other techniques like collaborative conversation, reciprocal teaching and anticipation guide. This study mainly concerned with how and what strategies did public English teachers use at time of teaching learning activities in comparison to private English teachers in teaching reading skill at secondary level.

Baduwal (2012) had carried out a research study on title, “Techniques/activities Used by Trained and Untrained Teacher in Teaching Short Stories.” The core points of this study were to find out the Techniques/activities Used by trained and untrained teachers at the time of teaching short stories and to compare and contrast their techniques. Nine colleges/schools in kailali district were the area of the study in the use of random sampling procedure to select population by conducting survey research method by employing quantitative and qualitative method. This study showed that trained teachers were more capable for employing various techniques in comparison to untrained teachers. This study presented that trained teacher seemed to be used student centered techniques along with skill oriented rather than untrained teacher who were supposed to be employed more teacher centered techniques along with knowledge oriented. This study paid little attention to teaching language skills and less talked about using techniques to teach language skills.

Pandey (2016) conducted survey research in Rupandehi district on “A Techniques and Materials Used in Teaching Reading Skills”. The main objectives of study were to find out the techniques adopted by primary level English teacher in reading skills. He employed purposive random sampling. Eight teachers from eight different school were selected and five classes of each teacher were observed. Research tools was observation checklist. The major findings of his study were that textbook had been used mostly as materials and predictability Techniques/activities Used frequently.

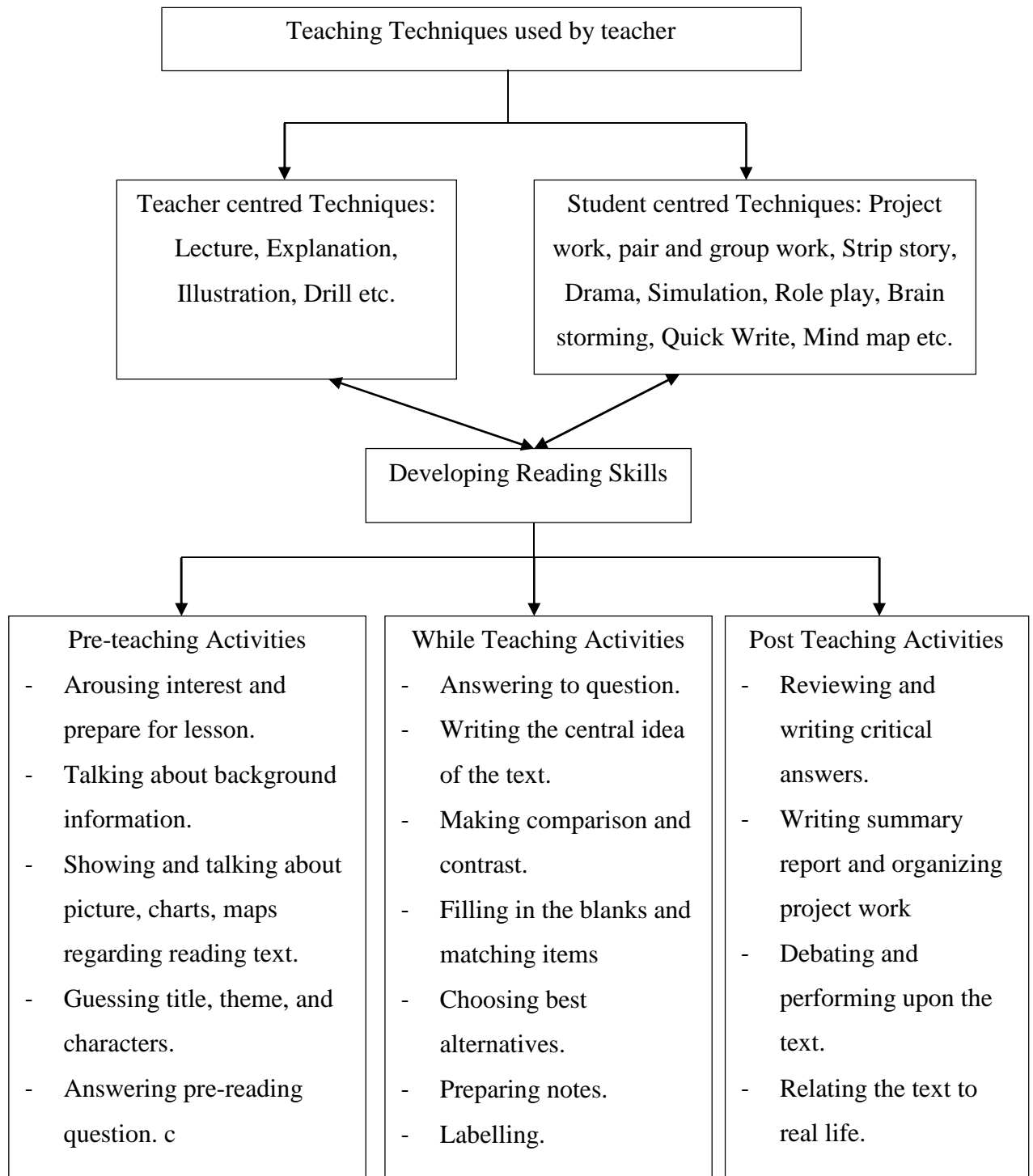
Khadka (2017) carried out survey research on “Reading Techniques/activities Used by IELT’S Students” at eight different institutions of Kathmandu valley by using purposive non-random sampling procedure. The main objective of this study was to find out reading Techniques/activities Used by IELT’S students and explore their problem. Five students from each institution were selected. Data collections tools were questionnaire to the forty students. The major finding of this study was,

