

# CHAPTER - ONE

## INTRODUCTION

The present study on **A Study of Techniques Implemented by English Teachers while Teaching Reading Skills** consists of background, statement of the problem, rationale of the study in this unit. This chapter also introduces the research questions, objectives and significance of the study. At last, the delimitations of the study are presented.

### 1.1 Background

Language is a means of communication. Learning a language means to enable the students to communicate in that language. We use language in terms of four language skills- listening, speaking, reading and writing. It is essential, therefore, that we equip students with the language skills they really need. Students learn to read a language by studying its vocabulary, grammar, sentences and paragraphs generated by the textbook writers and the teachers.

Reading is an interactive process that goes on between the reader and the text resulting in comprehension. The text presents letters, words, sentences and paragraphs that encode meaning. The reader uses knowledge, skills and strategies to determine what that meaning is. So, reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's idea or writing style. A person also may read for enjoyment or to enhance knowledge or the language being read. The purpose for reading also determines the appropriate approach to reading comprehension. For instance, a person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main ideas and supporting details.

Here, my focus is on teaching reading as task-based reading. Traditionally, texts have been exploited by means of questions only. Recently, more flexible

approaches have been adopted. Various kinds of tasks are devised to supplement questions. A task is meaningful activity, which requires the learner to arrive at an outcome from given information through some process of thought and which allows teachers to control and regulate that process.

Many teachers of Second Language are often found claiming that students do not automatically transfer the learning techniques they use when reading in their native language to reading in their second language. Instead, they seem to think reading means starting at the beginning and going word by word until they reach to the end. Similarly, some teachers are also following the same techniques of teaching reading. They are using a bottom-up approach rather than the top-down approach as they use in their native language. Effective language teachers show students how they can adjust their reading behavior to deal with the variety of situations, types of input and reading purposes. They help students develop the reading methods and match appropriate approaches to each reading situations.

By observing such information, teaching reading is an art to activate and engage readers in the text. This study especially focuses on the question how to teach, which is related with techniques implemented by the secondary level English teachers while teaching reading text in the classroom.

This study has tried to find out the answer to this basic question relating with teaching and learning reading with references from fifteen different private schools. This study has been conducted with special reference to teaching reading skill by the English language teachers to the students of the secondary level. The first thing the language teacher does in language teaching is to identify the proper reading materials which suit the level of learners. This aspect requires the answer of what exactly we teach when we teach reading. The second one is related to the purpose of reading. "Why do the learners read the text in the classroom?" The students may be involved in reading skills to gain knowledge about the world, know the culture or solve the exercises that the text follows.

At last, it examines the techniques the teachers use while teaching reading skill in the classroom of secondary level. I tried to find out the answer of the above mentioned questions using different means. I used different survey questions, to find out the realities of their teaching. I also observed their classes and interviewed them to get the real and different techniques used while teaching reading text.

## **1.2 Statement of the Problem**

Teaching of reading in the English class is not just asking students to read a certain text or its piece to find answers to some textual questions (normally, Wh-questions). It involves equipping the students with wide ranges of skills like comprehending the text, making inferences, analyzing, interpreting and giving value to the text. This requires that the English teachers engage their students on the types of activities that help them to be masters on reading sub-skills. Reading is not just a task for infants that, once mastered, can be taken for granted. This statement is supported by Cullingford (1998). In Cullingford's view (1998), reading is an art which needs constant development and practice. It is never simple but it lies at the heart of the teaching learning process and deserves attention throughout school. For many children, the great barrier to learning to read, and developing their skills, is that reading is not associated with pleasure. Teachers and children in school can value reading and see it as one of the most important task, but the more they value it the less they delight. I became interested to observe whether Nepali teachers of English are able to attach value on reading text and encourage students to read texts themselves or there are other ways of teaching reading.

## **1.3 Rationale of the Study**

Reading is the total understanding of the message or message in text. Here, the clear instruction to the reader about the task is necessary to reach the goal. The teacher plays a vital role to make the students involve in reading activity, which may come to the end of the designed task. Similarly, technique is a method of

action designed to achieve a particular goal. New Webster's Dictionary and Thesaurus (2009) equates technique as "The entire body of procedures and methods of science, art or craft." (p. 1495). So, techniques are used to make a way of achieving a purpose so that the problems become easier to understand and solve.

This research is an attempt of finding about the techniques implemented by the secondary level English teachers while teaching reading skills. It has also tried to find out the opinions and purpose of teaching reading. My focus here is to examine the techniques implemented by the teachers while teaching reading text.

There is the impact of modernization and technology in the use of English language in daily life. The electronic media and other means of global communication have made the young generation much crazy about the English language. We can see many students reading newspapers and searching internet. Our government has kept compulsory English subject from grade 1 and onwards. If we see the evaluation system, English subject carries 100 full marks. Reading skill alone carries 40% in S.L.C. examination. So, if we see from the examination point of view, reading skill plays a vital role in the secondary level education. Therefore, this study reflects on the teachers' techniques while teaching reading text in secondary level classes.

#### **1.4 Objectives of the study**

The study had the following objectives:

- a. To identify the English language teacher's prevalent opinions of teaching reading in the classroom.
- b. To find out the techniques implemented by the Secondary level English teachers while teaching reading texts.
- c. To find out the techniques employed by the teachers to involve the students in communicative activities.
- d. To suggest pedagogical implications.

## **1.5 Research Questions**

The main question of this study was what techniques are implemented by English teachers while teaching reading text in a classroom. The sub-questions were:

- a) What are the prevalent opinions of the English language teachers on teaching reading in the classroom?
- b) What are the purposes of teaching a reading text in the classroom?
- c) How do the teachers involve the students in communicative activities?

## **1.6 Significance of the Study**

The study tried to uncover the techniques employed by the secondary level English teachers in teaching reading texts. The study will help the teachers to evaluate their actual performance in teaching reading in the secondary classroom. They will get a kind of feedback, which would be very much beneficial for their teaching profession in their future professional career. They will find out their weaknesses and will try to correct them.

The study is an attempt to assess how teachers teach reading texts. The study would be helpful to develop some insights to the ones who ever want to know the teaching techniques for reading texts. I myself being an English teacher and this study would be very much helpful for me to develop my professionalism. The outcome of this research would also be useful for anyone interested in the field of teacher development, especially teacher trainers, education planners, book writers and policy makers. It would also hopefully be useful to researchers and students. It would equally be useful for schools and their head teachers, teachers, especially English teachers. The findings of the research would provide some feedback to the concerned teachers and schools.

While elaborating them more, I have found the following as significance of the study:

- a) The teachers can be benefited and can improve and change their techniques of teaching reading if necessary.
- b) The school administrators can be motivated to provide the supportive environment for teaching reading for developing the language teachers which ultimately can develop the school environment and the English language of the students. They can be encouraged to utilize the limited sources of the school to develop their professionalism.
- c) Educational institutions, universities and so many others who are producing skilled human resources in the field of English language teaching can be motivated to adopt more teaching reading part in their university course and programme which ultimately promotes autonomy of English language teachers.
- d) The policy makers like Ministry of Education (MOE) and Department of Education(DOE) who are responsible for teacher's professional development can realize the importance of teaching reading and make appropriate policies and programmes to improve the prevalent situations considering the finding of the research.
- e) The language teacher trainers can take more necessary initiatives for designing their training courses focusing on teaching reading to the teachers of English of the secondary level.

### **1.7 Delimitations of the study**

We cannot expect any study beyond limitations. There were certain limitations of this study well. Those limitations could not be out of discussion. The following were the delimitations of the study.

- a) The data were collected only from 15 private institutes of the Kathmandu Valley. So, the opinions of the teachers from sampled schools may not match with other teachers who are teaching out of the valley.
- b) The finding of the study was based on the information collected through questionnaires, interviews and the classroom observations.

- c) Only the opinion towards reading techniques was obtained from English language teachers of secondary level.
- d) The finding of the research cannot be generalized for whole country.

## **1.8 Operational Definition of the Key Terms**

This study defines the key terms as follows.

**Technique:-** a method of doing or performing something, especially in arts or science

**Implemented:-** to carry out into effect, to put into practice

**Reading:-** to understand the meaning of (symbols, signs, gestures etc.) by looking at them and assimilating them mentally

**Skill:-** the ability to do something well, especially as the long practical experience

**Extensive Reading:-** a way of reading skill mainly uses in reading longer texts, usually for one's own pleasure. It is generally outside reading, and it is done without teacher's guidance.

**Intensive Reading:-** a way of reading skill mainly uses in reading short texts, usually for detailed study. It is related to further progress in language learning under the teacher's guidance.

**Skimming:-** Skimming is making a rapid survey of texts, passages, articles and books to find out what it mainly consists of.

**Scanning:-** a way of quickly reading skill mainly uses to locate specific information.

## **CHAPTER - TWO**

### **REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

#### **2.1 Review of the Theoretical Literature**

This chapter briefly illustrates the literature review in the related field. It tries to discuss on the theoretical concept of teaching reading. The types of reading and sub-skills are also discussed in this chapter. The process of teaching reading is an important part of it. So, the techniques of teaching reading are briefly elaborated in this section. The role of the teachers in teaching reading, the communicative language teaching, the readers response theory as the referents are also discussed. At last, the implications of the review for the study and the conceptual framework are presented.

##### **2.1.1 Defining Reading Skill**

Reading is the receptive skill of the language. It is a way of grasping information from the graphic symbols. Siberstein (1994) stated, “Reading is an active process. The students work intensively, interacting with the text in order to create meaningful discourse.” (p. 11). In the same regard, Doff (1995) writes, “Reading is an active process. When we read, we do not merely sit there as the passive ‘receivers’ of the text; we also draw on our own knowledge of the word and of language to help us guess what the text will say the next” (p. 67). It is an active receptive skill because the reader has to be actively involved in reading in order to receive information. In the same way, Grellet (1981) defined “Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it” (p.7). Reading involves the understanding and extracting specific information from the text.

According to Grellet (as cited in Khaniya, 2005) reading comprehension is interpreted as extracting the required information from the written text as



efficiently as possible. The reader must understand that reading the message involves his own efforts as well as those of the writer. Reading is understanding a text. This means comprehending a text.

Reading may refer to many things upon different contexts. Pandey (1999) writes, “Reading is ‘time-table’ means referring to a table, reading a palm means interpreting the lines in the palm, reading a dictionary also means referring to a particular lexical item or a structural item” (p.97). This means reading is purposeful. Wallace (1996) proposes three possible purposes for reading—reading for survival, reading for learning and reading for pleasure. Reading for survival is reading for functioning in the environment. We live in such as reading street signs, labels and commercials. Reading for learning is when the act is done to enrich knowledge. This is not confined to school-related reading, but also relates to day-to-day reading such as reading newspaper. Finally, there is reading for pleasure, referred to as authentic reading, for example, reading novels or magazines or reading a certain part of a text a number of times so that the experience or pleasure of reading can be enjoyed over and over again.

Reading varies according to the purpose of reading and the type of the text. For example, the way we read an academic article. That means, reading comprehension depends on the way we read the text. There is also a debate on whether it is a single competence or it is composed of several reading sub-skills. So, the way, we read is influenced by the kind of materials we read and the purpose of reading. It is essential to consider what we read and why we read it before discussing how we read things.

Hosenfied (1983; Carner and Kraus, 1981; Enrich, Kurtz-Costes and Loidnat, 1993 as cited in Hashim, 2002) carried out some research studies to uncover the kinds of strategies student use in solving problems of understanding foreign language texts. They have shown that good and high achieving learners use strategies which are more efficient than those used by their counterparts. Learner’s awareness of strategy use is the basis of the claim that effective

learners are strategic when they need to be. According to Hosenfied (as cited in Khaniya, 2005), the skilled reader tend to keep the meaning of the passage in mind and read broad phases and skip inessential words. They guess from context the meaning of unknown words and have a good self-concept as reader and also identify the grammatical category of words. Their duty is to read the title and make inferences from it, examine illustration and use their knowledge of the word.

