

**A STUDY OF TECHNIQUES IMPLEMENTED BY
ENGLISH TEACHERS WHILE TEACHING READING
SKILLS**

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

**Submitted by
Tulasa Bhandari**

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

2014

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**T.U. Regd. No.: 9-3-28-227-2007
Second year Examination
Roll No.:280790/066
2014**

**Date of Approval of the
Proposal: 09-03-2014
Date of Submission: 04-05-**

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.

Date: 21-04-2014

.....

Tulasa Bhandari

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Tulasa Bhandari** has prepared this thesis entitled “**A Study of Techniques Implemented by English Teachers While Teaching Reading Skills**” under my guidance and supervision.

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DEDICATION

**Dedicated to my Parents
And Teachers**

ACKNOWLEDGEMENTS

It would not have been possible to prepare this thesis without the keen interest and co-operation from different sections of the academic field. I, therefore, would like to express my sincere gratefulness to all of them who directly or indirectly co-operated during the study and writing of this thesis.

I would firstly like to offer my sincere gratitude to my thesis supervisor, **Dr. Anjana Bhattarai**, Reader and Head of the Department of English Education, T.U. for her continuous help, supervision, inspiration and monitoring. I would not have been able to bring this thesis in this form without her guidance. Her friendly behavior, suggestions and keen interest in the study are always memorable. I count myself lucky to have had the pleasure of being advised and guided by her through the research process.

I am very much indebted to **Prof. Dr. Chandreshwar Mishra**, Chairperson, Department of English Education and Other Foreign Language Education Subject Committee, T.U., Kirtipur, Kathmandu, for his constructive suggestions and encouragement during the completion of the task.

Similarly, I would like to extend my sincere gratitude to **Mr. Raj Narayan Yadav**, Reader, Department of English Education and **Ms. Madhu Neupane**, Lecturer, Department of English Education, Tribhuvan University, Kirtipur for their invaluable comments and suggestions while conducting the viva of the proposal of this research which made me aware in accomplishing the task.

I am indebted to **Prof. Dr. Jai Raj Awasthi**, Vice Chancellor, Far Western University, for his help. I am equally thankful to **Prof. Dr. Govinda Raj Bhattarai**, **Prof. Dr. Tirth Raj Khaniya**, **Prof. Dr. Anju Giri**, **Prof. Dr. Bishnu Singh Rai**, **Prof. Dr. Laxmi Bahadur Maharjan**, **Dr. Tapasi Bhattacharya**, **Dr. Bal Mukunda Bhandari**, **Mr. Bhesh Raj Pokharel**, **Mr. Prem Bahadur Phyak**, **Ms. Saraswati Dawadi** for their invaluable and

inspirational lectures in the class and co-operation during research work. In the similar vein, **Ms. Madhavi Khanal** and **Ms. Navina Shrestha** also deserve a lot of thanks for their continuous help for providing books and materials from library.

Likewise, I feel pleasure to express my special thanks to all the respondents who made my study possible by filling up the questionnaire. I appreciate their readiness for giving me assistance for my study.

I would like to thank all my friends, computer assistants who helped me to type these all materials.

Additionally, all my family members and especially my life-partner **Damodar Mishra** receive the loveliest thanks for their continuous encouragement and support for the completion of this study and also thanks goes to my peace of heart, my son **Siddhartha Vikram** who always encouraged me with his loving gesture and smile.

Last but not the least, I would like to thank all those individuals, institutions and my well-wishers who directly or indirectly help me in the accomplishment of this research work.

Tulasa Bhandari

ABSTRACT

This research work entitled **A Study of Techniques Implemented by English Teachers While Teaching Reading Skills** is an attempt to find out the prevalent techniques used by the secondary level English teachers and the teachers opinion towards it. The respondents for the research were selected by using the purposive non-random sampling procedure. For the research study, the primary data were collected from the fifteen English teachers teaching in different secondary level schools in Kathmandu Valley. For the purpose of data collection questionnaire, interview and class observation were used. The collected data from the respondents were analyzed and interpreted descriptively. The major findings of this study shows that the majority of the respondents perceive teaching reading as a means to develop the language of the learners. It was important to teach a reading text in a language classroom as the students get the gist and message of the text after reading it. The main purpose of teaching a reading text in the classroom was to make the students independent readers who can tackle any kind of problems in the absence of the teacher which becomes beneficial in their practical life. The teachers used different techniques in their classroom to make their students understand while teaching reading skill. They had drawn the attention of the students towards them in pre-reading stage using some signpost questions. In while-reading stage, the students were given enough opportunity to read the text and get the main information from it. The teachers involved their students in group work, assigned some tasks and asked to come with its product which finally helped them to develop their English language. In the final stage, the teachers organized question-answer session to know the students' understanding. The majority of teachers played the role of the facilitator in their classroom. They created friendly environment while delivering their lessons. They involved their students in different communicative activities and elicited their responses to develop the communicative competence of the students.

This thesis has been divided into five different chapters. The first chapter deals with general background of the study, statement of the problem, rationale of the study, objectives, significance, delimitations of the study and operational definition of the key terms. Similarly, the second chapter consists of the review of the related theoretical literature, review of the related empirical literature, implications of the review for the study and conceptual frameworks. The third chapter deals with the methodological aspects under which design of the study, population and sample, sampling procedures, data collection tools, data collection procedure and data analysis and interpretation procedures have been included. The fourth chapter focuses on the results and discussions of the data in greater detail. As the fifth chapter of the study, it consists of summary, conclusions and implications of the study in policy making level, practice level and for the further research. The four sample questionnaires responded by the participants and one questionnaire used in the study have been included in appendix. References and appendices form the concluding part of this thesis.

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ABBREVIATIONS

CLT	Communicative Language Teaching
Dec.	December
Dr.	Doctor
e.g.	Example gratia (for example)
ELT	English Language Teaching
et al.	and others
etc.	Et cetera
i.e.	Id est (that is)
K.U.	Kathmandu University
M. Ed.	Masters in Education
No.	Number
OUP	Oxford University Press
p.	page
per.	Percentage
Prof.	Professor
SLC	School Leaving Certificate
T.U.	Tribhuvan University
Vol.	Volume