global reading techniques, problem solving techniques, and supportive reading Techniques/activities Used by IELT'S students for reading improvement. Fifty percent of students were found to use problem solving techniques.

Neupane (2017) conducted survey research on "Strategies Adopted by the Secondary Level Students to Develop Their Reading Comprehension." The main objective of this study was to find out the strategies adopted the secondary level students to develop their reading comprehension. Primary source of data were the thirty secondary level students from three selected secondary schools of Jhapa district. she employed purposive non-random sampling procedures. Data were interpreted from descriptive point of view by using simple statistical tools. The major findings of this study were that Ninety percent of students set the purpose of reading text before actual teaching and ninety-six-point seven percent of them preview the text during starting.

Chaudhary (2017) conducted a experimental research on "Effectiveness of Newspaper Cut-outs in Teaching Reading Comprehension." The main objective of this study was to find out the effectiveness of newspaper cutouts in teaching reading comprehension. The population were all grade nine students of Gorkha district. Primary data were collected by administering a pre-test and post-test to students of grade nine. The sample of this study was twenty eight students of Shree Mahendra Shakti Secondary School, Bakrang , Gorkha district. The researcher used random sampling procedure to select the sample. The major finding of his study was that the effectiveness of using newspaper cutout in reading comprehension seemed to be creative and originality if these materials were available in everywhere.

Conceptual Framework



Implication of the Empirical Literature

Implication of the review for the study are those theoretical and empirical literature reviews which are meaningful, guidance, supportive and motivational for undertaking my survey research.

Pearson (2011) really aided me to understand reading comprehension instruction before 1975, after cognitive revolution 1975-1990 and onward. Furthermore, Harmer (2007) opine supported me to comprehend reading skills, similarly, Harmer (2008) assisted me to acknowledge what types of reading have and their reading principles. In the same way, Heming, Dorothy Grant (1982) assisted me to understand teaching reading comprehension and its types. Similarly, Grellet (1981) had also assisted me to have a sound knowledge of three teaching reading techniques as in (1) sensitizing, (2) improving reading speed and (3) from skimming to scanning. Likewise, Wing Field, Pedro et.al (2004) had also helped me to comprehend six cognitive strategies for reading comprehension with its five motivational practices. These six cognitive are (1) activating background information, (2) questioning, (3) identifying story structure, (4) serving for information, (5) summarizing and (6) organizing graphically. In addition to this study, Venketshwarn (1998) has supported me to comprehend sub-skills of reading.

Nuan (1992) had also aided me to adopt eight steps of survey method research as in (1) define objectives, (2) identifying target population, (3) literature review, (4) determine sample, (5) identifying survey instruments, (6) design survey procedure, (7) identifying analytical procedures and (8) determine reporting procedure. Similarly, Baduawal (2012) assisted me to compare and contrast at time of teaching short-stories as well as understand what is called trained teacher and untrained teacher from his citation of Department of Education underlined definition of these. Likewise, Pandey (2016) has also supported me to conduct classroom observation as checklist as research tools. As the same way, Neupane (2017) aided me to understand how to employ purposive non-random sampling procedures.

Secondary Education (grade 11 & 12) Curriculum (2076 B.S) assisted me to comprehend reading competencies and its constructs of grade 11.

Dynamic Institutions of Research and Development P.Ltd assisted me to comprehend the information of NCCED had been conducting a ten-month primary level in-service teacher training in three phase and ten-month in-service training for secondary school teachers through its Educational Training Centers. Similarly, J.B Rana (2072 B.S) has assisted me to same information concerning training in Nepal. As the same way, Awasti (2003) had also supported me to comprehend how training serve had been providing in Nepal as low-cost training to untrained and under qualified school teachers and different kinds of training.

All reviewed literatures and research mentioned in above was conducted in the field of teaching reading skills. My research was also related to the same field. all reviewed literature had provided theoretical base for conducting research my research, contextualize the study, prepare theoretical and conceptual framework and prepare my study and research design decently methodology.