Reading is flexible. Depending on the text and the purpose of reading, readers may read using different types of techniques, and different levels of understanding. The academic reading is for getting the meaning. Gebhard (2006) said, “Successful readers read to understand the total meaning of a passage. This kind of reading is often done in academic and other settings where complete comprehension is necessary” (p. 197). In the same regard, Jordon (1997) said that reading for academic purposes is a multifaceted subject. However, there is one fundamental aspect which can be the starting point for other considerations. When students read, it is for purpose. According to him, the students read to obtain information, to understand ideas and theories, to discover author’s viewpoints, to seek evidence for their own point of view and to quote all of which may be needed for writing their essays etc. Readers may want to skim and scan through a magazine to decide if they want to purchase it, or read a text closely with a higher level or comprehension to prepare for a test.

For efficient reading, it is important to improve reading skills. Ur (1996) lists some characteristics of efficient reading to improve reading skills. They are:

1. The languages of the text are comprehensible to the learners.
2. The content of the text is accessible to the learners.
3. The reading progresses fairly fast.
4. The reader concentrates on the significant bits and skims the rest, may even skip parts he or she know to be significant.
5. The reader takes incomprehensible vocabulary in his or her stride guesses its meaning from surrounding text.

6. The reader thinks ahead, hypothesizes, predicts.
  7. The reader has and uses background information to help to understand the text.
  8. The reader is motivated to read by interesting content a challenging task.
  9. The reader is aware of a clear purpose in reading: for example, to find out something, to get pleasure.
  10. The reader uses different strategies for different kinds of reading.
- (p. 62)

Similarly, reading involves a variety of sub-skills. According to Grellet (1981) reading involves some sub-skills. They are:

- ) Recognizing the script of a language.
- ) Deducing the meaning and use of unfamiliar lexical items.
- ) Understanding explicitly stated information.
- ) Understanding information not explicitly stated.
- ) Understanding conceptual meaning.
- ) Understanding the communicative value (function) of sentences and utterances.
- ) Understanding relatives within the sentences.
- ) Understanding relation between the parts of a text through lexical cohesion devices.
- ) Understanding cohesion between parts of texts through grammatical cohesion devices.
- ) Interpreting text by going outside it.
- ) Recognizing indicators in discourse.
- ) Identifying the main points or important information in a piece of discourse.
- ) Distinguishing the main idea from supporting details.
- ) Extracting salient points to summarize (the text, an idea etc.)

- ) Selective extraction of relevant points from a text.
- ) Basic reference skills.
- ) Skimming
- ) Scanning
- ) Scanning to local specifically required information.
- ) Transcoding information to diagrammatic display (p.367).

From the above points, we can say that reading consists of a set of reading sub-skills such as skimming, scanning, inferring, guessing meanings and so on. On the basis of the survey of literature we can certainly in a position to argue that reading comprehension depends on reading techniques according to their linguistic competence. The reader uses different techniques according to their purpose while reading different types of texts. The reader quickly rejects irrelevant information to find out a piece or information or may read the text for detailed understanding and may read text for getting pleasure.

### **2.1.2 Types of Reading Skill**

Reading is one of the efficient means of language learning. It is more than translating print into the spoken word (decoding): Reading is getting the meaning from print. It expands one's proficiency in the use of language and gives the skill necessary to acquire more knowledge. People who have to developed automatic word recognition skills may have comprehension problems because their energy is focused on identifying words rather than thinking about what they mean. As Gebhard (2006) said, "To comprehend written language, we rely on our ability to recognize words, phrases and sentences" (p. 195). In the same regard, Cullingford (1998) said, "They will clearly need to have a strong grasp of language, know how words work, and how sentences are constructed" (p. 51). Many of the children and adults read very slowly, often having to read things more than once to understand. Others may have automatic word recognition skills, but due to the lack of the purpose and correct technique of reading they cannot comprehend what they read.

As reading is one of the most effective means of language learning, it expands one's proficiency in the use of the language and gives the skill necessary to acquire more knowledge. There are various types of reading. Each of the types has its own importance and purpose.

### **2.1.2.1 Extensive reading**

Extensive reading is done for pleasure and information. It is generally outside reading, and it is done without teacher's guidance i.e. this reading is self reading. According to Grellet (1981) extensive reading is the main way of "reading longer texts, usually for one's own pleasure" (p.4). This is a fluency activity, mainly involving global understanding.

This is an overview of extensive reading. Davis (as cited in Renendya & Jacobs, 2004) offers one description of extensive reading from an ELT classroom implementation perspective:

An extensive reading programme is a supplementary class library scheme, attached to an English course, in which pupils are given the time, encouragement, and materials to read pleurably, at their own level, as many books as they can, without the pressures of testing or marks. Thus, pupils are competing only against themselves, and it is to teacher to provide the motivation and monitoring to ensure that the maximum number of books is being read in the time available. The watchwords are quantity and variety, rather than quality, so that books are selected for their attractiveness and relevance to the pupils' lives, rather than for literacy merit. (p. 296).

Since the texts used for extensive reading are usually longer, class time is not sufficient for this kind of reading activity. So, students should be encouraged to

read materials on their own. The teacher should teach the students how to use library books, encourage them to read books and newspapers and teach them to use a dictionary and to guess meaning from the context. To put in Rivers' words (as cited in Subedi, 2003), "The material for extensive reading will consist of authentic short stories and plays with certain adaptations of vocabulary and structure to bring them with the level of difficulty required, or of short stories and plays specially written for the purpose" (p. 207- 208). The readers, at the beginning, may feel the texts being read are incomprehensible because of the cultural concepts, assumptions and associated to the target language.

David (as cited in Bamford & Day, 2005) stated, "Any ESL,EFL classroom will be the poorer in the lack of an extensive reading programme of some kind, and will be effective as if such a programme were present"(p.1). This applies to the teaching of all languages.

Thus, extensive reading is tractable in real-life situation. It helps in assimilation of ideas and increase passive vocabulary. It promotes self study. It also keeps the whole class busy and active, and does not require a long time to get information and pleasure because it is normally faster and silent reading.

#### **2.1.2.2 Intensive Reading**

Intensive reading is a detailed study. In this reading, every word is taught. The students have to learn all the words, their meaning and pronunciation. In this reading, the students read not only for the detailed comprehension of meaning but also for mastering the structures and vocabulary. Therefore, intensive reading is related to further progress in language learning under the teacher's guidance. Carrell and Carson (1997); Nuttall,1996 (as cited in Renandya & Jacobs, 2004) write:

In intensive reading, students normally work with short texts with close guidance from the teacher. The aim of intensive reading is to help

students obtain detailed meaning from the text, to develop reading skills- such as identifying main ideas and recognizing text connectors- and to enhance vocabulary and grammar knowledge. (p. 296).

So, the text is usually a short one and it is approached under the close guidance of the teacher, or of a task which forces the students to pay great attention to the text. The aim of this kind of reading is to arrive at a profound and detailed understanding of the text: not only what it means but also how the meaning is expressed. Harmer (2001) said, “We use intensive reading sequences for number of reasons. We may want to have students practice specific skills such as reading to extract specific information, or reading for general understanding (gist)” (p.115).

Its major objectives are developing the ability to decode message by drawing on syntactic and lexical clues and emphasis as in all, reading on skills for recognition, rather than for the production of language features.

In order to get students to read enthusiastically in the class, the teacher need to work to create interest in the topic and tasks. Harmer (2001) indicates four roles the teacher needs to adopt when asking students to read intensively.

**Organizer.** The teacher needs to tell students exactly what their reading purpose is and give them clear instructions about how to achieve it, and how long they have to do this.

**Observer.** When teachers ask students to read on their own, they need to give them space to do so. This means restraining themselves from interrupting that reading even though the temptation may be to add more information or instructions. While students are reading the teachers can observe their progress since this will give them valuable information about how well they are doing individually and collectively, and will tell the teachers whether to give them

some extra time or, instead, move to organizing feedback more quickly than they had anticipated.

**Feedback organizer.** When the students have completed the task, the teacher can lead a feedback session to check that they have completed the task successfully. The teacher may start by having them compare their answer in pair and then ask for answers from the class in general or from pairs in particular. It is important to be supportive when organizing feedback after reading if the teacher is to counter any negative feelings students might have about the process and if the teacher wishes to sustain their motivation.

**Prompter.** When student have read a text the teachers can prompt the students to notice language features in the text. The teachers may also, as controllers, direct them to certain features or the text construction, clarifying ambiguities, and making them aware of issues of text structure which they had not come across previously.

Intensive reading aims at promoting a detailed and deep knowledge of the language and its powers of expression. Therefore, as mentioned above, the teachers play the vital role in intensive reading.

### **2.1.2.3 Reading Aloud**

Loud reading is also called oral reading. This is the process of vocalization of printed matters, into an audible speech sound. Doff (1995) stated:

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



Because our attention is divided between reading and speaking, it is a much more difficult activity than reading silently; we often stumble and make mistakes when reading aloud in a foreign language is ever more difficult. (p. 67).

Reading aloud is as Nuttall (2000) says useful for the students of early stage because they cannot pretend of reading in this reading. Students are asked to read aloud to check their pronunciation, speech, tone, pitch etc. poetry, rhymes and dialogues are useful texts for this activity. Reading aloud is very difficult skill. So it is not better to ask the students to read unseen text aloud which contains new vocabulary item. The students are unable to concentrate adequately on the meaning of the text.

#### **2.1.2.4 Silent Reading**

Silent reading is just opposite of loud reading. This means reading something without producing noise or without vocalization. In past it was thought to be impossible to read without noise but now a days this reading is considered a very good way of reading. It is very useful for intensive and extensive reading. Doff (1995) writes, "... it involves looking at sentences and understanding the message they convey, on other words 'making sense' of a written text. It does not normally involve saying the words we read, not even silently inside our read" (p. 67).

Doff (1995) uses the phrase 'reading for meaning' and further writes, "When we read for meaning, we do not need to read every letter of every word, nor even every word in each sentence. This is because, provided the text makes sense, we can guess much of what it says as we read it" (p. 66-67).

The importance of silent reading is to enable students to comprehend the meaning of what they read with speed. The teacher should ensure that the pupils do not move their lips when they read silently. It is very important

because it keeps whole class busy and the students work at their own respective places. The practice of silent reading in the class also prepares pupils for independent reading.

#### **2.1.2.5 Rapid Reading**

Rapid reading refers to the reading in relatively faster speed. This is done by native speaker and after passing the different stages. As the readers pass through different stages, the speed of reading gets gradually increased. They have to acquire special habit of reading with comprehension within a reasonable space or limitation of time. Rapid reading is always silent because reading aloud checks or interrupts speed of it. Nuttall (2000) discusses about two types of rapid reading according to the purpose of reading.

##### **A) Skimming**

Skimming is a type of rapid reading in which the reader make a rapid survey of texts. Nuttall (2000), writes,

By skimming we mean glancing rapidly through a text to determine its gist, for example, in order to decide whether a research paper is relevant to our own work (not just to determine its field, which we can find out by scanning) or to keep ourselves superficially informed about matters that are not of great importance to us; much newspaper reading is skimming. (p. 49).

In skimming, we go through the reading material quickly in order to get gist of it, to know how it is organized and to get the idea of the intention or the attitude of the writer.

Bhattarai (1986) said, “Skimming is making a rapid survey of texts, passages, articles and books to find out what it mainly consists of. It helps the learner to find out specific information in a book.” (p. 129).

