STRATEGIES OF TEACHING READING SKILL USED BY SECONDARY LEVEL ENGLISH TEACHERS [926] Krishna Kumar Khatri 2010

STRATEGIES OF TEACHING READING SKILL USED BY SECONDARY LEVEL ENGLISH TEACHERS

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

Submitted by

Krishna Kumar Khatri

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

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DEDICATION

Dedicated

to

My **parents** and **teachers** who devoted their lives making me what I am today.

DECLARATION

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

Date: 2066/11/17 **Krishna Kumar Khatri**

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ABSTRACT

The present study entitled **"Strategies of Teaching Reading Skill Used by Secondary Level English Teachers"** was attempted to find out different strategies of teaching reading skill used by secondary level English teachers and to compare the strategies used by public and private schools' English teachers. Both primary and secondary sources of data were used in this study. For primary data, ten secondary level teachers, five public and five private, were purposively selected from Ilam district as the sample and five classes of each teacher were observed with the help of observation checklist and a set of questionnaire also distributed to the selected teachers to draw their opinions on teaching of reading skill. The data collected from observation checklist and questionnaires were minutely analyzed. After the analysis, it was found that teaching of new vocabulary, frame of reference, loud reading, silent reading, comprehension questions, matching half items, discussion, pair work, group work and summarizing the text were frequently used by secondary level English teachers for teaching reading skill. It was also found that loud reading, skimming, matching half items, multiple choice items and reading and translating were more frequently used by the teachers of public schools than their private school counterparts whereas silent reading, scanning, comprehension questions, conversation across time, collaborative annotation strategies were more frequently used by the teachers of private schools than public ones.

This study consists of four chapters: Chapter one introduces the study in terms of general background, review of related literature, objectives of the study and significance of the study. Chapter two deals with the methodology which consists of sources of the data, population of the study, sampling procedure, tools for data collection, process of data collection and limitations of the study. Likewise, chapter three deals with the analysis and interpretation of raw data which were done by using percentage, tables, charts and diagrams. Finally, chapter four deals with the findings and recommendations of this study.

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LIST OF SYMBOLS AND ABBREVIATIONS

B.Ed.	Bachelor of Education
B.S.	Bikram Sambat
CUP	Cambridge University Press
Dec.	December
Dr.	Doctor
e.g.	Exampli gratia (for example)
ELT	English Language Teaching
et al.	and others
etc.	Et Cetera
i.e.	Id est (that is)
M.Ed.	Masters in Education
No.	Number
NELTA	Nepal English Language Teachers' Association
Oct.	October
OUP	Oxford University Press
p.	Page
Per.	Percentage
Prof.	Professor
TU	Tribhuvan University
UK	United Kingdom
Viz.	Videlicet (latin, namely)
Vol.	Volume
%	