Chapter 3

Methods and Procedures of the Study

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

Design and Method of Study

A research design is a plan structure and strategy of investigation to obtain answers of research question for conforming whether certain theory is accurate or not in their specific context or it guides a researcher to conduct their research within certain framework task for improving a particular situation or system of one's field. Survey Research design had been employed for an immediate solution of a practical problem. Survey research is a type of research that seeks for general condition of a situation, opinions of people, or currents status of issues. In this regard, in the word of Kumar (2006, p.84), "A research designs is a procedural plan that is obtained by the researcher to answer question validly, objectively, accurately and economically.

Cohen and Manion (2010 as cited in Nuan 2010) says, "Surveys are the most commonly used descriptive method in educational research and investigations through to small scale studies carried out by single researcher. The purpose of survey research is to obtain a snapshot of condition, attitude, and or events at a single point in time".

Similarly, in the word of Nuan,(1992,p.140) Survey research are the most of commonly used descriptive method in educational research, any may lose in scope from large scale government investigations through to small scale studies carried out by single researcher".

In survey research, triangulation approach is most useful, purposive and convenience for data collection. Denscombe (1998)write, the approach of using multiple methods or data sources in research is called 'triangulation' which enables a greater understanding of complex human behavior and provides multiple perspectives."

Similarly, Kumar (2014, p.386) states that Triangulation involves the use of the same set of data from multiple sources to best achieve the objectives of your study. It is based upon the belief that use of the same set of data, collected through different approaches to draw conclusions, and its examination from different perspectives will provide a better understanding of a problem, situation phenomenon or issues".

Nuan (1992, p.141) has recommended eight steps procedures of survey method research.

Step 1: Define Objectives. - What do we want to find out?

Step 2: Identify Target Population. - Who do we want about?

Step 3: Literature Reviews. - What have other said/discovered about the issues?

Step 4: Determine Sample. - How many subjects should we survey, and how will identify these?

Step 5: Identify Survey Instruments. - How will the data be collected: questionnaire /interview?

Step 6: Design Survey Procedure. - How will the data collection actually be carried out?

Step 7: Identifying Analytical Procedure - How will the data be assembled and analyzed?

Step 8: Determine Reporting Procedure - How will be written up and presented?

In educational Research, Survey research is one of the most significance methods will be used and carried out to find out teaching Techniques/activities Used by trained and untrained teachers in language classroom.

Population, Sample and Sampling Strategies

All teachers of English teaching at Secondary level were the population of the study. Four English teachers as trained and untrained teachers at Secondary level from Pyuthan district had been the sample of the study.

I had selected trained and untrained English teachers who have been teaching Compulsory English in Grade 11. Five classes had been observed in each of their

teaching concerning intensive reading skills. In this study, the sample population had four Secondary English teachers who have been teaching at secondary level.

I had employed non-random purposive sampling by selecting trained and untrained teachers at secondary level and observed ten classes of each teacher who have been teaching English as Compulsory in Grade 11.

Study Area

This study had been carried out in Pyuthan district. It was limited to four English teachers who are teaching at secondary level. It was limited to study of the Grade 11 classes.

Data Collection Tools and techniques

The primary and secondary sources were data collection tools for carrying out survey research and conducting classroom observation with note-taking.

I had prepared classroom observation checklist, and took note as data collection tools for the classroom observation. Observation can be taken as primary data from different sources such as people, behaviors and event by observation method. Observation is performance of what is prescribed and it is tool for acknowledging the teacher's actual classroom activities to comprehend what classroom strategies and Techniques/activities Used by teachers. The researcher employed in-depth study of classroom. I had used the class of 11 teachers and observation in narrative form and class observation form.

Both teachers (trained and untrained) had been stipulated classroom observation of pre-teaching activities/techniques, while teaching activities/technique, post teaching activities/technique along with other techniques as in students centered and teacher centered techniques are concerned with the techniques, they were used to meet objectives of their teaching reading skill. The primary purpose of doing classroom observation was to affirm whether the teachers attained the objectives as they truly ensure in the classroom or not, whether they make best practice of several techniques or not.

Data Collection Procedures

First of all, I had visited selected or concerned four secondary schools. then, I had come into contact with respective schools and authorities for establishing rapport building with them and request them for giving permission to conduct research. Similarly, I had requested for name of teachers and fix the time for data collection along with talk to the teachers and observe their classes with the help of the class observation check list and observation note-taking.

Data Analysis and Interpretation Procedures

I had presented, analyzed and interpreted the data using both descriptive and simple statistical tools such as table. The collected data were analyzed and interpreted by qualitative and quantitative method as mix method. Statistical data were numbers of teachers using same and different techniques in their teaching intensive reading skills at grade 11 and comparative description of them in making use of qualitative analysis in this study.

Ethical Consideration

My research was based on survey research design and descriptive method. Some of the issues are related to collect, analyze and interpretation the result in course of carrying out research. The researcher had conscious in taking permission of selected schools and participants in prior to conduct research. The researcher had taken into account for identifying research problem for practical to participants on the consent as their interest, not by compulsory.