Skimming also facilitates the readers to locate facts or comments about particular subject in a passage/ text. Moyle (as cited in subedi, 2003) stated, “Skimming can be undertaken simply to see what a text is about, to locate facts or comments on a particular subject or to obtain the main idea expressed in the text” (p. 115). The reader can evaluate the importance of the books, being read by looking at the pictures, diagrams, print, design, get up, units, sub-heading etc. In fact, skimming is the testing of the materials at a glance.

Skimming should probably not be done competitively as a race. More is involved in it than more eye movements. However, speed is still necessary; otherwise the students will not do skimming.

## **B) Scanning**

“Scanning is reading quickly to locate specific information.” (Silberstein, 1994, p. 24). In scanning, the students only try to locate specific information and often they do not even follow the linearity of the passage to do so. They simply let their eyes wonder over the text until they find what they are looking for: it may be a name, a date, or some other specific piece of information. Nuttall (2000), stated, “By scanning we mean glancing rapidly through a text either to search for a specific piece of information (eg. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose (eg. whether a book on gardening deals with a particular plant disease)” (p. 49).

Thus, scanning is a rapid reading which is required to get a particular piece of information in the text being read. The reader may not understand the other pieces of information contained in the text i.e. s/he does not focus on the information which s/he does not want to find out. So, scanning is far more limited as it simply means retrieving what information is relevant to our purpose.

### **2.1.3 Techniques of Teaching Reading**

Reading comprehension refers to perceive a written text with understanding of its context. It can be oral or silent. Teaching of reading follows different techniques. They are discussed here stage wise; pre-reading stage, while reading stage and post reading stage.

#### **2.1.3.1 Pre- reading Stage**

This is the first stage of teaching reading in the class. The teacher makes the students prepare for the lesson and the task to perform. So, this is also called warm up stage or preparation stage. This is very important in the class.

Greenwood (1996) stated, “The pre-reading is important as it can whet the students, appetites to read, it can provide a need to read to complete an activity or confirm an idea; and it can persuade the students that as far as perception or hypothesis is concerned there are no right or wrong answers, only different ones” (p. 15).

So, the main purpose of this stage is to make the students ready to have reading practice in the class. This stage encourages hypothesis because it is impossible for students to give a right answer as none of them has read the text.

Nuttall (2000) list out the following points to show the importance of this stage. She says it is important for:

- a. providing a reason for reading
- b. introducing the text
- c. setting a top- down task
- d. breaking up the text
- e. dealing with new language
- f. asking signpost questions (p. 154)

Nuttall (2000) said, “Its function is to direct them along the right road, making the journey quicker and advising them from getting lost. A signpost question has a similar function: its purpose is not to test but to guide the readers,

directing their attention to the important points of the text, preventing them from going off along a false track” (p. 160).

It is helpful to give the students a question or task before they read. But they should not be given the actual question. This gives a specific reason for reading: they read more purposefully in order to find the answer or complete the text.

Likewise, Greenwood (1996) discusses the following activities, which can be done in pre-reading stage.

- a. Anticipation through chapter titles; it is especially done for the anticipation of plot and hypothesis about plot and theme.
- b. Anticipation of plot; the main aims of this are for the anticipation of plot and the role of characters within the plot, perception of clues and details, connecting of ideas, imaginative discussion, ability to perceive and respond to small details, response to visual stimuli representing text and perception of connecting details and clues found in visual information usually accompanying text.
- c. Thematic anticipation; ‘A picture equals a thousand words’ keeping this views in mind, it aims of perception of visual details inspired by text, ability to respond subjectively to prompts and to perceive thematic possibilities.
- d. Character anticipation; the anticipation of character, subjective perception of and response to details from text is done in this stage.
- e. Setting anticipation; sometimes the location in which a story is set plays an integral part in the story itself. Setting a character’s response to it can influence the pattern of subsequent events. If the students are to understand why a character is responding in a certain way, they must be given the opportunity to respond to all the hints and suggestions, implicit and explicit, which the author has included, and which should be actively affecting their response to setting.

- f. Background information; there should be awareness of author's influences and anticipation of possible effects on text. One way of stimulating such interest and awareness is to providing the opportunity to respond to selected biographical information. This does not mean a list of biographical data, as seldom, if ever, does this encourage either an awareness of the impact of such events upon the writer or any personal response from the students.
- g. Vocabulary; the vocabulary in a text can sometimes be an obstacle to enjoyment and understanding. Therefore the difficult vocabulary should be taught in this stage. (p. 57)

### **2.1.3.2 While Reading Stage**

In this stage, actual reading takes place. In this stage, the teacher presents the tasks to be performed. The students read the tasks loudly or silently to answer the questions. This is the stage for reading. The question and activities are related to lexical, grammatical and social-cultural meanings of the text. Greenwood (1996), stated, "During lessons students must be involved in activities which enable them to respond cognitively, emotionally and imaginatively to imaginative writing" (p. 59). So, in this stage, the students are asked other comprehensive questions or they can be asked to summarize the passage or to find the gist of the passage and they are also encouraged for imaginative writing.

Greenwood (1996) further stated, "The while reading stage increases the students awareness and encourages them to look more closely at the reader before its completion, and also enable the teacher to gauge how successful the reader is and perhaps modify and adapt aims and pace" (p. 59).

In this stage, the students work with the plot, characters and summaries. They also go on working on interpretation and listening. So, in this stage, all the four language skills are involved. The students listen to their answer, read louder

discussion and read and reread the text and answer the questions orally or in the written form.

Nuttall (2000) talks about three broad modes of class organization. They are:

**A) Individual Mode** In this mode, each student works on his/her own for much of the time. This mode is particularly suitable for reading lessons. Every reader must understand the text for himself/herself; hence it is often recommended that reading instruction should be made as individual as possible. The advantage is that every student read material that suits him/her and progress at his/her own pace. This demands a plentiful supply of materials and meticulous organization; at its most sophisticated, this amounts to as Nuttall (2000) calls 'self-access system' and further writes that a completely individualized system- a self-access system- needs a very wide range and a large number of texts, each with its own guidance material.

**B) The Teacher-centered Class** In this mode, the class works with own text; the way it is tackled is controlled largely by the teacher who decides the sequence of work, sets tasks, checks learning and tries to ensure that every student participates. The classroom interaction keeps the teacher continually aware of problems and weaknesses but if the class management is weak and supply or design of materials inadequate, the individual approach can be disastrous. The teachers feel easy to use this approach. Kyriacou (2001) stated, "... some teachers tend to make much greater use of teacher-centered, exposition-dominated activities, together with teacher- directed seatwork tasks. At its most traditional form, this approach may be coupled with the organization of desk into rows and a great deal of guided practice. This approach has often been described as a 'formal teaching style' ." (p. 40). In the same regard Nuttall (2000) writes,

The lesson of this kind is very much under the control of the teacher, with everyone working at the same rate and in the same way. You may prefer not to use this approach for every text, or every section of a text,

but it provides valuable insights about the way students read, and the things they find difficult. Usually it comes best after the class has made a first attempt on the text silently. You can follow up the silent reading with some initial questioning and then, if the response justifies it, work through the text again in as much detail as you consider suitable. (p. 164).

**C) Group Work** In this mode, most of the guidance comes from fellow students. The effort to understand the text is made jointly – that is, individual efforts are pooled and discussed in the hope of arriving together at the best interpretation. Nuttall (2000) writes, “Working in groups makes it possible for students to help one another and, in successful groups, the interaction achieves far more than individuals can working on their own. Working together can be very motivating and a slight sense of competition between groups does not harm” (p. 164).

The teacher should care while forming the group. Nuttall (2000) further writes, “In mixed groups, weaker students may benefit from the presence of stronger classmates, but may not participate confidently; and the stronger ones may be irritated by them. In streamed groups, weaker students working together may participate better and you can help them yourself but some of the value of co-operative work may be lost” (165-165).

Doff (1995) gives following four advantages of group work.

- a. Group work and pair work give students far more chance to practice the target language.
- b. Working in group and pairs encourages students to be more involved and to concentrate on the task.
- c. Students feel less anxiety when they are working ‘privately’ than when they are ‘on show’ in front of the whole class. Pair work and group work



can help shy students who would never say anything in a whole class activity.

- d. Group work and pair work encourage students to share ideas and knowledge. In a reading activity students can help each other to explore the meaning of a text; in a discussion activity student can give each other new ideas.

Any way these three models can be combined while teaching a reading text. To support this statement, Nuttall (2000) states,

“These three modes can readily be combined during the sequence of a reading lesson, which might for example, begin with individual reading, move on to group work and end with a teacher centered feedback phase. This is ruled out only when a fully individualized reading can of course be alternated with periods of group or teacher-centered work on a clan text” (p. 162).

To sum up, the following activities are done at this while-reading stage.

- a. The teacher presents the task and the students do as the instructions given by the teachers.
- b. The students grasp the main idea and the supporting details of the text.
- c. They can extract specific information from the text.
- d. They can understand the gist of the text.
- e. They can make comparison if the text contains comparative points.
- f. The teacher evaluates the students and provides feedback.

### **2.1.3.3 Post-reading Stage**

This is the final stage of teaching reading comprehension. According to Greenwood (1996), “The after-reading stage encourages reflection upon what has been read and enables the students to expand and enhance their perception” (p.11)

More comprehension questions are done to check their understanding. The students can engage themselves to writing exercise, role playing, grammar practice etc. The students can be asked to tell or write the summary of the text. Furthermore, they can be asked about more details which are not in the text but students can add their own experience and knowledge they have already achieved.

Greenwood (1996) presents the following reasons in this stage which is important for:

- a. Looking back at characters
- b. Interpreting character
- c. Summarizing plot
- d. Interpretive extensions and projects
- e. Reviewing and recommending.

Nuttall (2000) tells that this stage is to put questions of evaluation and personal response and item to consider the place of this passage in the development of the plot, theme, argument etc. and to consider what may come next. According to her, the works which can be done in this stage are as follows:

- a. Eliciting a personal response from the teacher (agree/ disagree, like/ dislike, etc);
- b. Linking the content with the readers' experience/ knowledge;
- c. Considering the significance of the text in the book from which it is taken;
- d. Establishing the connection with other work in the same field;
- e. Suggesting practical applications of theories or principles;
- f. Working out the implications for research/policy/theory, etc. of the ideas or facts in the text;
- g. Drawing comparisons/contrasts between facts, ideas, etc. in the text and others;
- h. Recognizing/ discussing relationship of cause and effect;

- i. Ascertaining chronological sequence (e.g. where a narrative shifts from one time to another or uses flashbacks);
- j. Tracing the development of thought/argument;
- k. Distinguishing fact from opinion;
- l. Weighing evidence;
- m. Recognizing bias;
- n. Discussing/evaluating characters, incidents, ideas, arguments;
- o. Speculating about what had happened before or would happen after the story; or about motives, reasons, feelings, if these are unexpressed. (p. 167).

Most of the works at this stage are best done orally, since discussion and exchange of views are of its essence, but it could be well culminate in written form.

So, to present a reading comprehensive text these stages should be followed. All the stages provide opportunity for communication and interaction between students and teachers.

#### **2.1.4 Role of the Teacher in Teaching Reading**

“I know I cannot teach anyone anything, I can only provide an environment in which he can learn.” – Rogers (as cited in Brandes & Ginnis, 1996)

The goal of a reading program is to develop fluency. The independent readers set their own goals and techniques for reading. Students learn aspects of the reading process through reading. The teacher, who is expert in language issues, has specific area to contribute. His/Her goal is to create an environment of independence, problem –solving readers. Reading tasks must be realistic in terms of both language use and students’ abilities. Gephard (1989) stated:

The role of the language teacher today is not as simple as it once was.