In data collection, the researcher had rewarded to participants for obtaining the required data. After collecting data, the researcher analyzed the data objectively by maintaining the privacy of collected data information. The researcher would also behave the participants politely and confidentially of the responses for keeping secret and protection. A researcher would have conscious about the ethical issues and take responsibility of whole research.

Chapter 4

Results and Discussion

This chapter deals with the analysis and interpretation of the collected data obtained through primary source. The main objective of this study was to find out teachers' activities used by trained and untrained teachers in teaching intensive reading in grade 11 in compulsory English subject. The Result and Discussion of data is completely based on the objectives of the study and observation detailed form to achieve the objectives. This chapter also includes the summary of the findings.

Results and Discussion of the Data

For the purpose of collecting data and deriving the findings related to the activities used by trained and untrained teachers in teaching intensive reading. I designed a set of observation detailed form. Four secondary level English teachers from four different schools, were selected five classes of each teacher were observed making the total 20 classes. The results were derived and presented and described descriptively on the basis of the information obtained from the classroom observation.

Pre-teaching activities/techniques/activities used by teachers. Pre reading activities are used to warming up and arousing interest in learners and talking about background information. Different pre reading activities are used by teachers in different contexts.

Table 1

Differences in Techniques/activities Used in Pre Reading Stage

S. N	Differences in Pre-Reaching Activities / Techniques	No. of Trained Teachers	No. of Untrained Teachers	Total
1.	Warming up and arousing interests	12 (61.2%)	7(35.7%)	19(95%)
2.	Guessing the title,theme,text, character	7(36.7%)	4(20.4 %)	11(55%)
3.	Answering the pre reading question	9(45.9%)	10(51%)	19(95%)
4.	Debating and discussing about text	6(30.6%)	7(35.7%)	11(55%)
5.	Talking about background information	4(20.4%)	3(15.3%)	7(35%)

From the table 1, it is obvious that trained teachers give more focus on teaching pre reading activities in comparison to untrained teachers in especially secondary level English teachers. It was found that trained teachers are more paying regularly attention to teach pre reading activities which is found from the trained teachers and untrained teachers' total classes in 40 classes and 31 classes respectively. For instances, the trained teachers were found employing warming up and arousing interests' techniques in students in 12 classes out of 20 classes whereas untrained teachers were using these techniques in students in 7 classes out of 20 classes. Trained teachers were employing guessing the title, theme, text and character techniques in 7 classes out of 20 classes whereas untrained teachers were using these techniques in 4 classes out of 20. In the same way, trained teachers were using Talking about background information.

Similarly, untrained teachers in sometimes seem more active and laborious in making use of Answering pre reading questions and debating and discussing techniques in 10 classes and 7 classes out of 20 classes respectively whereas trained teachers seem a little bit active and willing in employing these techniques in 9 classes and 6 classes out of 20 classes respectively.

To conclude, it was found that trained teachers are more paying their focal point of teaching pre reading activities than untrained teachers in teaching intensive reading skills in grade 11. It was found that at some time untrained teachers are more inclined to use in some particular pre reading activities / techniques than trained teachers as in answering pre reading questions and debating and discussion techniques used.

Table 2

Similarity in Techniques/Activities Used in Pre Reading Stage

S.N.	Similarity in techniques /activities used	No. of trained teachers	No. of untrained teachers	Total
1.	Showing and talking about pictures, charts , graphs related text	3(15.3)	3(15.3)	6(30)
2.	Pre viewing and prediction text about	3(15.3)	3(15.3)	6(30)

From the table 2, it was found that trained and untrained teachers were used same teaching techniques as in showing and talking about pictures, charts, graphs related text and Guessing title, theme, text and characters. for example, in both techniques, showing and talking about pictures, charts, graphs related text and guessing the title, theme, text and characters, were equally employed in 3 classes out of 20 classes.

In nutshell, it was found that trained and untrained teachers can have used same techniques in relation to teach pre reading activities.

While reading activities/techniques/activities used by teachers. In while reading activities, Actual and reading comprehension strategies are used for providing direct feedback, correction, remedial teaching and prepare students to write notes, guessing meaning from the context etc...Different while reading activities are used in different context.

Table 3

Differences in Techniques/Activities Used in While Reading Stage

S.N.	Differences in while reading activities/ techniques used	No. of trained teachers	No. of untrained teachers	Total
1.	Answering to the question	10(51%)	7(35.7)	17(85%)
2.	Making comparison and contrast	6(30.6%)	3(15.3%)	9(45%)
3.	Performing the task given	5(25.5%)	7(35.7%)	12(60%)
4.	Choosing the best alternatives	4(20.4%)	3(15.3%)	7(35%)
5.	Preparing notes	6(30.6%)	8(40.8%)	14(70%)

From abovementioned table data, it was found that trained teachers were seemed to be more proficient and have best performance in teaching intensive reading in comparison to untrained teachers due to their past practiced and experienced. for example, some teaching intensive readings techniques, answering to the questions; making comparison and contrast; choosing the best alternatives, were used perfectly and decently by dint of their past experienced and practiced in the field of teaching and learning activities.

Similarly, it was found that untrained teachers were seemed to be more capable and knowledgeable in some teaching intensive reading skills for the students of grade 11 in comparison to trained teachers. for instances, some teaching intensive techniques were employed by untrained teachers were; performing tasks given and preparing notes.

Table 4

Similarity in Techniques/Activities Used by Teachers in While Reading Stage

S. N.	Similarity in reading activities/ techniques used	No. of trained teachers	No. of untrained teachers	Total
1.	Matching items	8(40.8%)	8(40.8%)	16
2.	Filling in the blanks	8(40.8%)	8(40.8%)	16
3.	Guessing meaning from the text	8(40.8%)	8(40.8%)	16
4.	Writing central ideas of the texts.	8(40.8%)	8(40.8%)	16

From above the table, it was found that trained and untrained teachers were seemed to be paying attention to use some techniques in equal way , were; matching items, filling in the blanks , guessing meaning from the text and writing central ideas of the text .

Post reading activities used by teachers. In post reading activities, follow - up activities are conducted after actual reading. Different post reading activities demand different contexts.

Table 5

Difference in Teaching Intensive Post Reading Stages by Teachers

S. N.	Differences in while reading activities/ techniques used	No. of trained teachers	No. of untrained teachers	Total
1.	Writing summary report	11(56.1%)	6(30.6%)	17
2.	Writing parallel text	6(30.6%)	4(20.4%)	10
3.	Organizing project work	6(30.6%)	8(40.8%)	14
4.	Relating the text to the real life	3(15.3%)	5(25.5%)	8
5.	Debating and performing upon the text	4(20.4%)	2(10.2%)	6

From the table 5, It was found that trained teachers were used most of techniques properly and meaningfully in harmony with approach and method they used than untrained teachers. for instances, writing summary report, writing parallel writing, organizing project work and debating and performing upon the texts were Techniques/activities Used by trained teachers in effective, proper and procedural way in comparison to untrained teachers' techniques used.

Similarly, it was also found that untrained teachers were more competence and having good performance in some Techniques/activities Used in the real classroom than untrained teachers. they were using some sort of a particular trick, strategy and contrivance in the field of teaching and learning. for example, organizing project work, and relating the text to the real life were Techniques/activities Used properly and meaningfully by untrained teachers than trained teachers.

Table 6

Similarity in Teaching Post Reading Stages by Teachers

S.N	Similarity in Techniques/activities Used in reading	No. of trained teachers	No. of untrained teachers	Total
1.	Reviewing the text	7(35.7%)	7(35.7%)	14
2.	Expressing personal view upon the text	7(35.7%)	7(35.7%)	14
3.	Writing critical answer	7(35.7%)	7(35.7%)	14
4.	Playing linguistic games	7(35.7%)	7(35.7%)	14

From the above table, it was found that trained and untrained teachers were used some techniques as of teaching post reading in intensive reading skills extend to which in equal length and with high priority. for instances, some techniques were; reviewing the text, expressing personal view upon the text, writing critical answer, and playing linguistic games, used in high priority and in equal length

Other teaching intensive reading techniques/activities used by the teachers. On the basic of consideration of individual and collective feelings(sadness, happy , monotonous , etc) , abilities (learning pace and power), differences (learning strategies and style) , harmonious development (individual , social , education , moral

and economic development), central role (guidance, director, prompter, resource person), situational (active and passive in learning and teaching), ample opportunities (involve in discussion, interaction, communication, learn by observation, experiencing, hypothesizing, involving in tasks), confidence develop, leadership, need, diversity in learning etc..., Other techniques are of two types, Students Centered Techniques (SCT) and Teachers Centered Techniques (TCT) were used in teaching and learning in grade 11. SCTs are for harmonious development of individual development and learned centered techniques which is suitable for junior class whereas TCTs are for senior level students who can get knowledge of contexts only through teachers' involvement in the classroom.

Different teaching techniques demand different context of teaching and learning strategies and style. Trained and untrained teachers were used following techniques as given below.

Table 7

Differences and Similarity in Students Centered Techniques (SCTs) used by Teachers

S.N.	Difference in SCTs used	No. of trained teachers	No. of untrained teachers	Total
1	Strip story	3(15.3%)	2(10.2%)	5
2	Drama	4(20.4%)	6(30.6%)	10
3	Simulation and role play	2(10.2)	5(25.5%)	7
4	Project work	7(35.7%)	6(30.6%)	13
5	Brain storming	4(20.4%)	5(25.5%)	9
S. N	Similarity in SCTs used	No. of trained teachers	No. of untrained teachers	Total
1	Group work	4(20.4%)	4(20.4%)	8
2	Pair work	4(20.4%)	4(20.4%)	8