Every day researchers are discovering new factors that may play a part in language learning. Today, knowledge of the linguistic structure of the

language is only one of the requirements of a good language teacher. Teachers should also have broad background knowledge of the social environment that influences their students, different pedagogical techniques, social and cultural aspects of the language being taught, and techniques for diagnosing certain psychological characteristics of learners. (p. 16).

As Silberstein (1994) stated, “It becomes the responsibility of the teacher to train students to determine their own goals and strategies for a particular reading ... to encourage students to take risks, to guess, to ignore their implies to be always correct” (p. 10).

The teacher should be the facilitator and manager. Motivation plays an important role. Hedge (1996) writes, “Motivation deserves a good deal of attention as a factor in successful reading development” (p. 38). Therefore, the students should be motivated for their tasks. Looking at their students, teachers can ask themselves the following questions.

- a. What kind of reading will the students need to do in English?
- b. What kinds to text do the students read in their native language?
- c. Do class activities help students to become active decision makers and risk takers?
- d. Do class activities respond to individual student need?

(Silberstein, 1994, p. 16)

So, the text should be similar to the student’s target texts. The teacher should think about the kind of text they are reading in their first language and can transfer in second language learning. The activities can be organized to foster independent readers who set their own goals and techniques for reading. Individual students may require explicit instruction in different aspects of

reading; skimming, scanning, understanding organization clues, according to prior knowledge, making hypothesis etc.

### **2.1.5 Communicative Language Teaching as a Referent**

The primary goal of teaching reading in a communicative classroom is to develop communicative competence of the students in English. This means the goal of language teaching is to develop what Hymes (as cited in Richards and Rodgers, 2001) refers to communicative competence. Hymes held that linguistic theory needed to be seen as part of more general theory incorporating communication and culture. Meaning is paramount in Communicative Language Teaching (CLT). Hymes (1972); Canal and Swain (1980) and Savignon,( 2001) (as given in Gebhard, 2006) tell that communicative competence has four interrelated components – grammatical competence, discourse, socio- cultural and strategic competence. The grammatical level competence is to make the student able to recognize sentence level form. The discourse competence includes the ability to interconnect the series of utterances to form a meaningful text. Likewise, socio-cultural competency is the ability to use English in social context in culturally appropriate way. Finally, strategic competency is the ability to cope with breakdowns in communication, to solve problem in unfamiliar contexts when communication fails, and to draw on strategies that help restore communication.

In teaching reading process, the students are central, while acting in the classroom; the teacher's job is to facilitate and advise them to achieve the theme of the lesson rather than monitoring. Jordon (1997) stated:

The classroom is unique communicative context, one in which the meanings being communicated and structured of that communication are shaped by the actions and perceptions of both teachers and students, as well as by the social, cultural and instructional context within which classroom exist. Teachers and students' perceptions of the classroom

context are shaped by their own frames of reference, and differences in their perception can lead to different interpretations and participating in classroom events. (p. 160).

The teacher maintains the environment in the classroom giving the students freedom to communicate with themselves and with the teachers to create meaning from a text. They create meaning with their perception, experiences and practices within the classroom context. The socio-cultural context of the students affects the meaning.

### **2.1.6 Reader- response Approach as a Referent**

“I can’t be wrong because any way I interpret the text is my response, so the professor can’t reject it.” (Tyson, 1999, p. 153)

Reader’s responses are the text, both in the sense that there is no any text beyond the meaning created by the readers’ interpretations. We cannot talk about the meaning of a text without considering the readers’ contribution to it. In reader response approach, a reader’s role seems to focus on his/her response to the texts. Tyson (1999) said, “... different readers may read the same text quite differently. In fact, reader response theorists believe that even the same reader reading the same text on two different occasions will probably produce different meanings because so many variables contribute to our experience to the text” (p. 154).

The meaning of the text does not consist of the final conclusion we draw about what the text says; rather the meaning of the reading text consists of our experience of what the reading text does to us as we read it. According to this approach, learners generate discourse during the interaction between the text and the readers. The learners get great opportunity to interact with the reading text and finally they reach into the conclusion with negotiation. In reader response approach, varieties of tasks are designed so that the learners get excellent opportunity to exploit their schema theory as well.

The teacher should involve his/her students in different activities actively in a reading text to create a meaning from it. The teacher designs varieties of activities in a reading text that suit the level of the students. The main purpose of reader response approach is to focus at eliciting learner's production of discourse in a target language. This approach moves around the assumption of Communicative Language Teaching (CLT) within classroom environment. I fully agree with Gebhard (2006) as he said, "Reading includes discovering meaning in print and script, within a social context, through bottom-up and top-down processing, and of strategies and skills" (p. 194).

I prefer this referent in the sense that the students interpret meaning according to their schema, religion, previous knowledge, their power of critical thinking, environment, cultural context, discussion, social context and the teaching strategies.

In teaching reading, it does not concern only with the meanings of the text but also with the teaching techniques. It helps teachers to bring the alternative points where they are self-regulated. Teacher's role is to encourage the students and to prepare them for learning. A reading text itself does not have meaning, reader's job is to make it meaningful and the teacher's role is to create the environment to elicit their responses.

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

A number of research works have been carried out on reading skill and reading proficiency at department of education in English. They have been discussed below:

Wagle (2002) carried out an experimental study on "Reading comprehension and reading speed of nine grades". The objective of the study was to compare reading comprehension and reading variations on seen and unseen texts and points out the correlation between reading comprehension and reading speed of the same learners. The main tools for this study were texts on reading comprehension and reading speed on both seen and unseen texts. And twenty

four passages were used to teach the students during the experiment classes. She took forty students as a sample population from a public school of Kathmandu district. She found that the reading performance, reading comprehension and reading speed of secondary level students is very poor.

Bhattra (2004) carried out a descriptive study “Reading comprehension and reading speed of PCL 1<sup>st</sup> year and grade eleven students”. His objective was to find out the reading comprehension and reading speeds. He took one hundred and sixty students as a sample population from three different campuses and four higher secondary schools of Kathmandu valley. The researcher used random sampling procedure to select the students. He used observation checklist and test items as research tools. His overall study concluded that eleven graders had comparatively better reading comprehension ability and speed than those of PCL 1<sup>st</sup> year students, the students of grade eleven and PCL 1<sup>st</sup> year could comprehend any seen text better and faster than any unseen text.

Poudel (2005) did a study on “Communicative proficiency of M.A. and M.Ed. first year students”. The objective of the study was to find out the comparative communicative proficiency of M.A. and M.Ed. first year students. He used questionnaire and some recording materials as research tools. The study consists of twenty five students from M.A. and twenty five students from M.Ed. first year from central department of English and Central department of English language Education (University Campus, T.U., Kirtipur) respectively using random sampling procedure. His overall study concluded that the master’s level English students were found weak in communicative English. M.A. first year students were found weaker than M.Ed. first year students.

Gautam (2009) has carried out a research on “Activities used by teachers while teaching reading”. The objective of the study was to find out the activities used by the teachers while teaching reading skills at PCL. The sample population for this research were five teachers and fifty students of PCL campuses of Kathmandu district. These five teachers and campuses were selected purposively and fifty PCL students were selected randomly. He used



observation checklists and survey opinionnaire as a research tools. The findings of the research show that less than 50% teachers used proper activities while teaching reading. Pre- reading and post- reading activities were good but while-reading activities were tolerable.

Bhattarai (2010) carried out a study on “Teaching reading at Bachelor level: A study of classroom activities”. His objective was to find out the reading activities used by the teachers while teaching reading. He used observation checklist and survey opinionnaire as research tools. He found that common activities like writing the topic on the board, reading the text and giving meaning of unfamiliar words or phrases were frequently practiced in teaching reading.

This study is different from the studies mentioned above because most of the studies above addressed the reading proficiency and comprehension but it is related with reading techniques used in classroom. There is a lack of research work on the study of techniques implemented by English teachers while teaching reading skills. Even in this study I will use observation checklists and survey opinionnaires to find out the techniques implemented by the teachers while teaching reading.

### **2.3 Implications of the Review for the Study**

I could find out various views in relation to this studied field. As I tried to see teaching reading separately, I found it difficult because it is integrated with other skills of language. The scholars also have linked it with other skills of language like, listening, speaking and writing. Most of the literature reviewed was based on the methodological part rather than its concept.

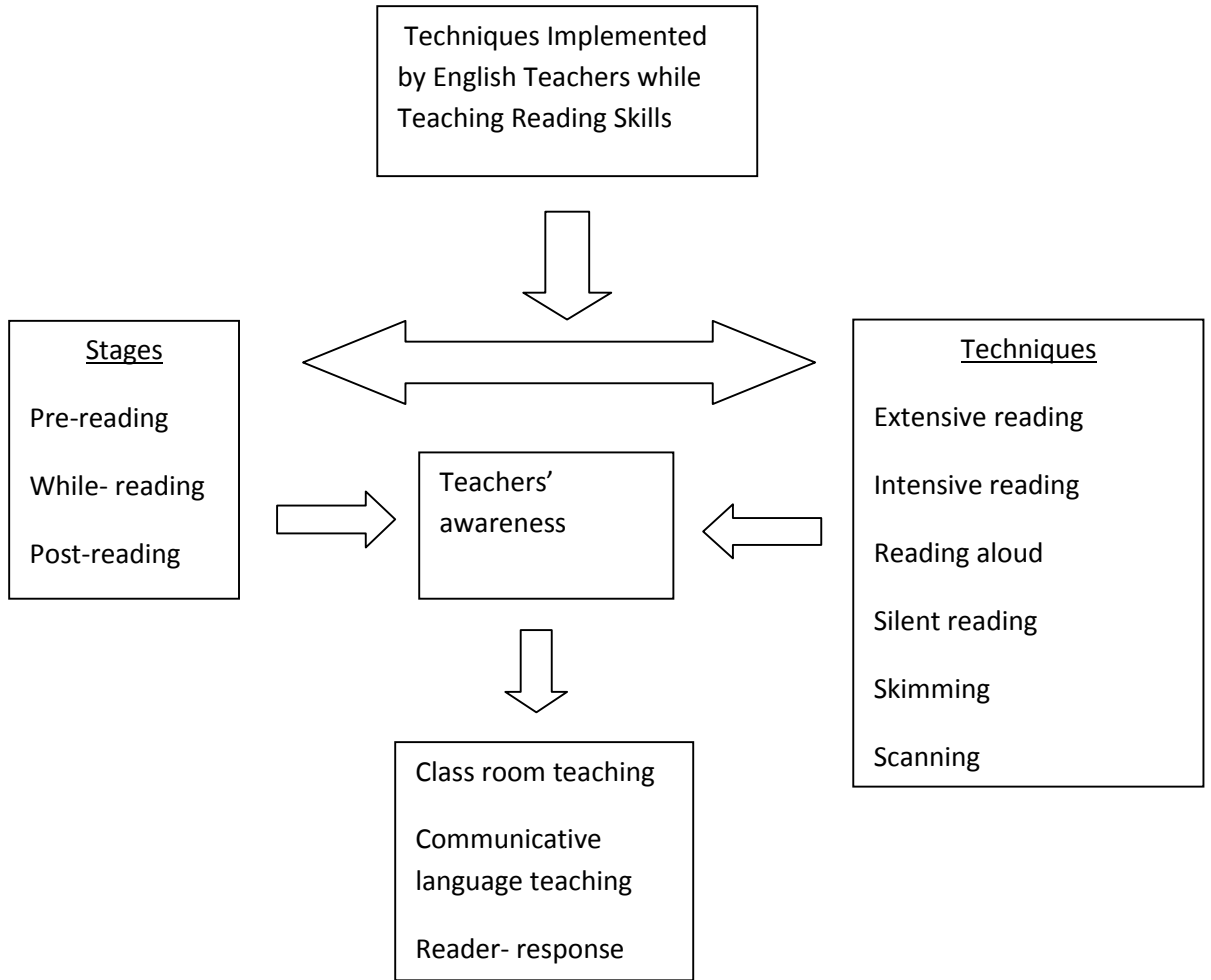
The reports and views formated above are very much useful in the Nepalese context. The scholars focused that the teachers play the vital role to develop the language of the students. They basically discussed in teaching learning process. Though the researches were done in other countries, they were equally applicable in our context too.

The scholars were found giving emphasis on the role of the teacher in the language classroom. They told that the teacher should start teaching reading by giving the clear purpose of it to the students. The teacher's job is to get the students ready for reading in the classroom, deliver it and come with fruitful outcome. I found many studies done in this field in other developed countries. They have made tremendous progress in the field of teaching reading in the classroom. I wanted to see whether this is applicable in the context of our country or there is something different.

The research works, which have been carried out in Nepal by some researchers, are mainly from the students' perspective. They all have carried out their research on the students' ability of reading skill. Having reviewed from the literature available, there is lack of research work on the teachers' technique on teaching reading. I therefore, conducted a study on "A study of techniques implemented by English teachers while teaching reading skills."

#### **2.4 Conceptual Framework**

As I believe, conceptual framework is only one concrete framework in the entire research process because in it my research study is established. It is the gist of the theory and organized knowledge that describes the relationship among various components. Due to this framework, a reader can reach to the gist of my study and conceptualize the whole idea. The conceptual framework of my research study is shown below.



## **CHAPTER - THREE**

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

This chapter attempts to discuss on methodology of my study and research design. The population and sample, sampling procedure, data collection tools, procedures and data analysis are also talked about in this chapter.

#### **3.1 Design of the Study**

While carrying out a research we have to follow certain research design. There are different research designs; experimental, quasi- experimental, survey, historical, ethnographic, auto- ethnographic, case study, action, correlation and so on. These are the specific classification of research. To classify them in general there are only three classifications; theoretical and applied, qualitative and quantitative and mixed- method. We have to select one of the specific research design mentioned above. For this proposed study I have used the qualitative research design. In this design I have studied the techniques implemented by fifteen English teachers of secondary level school of Kathmandu valley.

This study is qualitative in nature. According to Creswell (2003), “Qualitative research takes place in natural setting. The qualitative researcher goes to the site (home, school, office) of the participant to conduct the research. This enables the researcher to develop a level of detail about the individual or place, and to be highly involved in actual experiences of the participants” (p. 181). In the same regard Bryman (as cited in Snape & Spencer, 2003) says, “...the way in which people being studied to understand and interpret their social reality is one of the central motifs of qualitative research” (p. 3). The social values and norms of the participants are to be considered to get the authentic data. The data collection methods: observational, in-depth interviewing and discussion are used in this research, which are qualitative in nature.

I also used survey questionnaire to collect the data at the beginning of the data collection stage which were both qualitative and quantitative in nature. The primary objective of such quantitative question items was to prove the respondents towards second types of questionnaire seeking their elaborative views on the topics. This study has given the priority to qualitative type of data. Creswell (2003) says that in mixed method, data can be collected through both the types but priority can be given to the one. Another types of data was also not neglected totally as it was used to crosscheck qualitative data. I used quantitative survey questionnaire thinking that it would fill the gap created by interview and the classroom observation. Brown (1994) stated, "...you may need to use a survey in order to understand better how things are really operating in your own, personal environment- in your classroom or other learning setting- or to describe the abilities, performances, and other characteristics of the learners, teachers, and administrators involved in your professional life " (p. 117).

This method assumes that there should be more interaction between the researcher and the participants. There may not be the common knowledge with all the teachers. They may use varieties of techniques to make their classes effective. Ellis (as cited in Nunan, 1992) said:

Innovation in the classroom can never be just a question of implementing a recommendation derived from research. It is always a process of negotiation, involving the teacher's overall educational ideology, the learner's expectations and performances and local constraints that determine what is feasible. There is no single pedagogical solution which is acceptable to all classrooms. (p. 52-53).

I used the interpretative paradigm to understand the subjective world of human experience as viewed by anti-positivist approach. Cohen et al. (2002) stated, "From an interpretive perspective the hope of a universal theory which

characterizes the normative outlook gives way to multifaceted of human behavior as varied as the situations and contexts supporting them” (p. 32). I assumed that reality is multilayered and complex.

To get the above-mentioned realities, I observed the classes and series of events in it. It helped to establish the reliability of the observation and interviews. I have used different procedures to collect the data and fixed sample participants for it.

The detailed process of data collection in this research was as follows;

- ) Identifying broad area.
- ) Framing the topic.
- ) Expanding the theoretical knowledge.
- ) Writing research proposal and preparing research tools.
- ) Field visit.
- ) Contacting selected authority, population/informants, then getting consent from the authority and building good rapport with the informants.
- ) Requesting for the list of population then sampling the required number of informants/population.
- ) Collecting data using different tools.
- ) Analysis, interpretation and presentation of data descriptively.

After passing through all these steps findings were drawn and those findings were generalized to the whole study population. The main purpose of this sort of research is:

- ) To access certain activity.
- ) To findout the behavior of different professional.
- ) To study certain trend, at a single point of time then compare the findings with the standard ones.

) Finally, to forward some suggestions for improvement of the research area.

The above mentioned design i.e. qualitative research design was used to carry out this research. Questionnaire, interview as well as classroom observation were used while collecting data. It is appropriate because I wanted to collect detailed classroom activities accomplished by the teachers.

### **3.2 Population and Sample**

The total numbers of secondary level English teachers in Kathmandu Valley were the population of my study whereas the selected English teachers from certain procedures were the representative sample for the study. I considered that it is a place composed of both rural and urban areas. Similarly, it is the place with both well-facilitated and less-facilitated schools and teachers as well. I selected fifteen secondary level English teachers teaching in different private schools in Kathmandu Valley as the sample.

### **3.3 Sampling procedure**

Due to the nature of my study, I used purposive sampling procedure to select the samples. According to Cohen et al. (2002), “In purposive sampling, researcher handpick the case to be included in the sample on the basis of their judgment of their typicality. In this way, they build up a sample that is satisfactory to their specific needs.” (p. 103). My sample has been chosen for a specific purpose. This sampling method was purposive in the sense that the sample units were chosen because they had particular features or characteristics which would enable detailed exploration and understanding of the themes of my study. I selected fifteen secondary level English teachers teaching in different private schools in this area.

### **3.4 Data collection tools**

In this study, I have used questionnaire, interviews (open-ended) and classroom observation as the tools for data collection, which are presented as follows.

### **3.4.1 Questionnaire**

I used questionnaire as a tool of data collection. I prepared two types of questionnaires; structured and unstructured. The structured questionnaire was like art scale questionnaire. Those questions were selected to address the main objective of the study. The main purpose of those questions was to focus the respondents towards second types of questions seeking their elaborative views on the topic of the study.

The second types of questions were unstructured ones. I gave enough space in the questionnaire to get response of the informants. They were qualitative in nature. These questionnaires were distributed before the interview and the classroom observation in order to get their opinions before getting the reality. The questionnaire had six different questions to elicit the answer related to teaching reading. Some points were same in the observation checklist and questionnaire so that the data obtained from them could be compared. (The questionnaire is in Appendix 1)

### **3.4.2 Interview**

Interview is the fundamental source of data collection because the informants get opportunities to express their theoretical perception through their spoken language. Unstructured open-ended interviews were taken with the participant teachers to know their opinion towards teaching reading comprehension and the techniques while reading it in the classroom. They were recorded in my recording device. I asked basic questions to gather data. The collected data were transcribed for the better presentation and discussion. The tools of data collection could also cross-check the reliability of the information provided by the teachers through the questionnaire. (The interview schedule is in Appendix-II)



### **3.4.3 Classroom Observation**

I observed the classes of each participant. The unstructured observation form was designed and filled up while observing the classes with criteria to investigate their techniques of teaching reading in the classroom. The preparation of lesson plan and instructional materials, setting the learning environment, use of teaching resources and techniques, classroom language and the role of teacher and learners were marked and compared with the information gathered from the interviews.

While observing, I gave more focus on the techniques of the teachers to explore the reliability and the validity of the information collected from the questionnaire and interview. (The observation checklist is in Appendix- III)

### **3.5 Data Collection Procedure**

The finding of any study depends upon its data collection procedure. I followed certain norms of data collection procedure to carry out the study. I set the questions of the questionnaire and interview in the qualitative nature. They were mainly focused on the research questions and the objectives of the study.

First of all, I piloted the questionnaire to improve the quality and achieve the goal of the study before its implementation in the field work. I selected two English teachers for piloting the questionnaire. I checked the piloted questionnaire and modified to make the study reliable and valid.

Then, I visited the selected schools and took the permission of the administrators. I clearly mentioned the objectives of my study to the English language teacher and the administrator; and distributed the questionnaire. The next day, I went to them and collected the questionnaire, and then, I took their interviews. I received the daily timetable of the teachers to observe their classes. In the third phase of data collection, I again visited the schools of selected language teachers to observe their classes to collect more information related to my study.

### **3.6 Data Analysis and Interpretation Procedure**

After the collection of the data, I planned for the table work. I made the initial coding to the collected data. The collected data from the interviews; classroom observation and survey questionnaire were analyzed. The data might have similarities and differences in case of their occurrences. Similarities and differences were categorized in order to find out the techniques implemented by the English teachers while teaching reading texts. The collected data were looked critically and kept them under different themes and analyzed, discussed and interrelated.

Cohen et al. (2002) tells that it is possible to investigate similarities and differences within total sample accounts. The collected data was compared to each other. The comparison was made between the techniques used by the teachers and the established techniques in language teaching.

I analyzed and interpreted the information collected from the questionnaire and interview, as mentioned in the research methodology in accordance with the themes of the information which are directly related to the research questions and objectives. I tried to find out the correlation between the information collected from questionnaires and interviews and then, verified with the information collected during the classroom observations. I considered the information collected from the interview is more reliable as compared to the information collected from questionnaire. I saw and crosschecked the contradictions created by these data collection tools with the help of the information collected from classroom observations so that the reliability of the information could be enforced. I finally, summarized the findings for each of the themes respectively.

## **CHEPTEER -FOUR**

### **RESULTS AND DISCUSSION**

This chapter consists of the detailed analysis and interpretation of the data collected employing various tools. I have used interpretative paradigm for the analysis of the data in the study. I have developed five themes directly relating to the technique of teaching and another theme relating it to overall concept of teaching reading. Similarly, discussion of the results based on the data is also the content of this chapter.

#### **4.1 Results**

The main purpose of this study was to analyze different techniques implemented by teachers and their effectiveness within the classroom context while teaching reading. Similarly, this study also identified the English language teacher's prevalent opinions of teaching reading in the classroom. From the analysis of the data collected from the respondents some of the major findings are drawn below:

- a. The teachers who participated in the study perceived that reading is a means through which meaning is generated or created from the text and acquired as the knowledge. It has also been coined that teaching reading is the process of interpreting a message and extracting information or ideas from the text which we read. Teaching reading is a way which makes the text comprehensible and helps developing vocabulary, oral skill and communicative skill.
- b. I found that to these teachers the purpose of teaching a reading text is to develop the comprehensive capacity of the learners. Its next purpose is to make learners skillful in reading and make them independent readers who can tackle any kinds of problems themselves in the absence of teacher. It has also been found that the sole objective of teaching reading is to abstract information and knowledge which explores students'

hidden potentiality. Another reason of it is to develop receptive and productive skills of language.