From above table, Trained teachers and untrained teachers were used, 'Strip story' techniques, 'Drama' techniques, 'Simulation and Role play' techniques, 'project work' techniques, and 'Brain Storming' techniques more purposively and in

manageable way than untrained teachers. it was found that trained teachers used ‘strip story ‘ techniques in 3 classes (15.3 %) out of 5 classes (25.5) , ‘ Drama ‘ techniques in 4 classes (20.4 %) out of 10 classes (51 %), ‘ Simulation and Role play ‘ techniques in 2 classes (10.2 %) , ‘Project work’ techniques in 7 classes (35.7 %) and ‘ Brain Storming ‘ techniques in 4 classes (20.4%) whereas untrained teachers used ‘Strip story ‘ techniques in 2 classes (10.2%) , ‘Drama ‘ techniques in 6 classes (30.6%) , Simulation and Role play ‘ techniques in 5 classes (25.5 %) , ‘project work ‘ techniques in 6 classes (30.6%) and ‘Brain Storming ‘ techniques in 5 classes (25.5%).

Similarly, trained and untrained teachers used same techniques while teaching intensive reading for reading comprehension in such techniques ‘Group work’ and ‘Pair work ‘techniques in 4 classes (20.4%) out of 8 classes (40.8 %).

Table 8

Differences and Similarity in Teachers Centered Techniques (TCTs) used by Teachers

S.N.	Differences in TCTs used	No. of trained teachers	No. of untrained teacher	Total
1	Illustration	7(35.7%)	5(25.5%)	12
2	Demonstration	2(10.3%)	3(15.3%)	5
3	Drill	4(20.4%)	2(10.3%)	6
S.N	Similarity in TCTs used	No. of trained teachers	No. of untrained teacher	Total
1	Lecture	8(40.8%)	8(40.8%)	16
2	Explanation	8(40.80%)	8(40.8%)	16

From above table, trained teachers used teacher centered techniques differently and in proper and manageable way as in ‘illustration’ techniques, ‘demonstration ‘techniques, ‘drill’ techniques than untrained teachers. it was found that trained teachers used ‘illustration ‘techniques in 7 classes, ‘demonstration ‘techniques in 2 classes, ‘drill ‘techniques in 2 classes whereas untrained teachers

used 'illustration' techniques in 5 classes, 'demonstration' techniques in 3 classes, and 'drill' techniques in 2 classes.

Similarly, untrained teachers used same techniques as in 'lecture' techniques and 'explanation' techniques in 8 classes out of 16 classes.

Summary of Findings

The present study is about "Teaching Techniques/activities Used by Teachers in Teaching Intensive Reading Skills at Secondary Level" for finding out what sort of similarity and differences Techniques/activities Used by teachers in the field of teaching and learning in actual classroom at grade 11. The collection and analysis of data was helpful and leading me present major and handful findings. The summary of the major findings can be presented as follows.

Pre-reading techniques/activities used by teachers. Trained teachers were more active and habitual in warming up and arousing interest Techniques/activities used in teaching intensive reading than untrained teachers. it was found that trained teachers used warming up and arousing interests' techniques in 12 classes (61.2%) out of the 19 classes (96.9%) whereas untrained teachers used these techniques in 7 classes (35.7%) out of 19 classes (96.9).

Trained teachers were highly qualified and motivated in using 'guessing the title, theme, text, and character techniques' and 'talking about background information techniques' than untrained teachers.

Untrained teachers were more capable and enthusiastic in using 'answering the pre reading question techniques' and 'debating' and 'discussing about the text techniques' than trained teachers. it was found that untrained teachers were used 'answering pre reading question' techniques in 10 classes (51%) out of 19 classes (96.9) whereas trained teachers used same techniques in 7 classes out of 19 classes (96.9).

Trained and untrained teachers had been used same techniques as in 'showing and talking about pictures, charts, graphs' techniques, 'previewing and prediction' techniques in 3 classes (15.3%) out of 6 classes (30.6%).

While reading techniques/activities used by teachers. Trained teachers were used ‘answering the question ‘technique, ‘comparison and contrast ‘technique and ‘choosing best alternative ‘techniques more effective, meaningful, purposively and fruitful than untrained teachers.

Untrained teachers were used better ‘performing the task given ‘technique, and ‘preparing note’ techniques than trained teachers.

Trained and untrained teachers were seemed to use same techniques as in ‘matching items ‘technique, ‘fill in blanks ‘techniques, ‘guessing meaning from the text ‘techniques and ‘writing central ideas ‘techniques in 8 classes (40.8%) out of 16 classes (81.6%).

Post reading techniques/activities used by teachers. Trained teachers were having better competence and performance in using ‘writing summary ‘techniques, ‘writing parallel ‘techniques and ‘debating and performing upon the text ‘techniques than untrained teachers.

Untrained teachers had been used ‘organizing projects ‘techniques and ‘relating text into life ‘techniques in post intensive reading more fruitful and proper way than trained teachers. it was found that untrained teachers used ‘organizing project ‘techniques in 8 classes (40.8%) out of 14 classes (71.4%) and ‘relating text into real life ‘techniques in 5 classes (25.5 %) out of the 8 classes (40.8%) whereas trained teachers used ‘organizing project work ‘techniques in 6 classes (30.6%) out of 14 classes (71.4%) and ‘relating text into real life ‘techniques in 3 classes (15.3%) out of 8 classes (40.8%).