- c. Majority of the teachers were found beginning their lesson with warm-up; asking questions based on the topic. They linked their lesson exploiting the background knowledge. They started their lesson telling stories, comics, jocks to hold the students' attention. Six teachers were using signpost questions to motivate and bind students under the periphery of the objectives. Three teachers (T4, T8, T13) were found starting their class directly.
- d. In while-reading stage, most of the teachers got their students to read the text and they were asked to answer the questions. Vocabulary as well as pronunciation was also focused in this stage. Teaching through model reading was also found one of the souls of this stage. Some teachers were found asking the questions to the students to make them alert about the lesson. It was also found that students were given opportunity to exploit their knowledge by creating the problem. Two of the teachers were found not providing any opportunity to the students to read the text. They were found deliberating their classes through the lecture method.
- e. It could be found from the majority of the teachers that post-reading stage is the stage of evaluation. In this stage, they made their students do the exercises to solve the problems of the book, review the text, guess the new events and sum of the text orally. Four of the teachers were found giving the writing exercises of the book to know the understanding of the students. Two teachers believed in open discussion and threw the questions to the mass. Likewise, three of the teachers tried to know the understanding of vocabulary items. Almost all teachers were ready to provide immediate feedback to the students. Only one teacher was not found doing anything in this stage.
- f. More than fifty percent of the teachers played the role of the facilitator in their classroom. They had been found creating the friendly

environment in the classroom while delivering their lessons. Seven of the teachers conducted the teacher –centered classes. They had been playing the dominating roles towards their students in their classroom.

- g. The majority of the teachers were found involving their students in communicative activities by providing them the different topics. It had been coined from T12 that we could develop the communicative competence of the students by providing them a debatable topic and making them discuss in the group or pair. The classroom of T3 was found active and live as he actively involved his students in discussion in the groups and presentation by the group leaders from one group to another. The majority of the teachers were not found following the essence of communicative activities in the classroom as their students were not involved in any type of communicative activities.
- h. I found majority of the teachers eliciting the responses of the students towards the reading text after they finished it. They elicited the responses by asking some oral questions and other two through the written exercises. Three teachers (T4, T7, T13) were not found eliciting the responses of the students towards the reading text. They did not provide the chance to the students even to read the text.

From the overall findings of the study, I found all English teachers positive for implementing the new techniques of teaching reading but some of them failed to do it due to the lack of resources and the ideas.

## **4.2 Discussion**

The in-depth analysis of the data and its interpretation is presented in my discussion as separate themes below:

### **Theme 1 Teachers' Opinion on Teaching Reading**

While analyzing the questionnaire and interview, I have found different kind of concepts related to the teachers' opinion on teaching reading. Among the fifteen teachers, four of them (T2, T3, T12, T15) defined reading as a means of

generating meaning or ideas. Three teachers (T4, T5, T10) emphasized that knowledge can be acquired through teaching reading. They claimed that they could get the information through teaching reading.

Among the teachers, three of them (T6, T9, T14) gave the priority on receiving message through the reading text. According to T14, “Teaching reading is the process of interpreting a message and to extract information from the text we read. It is to recognize the printed symbols of paper. In teaching reading, the students are fully trained to read words in significant groups recognizing their shapes and meaning together.”

T2 focused on making the text comprehensible. He gave little different views in his interview comparing to the questionnaire. He told in his questionnaire that teaching reading was to generate meaning from the text. But in the interview, he says, “Teaching reading refers to make the text comprehensible rather than teaching the literal meaning of the text.”

The rest of the individual teachers centralized their ideas in different language learning fields. T1 told that teaching reading developed the oral skill of the learners. T8, T11 and T13 focused on vocabulary building, developing communicative skills and to do different activities in different context.

Different teachers opined their own ideas regarding teaching reading. Majority of teachers focused their message on generating meaning and ideas through the text. From this interpretation, based on the data text, it was known that teaching reading is an umbrella term which encompasses different ideas and knowledge of the language. Teaching reading is the process of making text comprehensible through which new idea and messages are generated and acquired.

## **Theme 2      Need for Reading a Text in Language Classroom**

The seven teachers (T1, T5, T6, T8, T10, T11, T13) expressed that they focused their ideas that the purpose of teaching a reading text is to developed the comprehension capacity of the students. According to them, students have

to pronounce the words and they understand the meaning of the text along with improving their pronunciation. The need of conducting teaching reading is to help the students to develop their phonological capacity along with syntactic and semantic structure of language. As T8 opined, “The purpose of teaching reading is to make them skilled in pronunciation. So, they will be good in English language. In school also, they are not familiar with the text. They read it but they cannot pronounce it correctly.” She focused on the pronunciation of the words to make them good in the spoken language which can be done through teaching reading.

The classroom observation showed that three teachers (T1, T10, T11) were not found following the pronunciation skill even if they have talked its importance in their questionnaires and interviews. Four teachers (T5, T6, T8, T13) were found focusing on pronunciation during their classroom observation. The T6 was found giving more emphasis on pronunciation than others. He pronounced the words as a model and got his students to follow him.

While going through the questionnaire and interview of four teachers (T2, T3, T4, T6), it was known that the purpose of reading a text in the classroom is to make them independent readers who can tackle any kind of problem themselves in the absence of teacher independently. According to T2, “We teach reading to the students in order to make them comprehend a text independently in their real life situation. To make an independent reader, students should be given the reading space to generate or to explore their new ideas. The more they exploit the reading text, the better reader they will be.”

Classroom observation form showed that three teachers (T2, T3, T6) were tried to capture their mission to make their students independent readers. They were provided a lot of opportunities to their students to exploit the text. They were asked questions based on the text and get them to involve finding out the answers of those questions. But T4 was not found doing such types of activities even if he was emphasized this idea in his questionnaire and interview.

Two teachers (T7, T15) centralized their ideas on building vocabulary. According to them, without developing vocabulary, reading is impossible. So, building vocabulary is the most important thing for introducing reading in language classroom. While observing their classroom, they were not found emphasizing vocabulary items but they were giving more emphasis on stress and intonation.

T12 opined his view different from others. He said that teaching a reading text in the classroom is to grab the information and knowledge from the text which develops the students' hidden potentiality. It gives pleasure to the students after the completion of the text. From the observation sheet, he was found committed teacher to fulfill his said things. He provided the opportunity to the students to get involved them to grab the information from the text.

Rests of the teachers (T9, T14) opined their views on the purpose of teaching a reading text in the classroom are to develop receptive and productive skills of language. As in their classroom observation, they were found focusing on reading and speaking skills but not found focusing in listening and writing skills.

### **Theme 3      Techniques for Teaching Reading**

This theme is based on the methodology which was discussed into three major categories – pre-reading activities, while-reading activities and post-reading activities.

**i)      Pre-reading activities**      I went through the questionnaire of the fifteen teachers. And, I found their different views regarding pre-reading activities. The report of the questionnaire showed that seven teachers (T1, T2, T3, T5, T9, T12, T13) began their lesson from warm-up. Beginning of their lesson, they started asking questions based on the related topic. They got their students to guess about the reading text with the help of the picture given in the book. Then they made their students share their prior knowledge and experience in the classroom. They linked their lesson asking questions based on



their background knowledge. As T3 in the questionnaire writes, “Warm up is done through asking questions about the text. What is going to be done in the classroom; the learners can guess about the text or the lesson in this stage. Teachers can talk about pictures, can ask questions etc. then learners can guess it.” In the same regard, T2 said,

“In pre reading stage, mainly, I want the students to warm up for reading. And in order to warm up them, I talk about the topic, subject matter. I don’t say what they are going to read. In text book also there are some pre-reading activities. There are some questions and pictures. And according to the instruction of the text book, I ask the students to look at the pictures and ask the questions. I ask them to answer and to discuss about the picture so that they get some ideas, some prior knowledge in the text what they are going to read.”

From the questionnaire, six teachers (T4, T6, T7, T11, T14, T15) focused their view on motivation. They started their lesson telling stories, comics, jokes to hold the students’ attention. They also used signpost questions to motivate their students in their classroom. Motivation made them ready to learn something new from the lesson. T15 said that she motivates the students for reading with some signpost questions and elicits their background knowledge related to the text.

Likewise, T10 puts a little different view from others. She started teaching reading directly without motivation and warm up. She emphasized that there is no fixed structure of pre-teaching reading. The other teacher, T8 also did not begin her lesson with warm-up and motivation. She concentrated her teaching implementing with difficult vocabulary.

There were some disputes between interview and questionnaire. T4 gave different view in his interview. He said in his interview that he starts his lesson describing the text, teaching new vocabulary and providing the summary of the reading text. Likewise, T10 put different view in his interview too. He got his students to guess about the topic but this kind of activity was not mentioned in

his questionnaire. By the same way, the contradictory view was kept forward by T14 too. He said in questionnaire that he motivates students and gives reason for reading while starting teaching reading but in interview he said that he begins his class teaching vocabulary items.

From the classroom observation, majority of the teachers were found following what they have written and said in the real classroom situation. But three teachers, (T8, T10 and T13) were not found having uniformity in their said and written things. T8 wrote in the response to the questionnaire that she would start teaching reading with vocabulary items but she was not using it while she was being observed. Likewise, T10 writes in her questionnaire that she would start her lesson directly without revising the previous lesson. But she was found revising the lesson. T13 mentioned in his questionnaire and interview that he would start teaching reading with warm up. But in classroom observation he was not doing so rather he was found starting his lesson directly.

**ii) While-reading activities** The data of the questionnaire showed that majority of the teachers were provided space room for the learners and they played the role of facilitator. They did not explain the text directly but got their students involve providing different kinds of activities. Students discussed about the topic given by their teachers in the group and pair. If the students cannot solve the problems or commit the mistakes, the teachers helped them and explained the text and extract the information. T6 said, “This is the stage for reading comprehension. In this stage, readers read the text. They read the text and they are evaluated and watched by the teacher. The teacher presents the task and students do as the instructions given by the teacher. They can extract specific information from the text.”

Two teachers (T4, T11) used different techniques than others. They gave emphasis on the explanation of the lesson. But T11 gave focus on description as well as group discussion and individual question –answer discussion.

On the other hand five teachers (T2, T5, T8, T10, T13) were given their attention on vocabulary teaching in this stage. They asked their students to go through the text and find out the difficult vocabulary items. The T2 writes, “Asking the students to read quickly and answer some anticipation questions given in the book or extra making them read for a second time underlining difficult words, dealing with new words through vocabulary exercise given in the book or using a dictionary or using word-meaning list, explaining any new word that has contextual meaning.” T5 and T8 were added little more emphasis on pronunciation as well. If students commit mistake while pronouncing the words, they would correct them.

T13 gave emphasis on vocabulary teaching as well as model reading. According to him, he asks the bright students to read the text as the model and average students are instructed to copy his/ her reading style. He asks his students to underline the difficult words and phrases and provides the meaning. He gives the concept or ideas going through the reading text and asks them some questions in order to make them attentive in classroom. And finally he provides the summary to his students if necessary.

While analyzing the interview of the teachers, majority of the teachers kept consistency in their interview and questionnaire. But three teachers (T1, T5, T8) did not try to maintain consistency. T1 added model reading teaching in his interview. Likewise, T8 also emphasized in model reading. She says that she would show model reading in the classroom so that students can imitate her reading style.

The classroom observation of the teachers’ shows that majority of them were followed the similar kinds of activities as they have said in their interviews and questionnaires while teaching reading. In this stage, they ask their students to read the text and underline the difficult vocabulary. They write difficult words on the board and give the meanings of them using the context. After this, they again get their students involved to solve the assign tasks in group or pair. If

students cannot solve the problem themselves, the teachers help them to solve them.

In spite of the existence of common properties found of the majority of the teachers, there were individual differences as well. T1 read the text himself as a model and asked his students to listen it carefully. After that he described the text leaving some gaps. These gaps encouraged the students to find out the next event. He asked cross questions to check whether the students have understood or not.