Trained and untrained teachers used same techniques as in ‘Reviewing the text ‘techniques, ‘expressing personal view upon the text ‘techniques, ‘writing critical answer ‘techniques and ‘playing linguistic game ‘technique in 7 classes (35.7%) out of 14 classes (71.4%).

Other techniques/activities used by teachers

Students centred techniques/activities used by teachers. Trained teachers used ‘Strip story ‘techniques, ‘Drama ‘techniques, ‘Simulation and Role play

'techniques, Project work 'techniques and 'Brain storming 'techniques more purposively, meaningfully, fruitful and differently than untrained teachers. it was found that trained teachers used 'Strip story 'techniques in 3 classes (15.3%) out of 5 classes (25.5%) whereas untrained teachers used same techniques in 2 classes (10.2%) out of 5 classes (25.5%).

Trained and untrained teachers used same techniques as in 'Group work 'techniques and 'Pair work 'techniques in 4 classes (20.4 %) out of 8 classes (40.8%).

Teachers centered techniques/activities used by teachers. Trained teachers used 'Illustration 'techniques, 'Demonstration 'techniques and 'Drill 'techniques to some extent differently and in proper and manageable way than untrained teachers. it was found that Trained teachers used 'Illustration 'techniques in 7 classes (35.7 %) out of 12 classes (61.2%) whereas untrained teachers used same techniques in 5 classes (25.5%) out of the 12 classes (61.2%).

Trained and untrained teachers used same techniques as in 'Lecture 'techniques and 'Explanation 'techniques in 8 classes (40.8 %) out of the 16 classes (66.3 %)

Chapter 5

Conclusion and Implication

The following conclusion and implication of the research study have been presented, analyzed and interpreted from the full-fledge findings of the research study on the basis of collected data from four different secondary schools in Pyuthan district with different two trained and two untrained teachers' teaching in each of Ten classes out of Forty classes. The conclusion and recommendation of the study have been presented in heading and sub-heading for making comprehensive for concerned further researchers.

Conclusion

Pre-reading technique

- Trained and untrained teachers should have sound knowledge of teaching and learning Techniques/activities Used in harmony with approach and method in pre-reading stage.
- trained teachers should aware of using others techniques by paying attention to use 'warming up and arousing interest 'techniques as trained teachers do.
- Untrained teachers should have knowledge of using 'pre-reading questions' techniques 'debating and discussing about the text 'techniques as trained teachers do.
- Teachers should pay little attention to warming up and arousing interest of student.
- Teachers should make students to practice on guessing the title, theme, text or character on the basis of lesson they are reading.
- Teachers should equip students with pre-reading question for prediction what they are reading.
- Teachers should arrange debating and discussing activities by focusing on students.

While reading techniques

- Trained and untrained teachers should give equal emphasis on using 'answering to the question 'techniques, 'making comparison and contrast 'techniques and 'choosing best alternative 'techniques regarding intensive reading.
- Trained teachers should apply 'performing task given 'techniques, preparing note 'techniques as trained teachers do.
- Teachers should practice students with audio-video materials or ICT by showing or talking about picture, chart, graphs related text.
- Teachers should preview the text while reading intensive reading and practice them to predict the text, literal text or non-literal text.

Post reading techniques

- Untrained teachers should not only apply 'writing summary report 'techniques, writing parallel text 'techniques and 'performing upon the text 'techniques but also, they should do as untrained teachers do.
- trained teachers should not only more conscious and capable to use 'organizing project work 'techniques, 'relating text into real life 'techniques but also, they should be capable and conscious as trained teachers do.
- Teachers should write appropriate, meaningful and grammatical answers to the question for language development and master over language structure, grammar and vocabulary.
- Teachers should practice students in making comparison and contrast with similar and different concepts, or meaning of language or language structure.
- Teachers should perform students with different tasks such as pair work, group work, quick write, brain-storming, project work etc.
- Teacher should practice students to choose the best alternative or prepare notes for reading comprehension, creative writing skills, and develop knowledge and skills of English language.

Others techniques (student centered and teachers centered techniques)

Student Centered Techniques – SCT

- Trained teachers and untrained teachers should use same techniques in the field of teaching and learning regarding intensive reading texts and contexts for using ‘Strip story ‘techniques, ‘Drama ‘techniques, ‘Simulation and role play ‘techniques and ‘Project work ‘techniques.
- Teachers should apply students-centered techniques in drama, one-act play, and short story for correcting pronunciation, intonation and modulation of voice and speak, understand and develop the habit of thinking in English language.
- Teachers should provide students with pair work and group work for grammatical and vocabulary develop and language develop in free writing activities.

Teachers Centered Techniques – TCT

- Trained and untrained teachers should give more emphasis and conscious about using ‘Illustration ‘techniques, Demonstration ‘techniques, ‘and ‘Drill ‘techniques as the situational demand.
- Teachers should employ illustration, demonstration and drill activities for developing intensive reading skills with creative and parallel writing.
- Teachers should use lecture and explanation activities for vocabulary definition with audio-visual material inside the classroom along with master over language structure and grammatical knowledge and skills of English language.
- Teacher should use recent ICT tools in classroom activities such as online class or offline class using email, zooms, newspapers, you tube, OHP, Computer Assisted System etc.

Recommendation

Policy level

- Policy makers should determine what sorts of training are required for developing professional and educational competency and performance for secondary level English teachers.
- Policy makers make policy that training is an inevitable for developing and growing of teaching professional. The findings revealed that Curriculum and textbook, learning situation critical analysis, learning strategies, style, students' diversity, need, interest, learner's age, and pace of leaning should be focused in making policy.
- Policy makers should make training compulsion for effective use of different techniques (i.e., SCTs, TCTs, etc.) In each content of learning with their best knowledge of approach and method. Technically,
- Policy makers should state that in each of content of reading texts they use should have purposive, meaningful and effective to achieve goal of education in teaching and learning.

Practical level

- Teachers should write summary of a text in simple English language if reading text to hard to understand.
- Teachers should practice students in model and loud reading in drama, play or short story reading text along with in poem reciting.
- Teachers should organize projects work for language develop in creative writing practices, enhance knowledge and skills of vocabulary and grammar.
- Teachers should relate text to the real-life event if some incidents are akin to our society and community.
- Teachers should review the text, express their personal view, play linguistics game like puzzle game, and write critical and creative answers as so far developing creative writing and controlled writing in intensive reading.
- Teachers should teach intensive reading skills for grade 11 students by adopting proper and situational teaching techniques on the basis of students'

need, demand, age, knowledge level, capacity of learning, pace and power of learning.

- Teachers should go consistence and harmony with approach and method while using teaching techniques such as SCTs and TCTs etc.
- Teachers who are in new in teaching professional they would better get trained in induction training which helps them to be qualified, experienced and performed best.
- Teachers should be more active and conscious about aspects of language teaching (i.e., what context, how to teach, when to teach, why to teach, where to teach, who to teach) while teaching intensive reading at any grade.

Further research. The study will not be enough due to the wider scope of intensive reading skills in different activities of teaching English language at secondary level in grade 11.

- Researcher should carry out research on Intensive reading Techniques/activities for teaching grammar at secondary level.
- Researcher should research on techniques/activities in extensive reading for reading comprehension in creative writing by developing habit of thinking of English language.
- Researcher should undertake research on teaching material used by teachers for teaching vocabulary at secondary level.
- Research should undertake research on intensive reading Techniques/activities Used by teachers for correcting students' mistake immediately at secondary level.
- Researcher should research on Critical analysis of testing intensive reading at secondary level.
- Research should undertake research on intensive reading Techniques/activities Used by teachers for testing literary texts at secondary teachers.

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Appendix-1

Classroom Observation Checklist in Narrative Form

Dear sir / Madam

The Research entitled, “Teaching Activities Used by English Teachers in Teaching Intensive Reading Skills at Secondary Level “on which I am carrying out research under guidance of **Mr. Bhim Wasti**, As for Partial Fulfillment of the Master of Education in English. I would be grateful if you could kindly comprehend it’s as for Research purpose only and your identity would keep highly confidential.

Name of School:

Date:

Name of Teacher:

Qualification:

Teaching Sub:

Name of Training (If procured training):

Grade:

Teaching Experienced:

Title of Lesson:

S. N	Teaching Learning Activities/techniques	Yes	No
1.	Pre-reading Activities		
	Motivating and Arousing interests		
	Showing and talking about the pictures, charts, graphs, related text.		
	Guessing the title, theme, text, characters		
	Previewing and prediction text about		
	Debating and discussing about the text		
	Answering the pre-reading question		
	Reviewing / guessing vocabulary		
	Talking about background information		
2.	While -Reading Activities		
	Intensive Reading		
	Answering to the question		

	Performing the task given		
	Making comparison and Contrast		
	Choosing the best alternative		
	Matching the items		
	Filling in the blanks		
	Guessing meaning from the context		
	Writing the central idea of the text.		
3.	Post Reading Activities		
	Reviewing the text		
	Writing critical answers		
	Debating and performing upon the text		
	Expressing the personal views on the text		
	Organizing project work		
	Playing linguistics games		
	Writing parallel text		
	Relating the text to real life		
4.	Student Centered Techniques		
	Project work		
	Pair work		
	Group work		
	Strip story		
	Drama		
	Simulation and role play		
	Brain storming		
5.	Teachers Centered Techniques		
	Lecture		
	Explanation		
	Illustration		
	Demonstration		
	Drill		