T7 did not do the activities as other teachers perform in the classroom. His teaching was based on lecture method (one way communication). He goes on explaining the text without giving the opportunity to his students to speak even a single word. Students seem to be passive listener so they do not respond to their teacher. In the same way, T4 also speak much and do not involve his students to solve any kind of problem. He goes on explaining what he knew.

After analyzing the three data texts (questionnaire, interview and classroom observation), I came to know that majority of teachers have honestly followed the things what they have written and said in the questionnaire and interview. Very few teachers did not follow the things what they have said and written. There was not a single method to implement a reading text in this stage. It varied from one teacher to another.

**iii) Post-reading activities** The report of questionnaire and interview showed that almost all teachers have expressed their same ideas in case of post-reading activity. They got their students solving the exercises, finding the answer of the questions and got them to prepare the summary. In spite of similarity, there were little bit different views expressed by T3, T5, T6, T8, T9, T11, T12, T13 and T14. They got their students exploring the new ideas from the problems. T6 said, “Reading skill develops through sequence of learning. Teacher provides the students an opportunity to review the text. They get

chance to express their personal experience and knowledge in this stage. Teacher provides some clues to the students in this stage.”

Another group of teachers T1, T7, T10 and T15 focused on asking question and providing them feedback if necessary. After feedback they got their students write the summary and sum up their lesson.

T2 and T15 conducted the post reading activity through open discussion and knowledge sharing among the students. Students generated the answers or confirmed the answers through discussion. Both teachers’ and students’ views were respected. Teachers let their students guess the new event through discussion.

From the classroom observation of post-reading activity, it was found that majority of the teachers conducted their post reading activity through asking question orally to conform whether students have understood or not. They used W/H questions as well as Yes/No questions. They provided feedback to their students in their need. They threw individual as well as group questions.

T6, T8, T9 and T11 were found emphasizing in writing activities in their classroom. They got their students solve the problems through writing. After completing the writing, they gave home assignment and sum up their lesson.

T5, T6 and T13 were given more focus on vocabulary items. They asked their students to provide synonyms or antonyms of the words which were associated with the reading text. They used objective questions as well as subjective questions orally to conform the understanding of the students. The T7 asked his students to summarize the lesson orally. The T4 did not do any kind of activity in post reading stage.

From the overall observation of the three data collection tools, the majority of the teachers were followed the activities mentioned in their questionnaire and interview. But T4 did not do anything what he has said and written.

#### **Theme 4      Role of the Teacher in the Classroom**

The questionnaire and interview of the teachers reflected that almost all of them played the role of facilitator in the classroom. They created friendly environment where students can learn the lesson in the better way. Students were made to solve the problems in the group or pair. If the students felt any difficulty solving it, the teachers gave them clue or guideline to solve the problem. As T5 said, “I don’t do anything in the classroom, everything they do it. I make them read. They read it and find the answer. Of course, I make the environment of reading. I play the role of facilitator.” Such types of learning become interesting and retain for a long time in their brain. The roles of the students seem to be active participants in language learning. This kind of activity makes students independent.

In classroom observation, I found seven teachers (T1, T4, T6, T7, T10, T13, T14) were not playing the role of the facilitator as they mentioned in their interview and questionnaire. Their classes seemed to be teacher-dominant classes. They kept on describing and explaining the reading text themselves. They did not create the learning space of the learners. The students seemed to be passive listener. The students did not get any opportunity to exploit their knowledge.

In conclusion, the role of seven teachers seemed to be following teacher-centered class where as the role of eight teachers seemed to be following the student-centered class because they create the learning environment. Thus, we can say that the eight teachers played the role of real facilitator while teaching a reading text in the classroom in comparison to the seven ones.

#### **Theme 5      Involvement of Students in Communicative Activities**

The report of questionnaire showed that almost all teachers got their students to involve in communicative activities providing different kinds of topics or exercises. The teachers encouraged them to participate in activities. Students got chance to have a discussion on the given topic through pair work and group

work. The students played the role of assigned character in the drama. These kinds of activities gave them the great opportunity to develop their communicative skills. The leader of the group was asked to present the topic in the classroom. These activities developed the speaking confidence in the mass.

T12 provided the debatable topic to his students and got them to have a discussion on it. Students got chance to exploit their knowledge while arguing the topic. He writes in the questionnaire, “Students are initiated to involve in communicative activities by giving debatable topic in a pair or group. They argue on it by exploiting their background knowledge.” This kind of activity makes learners logical and argumentative.

The interview report showed that T1 put different ideas about group/pair work. He said that he did not encourage his students to take part in communicative activities through group/pair work because it makes the class noisy and there will be problem in teaching learning activities. Likewise, T2 put different view in his interview that he did not use role play in his language classroom. But he told that it helps to develop the communicative competence of the students.

The majority of teachers were found following the things which they had mentioned in their questionnaire and interview. But T4 and T7 did not follow the essence of the communicative activities in the classroom. They just explained the topic one way and sum up their lessons. They knew the importance of communicative activity and had the positive response about it; they were not found using it.

T3 did paramount work in his language class. He conducted his class dividing the students into different groups and provided the topic and then he got them to discuss. When all the groups find the conclusion of the topic, the teacher again got them to have a discussion from one group to another group. The students actively took part in the activities. They used the target language in a very great deal.

## **Theme 6 Eliciting the Students' Response**

The questionnaire showed that five of the teachers (T2, T3, T4, T7, T11) elicited the students' response towards the reading text in a very great deal. T1, T5, T6, T9 and T10 got the response of the students a lot. Likewise, the rest of the teachers reported that they elicited the students' response towards the reading text a little.

In the interview, majority of the teachers said that they elicit the students' response by asking them some oral questions. T2 gave the same view like others and added that he sometimes elicits the students' response by making them write the answers of some comprehensive questions. T3 and T7 put their ideas that they can get the response of the students asking them some vocabulary. T3 further added that he asks some quiz type of questions to elicit their response. He told that students were from the different family background. They might have different desires and ideas. He went a head according to their desires and ideas. He said in his interview, "Every student has different idea. We can say that, in the classroom, the students come from different family background and study the same topic. Regarding to their desires and ideas, I go ahead. I ask questions, cross-questions, vocabulary, quiz type of questions and get the ideas of them." By the same way T8 also asked some oral questions to the students after they finish reading but she wrote all the responses of the students on the board and discussed on them. T5 focused on individual care. He went to every individual and asked for the individual response. He also gave priority on asking oral questions. T12 said that he writes some questions on the board and asks the same questions to the students.

T14 mentioned different technique than other to elicit the students' response towards the reading text. He said that he forms different groups of the students and asks them to share their ideas with the group members and other groups too. Likewise, T9 put his view that he makes the competition among the students. He encourages the students to create the questions from the text and asks to other groups.



T11 asked the students to read the text and find out the gist of it. He encouraged the students to make the summary of it. T15 made her students predict the next event. She also asked about the characters if they were reading a story or a drama together with some oral questions.

The majority of the teachers were found doing the same activities in their classroom which they told in their questionnaire and interview. Thirteen teachers asked short comprehensive questions to get the students' response towards the reading text. T3 asked the questions to the whole class first. Then, he divided the students into different groups and made them read the text again and got their responses through their group leaders. He made the students play the quiz contest among the groups. I found the similarity in his saying and doing.

Some teachers, asking some questions did little different activities than others. T7 and T13 did not give chance to the students to read the text. They just described the reading text themselves and asked some questions related to the text after finishing their description. The students also gave some response to their questions. T5 and T6 encouraged their students to give the response to the reading text. They immediately provided feedback in their response. T11 made his students tell the message of the reading text.

I found contradiction between the interview and the classroom practice of T4, T9 and T14. T4 in his interview told that he makes the students to read the text and asks more questions to get their response towards the reading text. But, in his class, I found describing whole the text himself without leaving any space to the students to express their responses. T9 in his interview focused on the competition among the students. He asked the message of the text instead of making them compete to each other. Likewise, T14 emphasized on the idea share among the groups. In his classroom, he was not found forming the groups of the students. He threw some questions to the whole class.

From the overall interpretation, the majority of the teachers were found getting the response of the students towards the reading text. They also provided enough chance to read the text and make some responses on it. T4, T7 and T13 did not give chance to the students to read the text even.

## **CHAPTER -FIVE**

### **SUMMARY, CONCLUSIONS AND IMPLICATIONS**

In this chapter, I have presented the summary of the findings based on the results and discussion of the data. Then, I have drawn the conclusions from the findings which had largely contributed to suggest some points for the readers of the study. Finally, I also made some implications from the findings and the conclusions of the study.

#### **5.1 Summary**

The present thesis entitled with techniques implemented by English teachers while teaching reading skills was an attempt to find out prevalent techniques used by the secondary level English teachers and the teachers opinion towards it. In order to collect the data, questionnaire, interview and class observation were used. Seventeen close-ended and six open-ended questions were prepared for questionnaire. Similarly, eleven questions were asked in the interview. While observing the classroom, the preparation of instructional materials, setting of learning environment, use of teaching resources and techniques, role of teachers and learners were marked and compared with the information gathered from the questionnaires and interviews. It was given more focus on the teaching techniques of the teachers to explore the reliability and validity of the information collected from the questionnaires and interviews.

Fifteen secondary level schools were selected by using the purposive non-random sampling method from Kathmandu Valley and one secondary level English teacher was selected from each school by using the same procedure. Among them three were females and twelve were males. Questionnaires were distributed to the selected teachers with clear instructions. Those questionnaires were prepared especially to draw the facts focusing on how to teach a reading text in the classroom and the teachers perceptions towards teaching reading text. Different parameters like way of reading skills (such as extensive reading,

intensive reading, skimming, scanning), knowledge in teachers (such as teachers' opinion on teaching reading, need for reading a text in language classroom), stage wise awareness in teaching techniques (such as pre-reading stage, while reading stage and post-reading stage) and teaching procedures (such as role of teacher in teaching reading, communicative language teaching, reader-response) were included as the influencing factors of teaching techniques.

In short, this study is descriptive in nature which made use of open-ended questionnaire to elicit the required information from the respondents.

The detailed discussion of the responses from the respondents are included in the research with major finding that English language teachers 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 the text while teaching reading skill. They drew 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 helps them to develop their English language. In the final stage, the teachers were organized question-answer session to know the students' understanding.

The majority teachers played the role of the facilitator in their classroom. They created friendly environment while delivering their lessons. They had involved their students in different communicative activities and elicited their responses to develop the communicative competence of the students.

During the research some teachers were not found having uniformity in their said and written things. However, perception of teaching reading of teachers were not enough to improve performance of the students. There must be awareness on teachers, and implementation in the classroom teaching and learning. Until and unless, there is not any practice of the reading techniques in the classroom, it cannot increase the students' performance.

## **5.2 Conclusions**

The main focus in this study was to explore the techniques implemented by the teachers in the ELT classroom. I crossed several stages of the study in course of extracting the conclusion. I was inspired to carry out this study with my own teaching and learning experience.

Teaching reading is a means of generating meaning or ideas, and receiving message from the text by which knowledge can be acquired. It is a way through which comprehensive capacity of the students is developed. The students read a text in order to get the gist and message in it. The main purpose of teaching reading skill is to make the students competent in communication.

Some teachers had the knowledge of pre-reading but they fail implementing it in the actual classroom situation. They know that class should be started with warm-up but in actual teaching, they start their lesson directly without motivation and warm-up.

In while reading stage, majority of teachers created the space for students for learning. Here, students learn reading comprehension by exploiting their background knowledge and teachers play the role of facilitators. Some teachers do not create the space for students. They start their lesson exploiting each and everything. Most of the teachers asked the questions to the students orally in post-reading activities to conform whether they have understood or not.

I conclude that majority of teachers play the role of facilitator in the classroom. They do not teach but they create learning situation only. If the students feel

difficulty solving the problem, the teachers give them clue or guideline to solve it. From the observation, some teachers do not seem to play the role of facilitator even if they claim in their interviews that they play the role of the facilitator.

Most of the teachers get their students to involve in group or pair for discussion about the topic. They encourage the students to participate in the activities. But some teachers do not follow the essence of communicative activities in the classroom. They just explain the topic in their own way and sum up their lesson.

The teachers cannot claim that their students understood and got the message of a reading text until they elicit the response of the students. They need to discuss about the reading text with their friends as well as the teachers and present it to the class. It could not be found in the classes of some of the teachers as they were not trained well.

### **5.3 Implications**

On the basis of above mentioned conclusions, I would like to make the implications in following three levels.

#### **5.3.1 Policy level**

- a. The policy makers like Ministry of Education (MOE) and Department of Education (DOE) should make clear policy for the empowerment of English language teachers and mobilize the authority below to implement it for the development of professionalism of the teachers.
- b. All English teachers should follow curriculum and teacher's guide of English language for making their class effective.
- c. The teachers need to involve the students in communicative activities to develop their communicative competence.

### **5.3.2 Practice level**

- a. The educational institutions where English language teachers are working should provide supportive environment to make them prepare lesson plan and teaching materials. They should not consider it as extra burden but should support the language teachers in their needs to make their institutions excellent.
- b. The training programme organizers and the teacher educators should focus more in the practical than the theoretical one especially in facilitation skill in reference to teaching reading. And, they should organize the training time and again to refresh the teachers.
- c. The teachers should not be given heavy loads (more classes). If they are asked to teach more periods, they become exhausted and cannot conduct the class properly which ultimately harms to the students.
- d. There is a need to the teachers to utilize and implement their theoretical knowledge in their real classroom.
- e. The teachers need to observe the activities of the overall students. They should move across the class and assign their curies to support their reading.
- f. The school administration needs to support the teachers providing the teaching materials. The teachers should also use them properly to make their classroom effective and meaningful.
- g. The teachers need to give clear instructions about the assigned activities in the classroom. If the instructions are not clear, the outcome may be different from their expectation.
- h. There is a need to provide the opportunity to the students to read the text and they should elicit the responses of the students towards the text instead of explaining it by themselves.

### **5.3.3 Further Research level**

The present research will be very helpful for those who want to carry out further research in similar topics. The study is an attempt to assess how

teachers teach reading texts. It will be helpful to develop some insights to the ones who ever want to know the teaching techniques for reading texts. The outcome of this research will also be useful for anyone interested in the field of teacher development, especially teacher trainers, education planners, book writers and policy makers. It will also hopefully be useful to researchers and students. It will equally be useful for schools and their head teachers, teachers, especially English teachers. The findings and conclusion of the research cannot be generalized for whole country.

In conclusion, I would like to suggest that all the involved authorities and personals should pay more attention towards the students to develop their language skills, especially the reading skill.



## References

- Bamford, J & Day, R. R. (Eds.).(2005). *Extensive reading activities for teaching language*. Cambridge: Cambridge University Press.
- Bhattarai, G.R. (1986). *Methods of teaching English*. Jhapa: Bhattarai Bandu Prakashan.
- Bhattarai, P.P.(2004). *A study on reading comprehension and speed of PCL 1<sup>st</sup> year and grade eleven students*. An Unpublished thesis of M.Ed., T.U. Kirtipur.
- Bhattarai, H. P. (2010) .*Teaching reading at Bachelor level: A study of classroom activities*. An Unpublished thesis of M.Ed., T.U. Kirtipur.
- Brandes, D. & Ginnis, P. (1996). *A guide to student –centered learning*. London: Staney Thrones Ltd.
- Brown, H. D. (1994). *Principles of language learning and teaching*. London: Prentice Hall
- Curriculum Development Centre (2008). *Secondary level SLC examination grid*. Bhaktapur: Auther.
- Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education* (5<sup>th</sup> ed.). London & New York: Routledgefalmer.
- Crosswell, J. W. (2003). *Research design*. (2<sup>nd</sup> ed.). London: Sage Publication.
- Cullingford, C. (1998). *The effective teacher*. London: Redwood Books.
- Doff, A. (1995). *Teach English*. Cambridge: Cambridge University Press.

- Gautam, H.P.(2009). *Activities used by teachers while teaching reading*. An Unpublished thesis of M.Ed., T.U., Kirtipur.
- Gebhard, G. J. (2006). *Teaching English as a foreign or second language*. (2<sup>nd</sup> ed.). Michigan: The University of Michigan Press.
- Gephard, G. (1989). Perspective on teaching and learning EFL. In Karl, T. (Eds) (1994). *Teacher development; Making the right move*. Washington, D. C.: United States Information Agency.
- Greenwood, J. (1996). *Class readers*. New York: Oxford University Press.
- Grellet F.(1981). *Developing reading skills*. Cambridge: CUP
- Harmer, J. (2001). *The practice of English language teaching*. (3<sup>rd</sup> ed.). Harlow: Longman.
- Hashim, F. (2002). Nurturing the independent reader: Extending the ‘Scaffold’ metaphor. In M. K. David & F. Hashim (Eds.), *Developing reading skills*. Malaysia: Kum- Vivar Printing Sdn. Bhd.
- Hedge, T. (1996). *Using readers in language teaching*. (2<sup>nd</sup> ed.) London: Macmillan Publishers Ltd.
- Hornby, A. S. (2000). *Oxford advanced learner’s dictionary*. (6<sup>th</sup> ed.). Oxford: Oxford University Press.
- Jordan, R. R. (1997). *English for academic purpose. A guide and resource book for teachers*. Cambridge: Cambridge University Press.
- Khaniya, T. R. (2005). *Examination for enhanced learning*. Kathmandu: Millenium Publication (P) Ltd.
- Kyriacou, C. (2001). *Essential teaching skills*. (2<sup>nd</sup> ed). London: Nelson Thornes Ltd.
- Nunan, D. (1992). *Research methodology in language learning*. Cambridge: CUP
- Nuttall, C. (1996). *Teaching reading skills in a foreign language*. London: Heinemann.
- Nuttall, C. (2000). *Teaching reading skills in a foreign language*. London: Heinemann.

- Pandey, B. (1999). *Teaching English: theories of methods*. Kathmandu: M.K. Publishers and Distributors.
- Poudel, C.M. (2005). *Communicative proficiency of M.A. and M.Ed. first year students*. An Unpublished thesis submitted to Tribhuvan University, Kathmandu.
- Renandya, W. A. & Jacobs, G. M. (2004). Intensive reading : why aren't we all doing it? In Richards, J.C. & Renandya W. A. (Eds), *Methodology in language teaching*. (4<sup>th</sup> ed.) Cambridge: Cambridge University Press.
- Richards, J. C. & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. (2<sup>nd</sup> ed.) Cambridge: Cambridge University Press.
- Siberstein, S. (1994). *Techniques and resources in teaching reading*. New York: Oxford University Press.
- Snape, D. & Spencer, L. (2003). The foundations of qualitative research. In Ritchie, J & Lewis, J. (Eds.) *Qualitative research practice*, (pp.1-23). London: Sage Publication.
- Subedi, H.L. (2003). *ELT theories and methods*. Kathmandu: Neema Pustak Prakashan.
- Tyson, L. (1999). *Critical theory today: a user friendly guide*. New York: Garland Reference Library of the Humanities.
- Ur, P. (1991). *A course in language teaching practice and theory*. Cambridge: Cambridge University Press.
- Ur, P. (1996). *A course in language teaching practice and theory*. Cambridge: Cambridge University Press.
- Wagle, R.D. (2003). *Reading Comprehension and reading speed of ninth grade*. An Unpublished Thesis of M.Ed., T.U. Kirtipur.
- Wallace, C. (1996). *Reading*.(4<sup>th</sup> ed.) Oxford: Oxford University press.

## Appendices

### Appendix I

#### Questionnaire for Data Collection

Dear Sir/Madam,

This questionnaire has been prepared for the purpose of my research study entitled ‘**A Study of Techniques Implemented by English Teachers While Teaching Reading Skills**’ under the guidance and supervision of Dr. Anjana Bhattarai, Reader and Head, Department of English Education, T.U., Kirtipur. Your cooperation in completion of the questionnaire will be of great value to me. Please feel free to put your response required to the questionnaire. I assure you that your responses will merely be used as information for the research and will have no harmful effect upon your career.

Respondent’s information

Name (Optional):-

Academic qualification:-

School (Optional):-

Teaching experiences (No. of years)

Please tick ( ) in the suitable box.

S.N.	Statements	Not at all	Very little	A little	A lot	A very great deal
1.	I prepare a lesson plan for teaching reading					
2.	I ask signpost questions to motivate the students and					

	active their background knowledge.					
3.	I discuss the pictures, diagrams used in the English text.					
4.	I ask my students to scan the particular piece of information from the text.					
5.	I pre-teach difficult words used in the text.					
6.	I tell students about the purpose of reading text.					
7.	I tell the summary of the text to the students.					
8.	I involve students to find out the main idea of the text.					
9.	I provide opportunities to the students for communicative activities.					
10.	I directly teach unfamiliar vocabulary items used in the text.					
11.	I encourage students to guess the meaning of unfamiliar words.					
12.	I elicit the responses of the students towards the text.					
13.	I ask students to use the reading text for practicing writing.					
14.	I encourage students to recognize link words and reference in a text.					
15.	I make the students read the text aloud.					
16.	I encourage students to read longer text for fun and pleasure.					
17.	I play the role of facilitator in the classroom.					

1. What do you mean by teaching reading in the classroom?

-----  
-----  
-----  
-----

2. What is the purpose of teaching reading in the classroom?

-----  
-----  
-----  
-----  
-----

3. How does a lesson plan help?

-----  
-----  
-----  
-----

4. What activities do you do in the following stages?

Pre-reading (before-reading) stage.

-----  
-----  
-----  
-----

While-reading stage. (In this stage the actual reading takes place)

-----  
-----  
-----

-----  
-----  
-----  
-----  
-----

Post- reading stage. (After reading the text is over)

-----  
-----  
-----  
-----

5. What type of roles do you aim your students in the classroom while teaching reading?

-----  
-----  
-----  
-----

6. How do you involve all students to your class in the communicative activities?

-----  
-----  
-----  
-----  
-----

## **Appendix II**

### **Interview Questionnaires**

1. How do you perceive teaching reading?
2. What is the purpose of teaching a reading text in the classroom?
3. Do you prepare the written lesson plan and teaching materials?
4. Are you aware about the stages (pre-reading, while-reading, post-reading) of teaching reading? What do you know about them?
5. Please tell the activities that you do in pre-reading(before reading) stage.
6. Please tell the techniques that you follow in while-reading stage.(In this stage the actual reading takes place)
7. What types of activities that you do in the post-reading (after-reading) stage?
8. Please tell me the roles you perform in the classroom while teaching reading a text.
9. What type of roles do you expect from your students in the classroom?
10. How do you involve all students to your class in the communicative activities? Please describe your activities.
11. How do you elicit students' ideas on the reading text?



### Appendix III

#### Classroom Observation Form

School's name:-

Teacher's name:-

No. of students:-

Check the following.

Class:-

- a. Lesson plan: (Yes), (No)
- b. Preparation of instructional materials: (Yes), (No)

S.N.	Activities	Description of the teacher's classroom behavior
1.	Clearification of the purpose of the reading text	
2.	Pre- reading activities	

3.	While- reading activities	
4.	Post- reading activities	
5.	Communicative activities used	
6.	Elicitation of students' ideas on the text.	
7.	Role of the teacher	
8.	Role of the students	

## Comments or Suggestions