

# **CHAPTER ONE**

## **INTRODUCTION**

This study entitled "Strategies of Teaching Reading Skill Used by Secondary Level English Teachers" consists of general background on language skills, objectives, components, techniques and stages of teaching reading skill. It also includes a short introduction of teaching strategies. Moreover, review of related literature, objectives of the study and significance of the study are also included in the introduction.

### **1.1 General Background**

Language is the most widely used means of communication. The main purpose of teaching a language is to enable the students to communicate in that language. In order to communicate in language, one should have mastery over different skills and aspects of that language. Skills of language refer to the ways and manners through which language can be understood and delivered in different forms of communication. There are four skills of language. They are listening, speaking, reading and writing. This is the natural order of language skills. Human beings learn to listen and speak naturally. They are situationally compelled to listen and speak. They acquire these two skills of the first language without any conscious effort. Thus, listening and speaking skills are referred to as primary and obligatory skills. On the other hand, reading and writing skills are called secondary and optional language skills because these skills are acquired or learned only after acquiring listening and speaking. To learn these skills, we need conscious efforts.

Similarly, language skills can also be classified into two types. They are:

- i) Receptive skills
- ii) Productive skills

Generally, listening and reading are viewed as receptive skills. It means that we receive a message or information through listening and reading. On the other hand, speaking and writing are taken as productive skills. That means while learning these skills, a learner produces some kind of message and information in the form of speech and through writing.

Thus, language skills are classified into different ways. However, we cannot draw watertight distinction between them. While learning and teaching a language, these four skills are often overlapped and interlinked with each other. All these skills are equally important in their own way. We cannot say one skill is more important than the other. These skills are the basic properties of language. So, we should give equal emphasis to each skill to learn a language as a whole.

### **1.1.1 The Reading Skill**

Reading is the third in its order and it is receptive language skill. Simply, it is a process of absorbing printed information in a text. Moreover, it is a way of grasping information from the graphic symbols. It is also taken as understanding and making sense of a given text. Reading has been defined in many ways. According to Grellet (1982), "Reading as understanding involves extracting the required information from the text as efficiently as possible" (p.1). Similarly, Ur (1996) states, "Reading means reading and understanding" (p. 138). Furthermore, Nuttall (1996) uses the various terms for reading viz. decoding, deciphering, identifying, articulating, speaking, pronouncing, understanding, responding and getting meaning from the text (p.2).

From all these definitions, we can conclude that, reading is one of the language skills. It is a receptive language skill through which reader receives information from the written text. In fact, reading helps to recognize and comprehend the knowledge and information contained in a text. It involves recognition of printed letters, words, phrases, clauses and sentences with meaning.

Reading is also taken as a process of communication between the reader and author. In a text, the writer expresses his own thoughts and feelings in written language and the reader constructs meaning after reading a text. Thus, reading is not only a receptive skill, but also an active skill. Reading constantly involves guessing, predicting, checking and asking oneself questions.

### **1.1.2 Skills Involved in Reading**

Reading is not a single skill rather it involves variety of sub-skills. Various scholars have given different sub-skills of reading. According to Munby (1978 as cited in Grellet, 1981, p.3-4) the main skills of reading are as follows:

- i) Recognizing the script of a language.
- ii) Deducing the meaning and use of unfamiliar lexical items.
- iii) Understanding explicitly stated information.
- iv) Understanding information when not explicitly stated.
- v) Understanding conceptual meaning.
- vi) Understanding the communicative value of sentences and utterances.
- vii) Understanding relations within sentences.
- viii) Understanding relations between the parts of the text through lexical cohesion devices.
- ix) Understanding cohesion between parts of text through grammatical cohesion devices.
- x) Interpreting the text by going outside it.
- xi) Recognizing indicators in discusses.
- xii) Identifying the main point or important information in a piece of discourse.
- xiii) Distinguishing the main idea from supporting details.
- xiv) Extracting salient points to summarize.
- xv) Selecting extraction of relevant points from the text.
- xvi) Basic reference skills.
- xvii) Skimming

- xviii) Scanning to locate specifically required information.
- xix) Transcoding information to diagrammatic display.

Moreover, Harmer (2001, p.201) mentions five sub-skills of reading.

- i) Identifying the topic
- ii) Predicting and guessing
- iii) Reading for general understanding
- iv) Reading for specific information
- v) Interpreting the text.

In fact, reading comprises several sub-skills. We do not mean that it is just a process of vocalization of printed symbols, but it involves the skills like decoding, deducing, deciphering, comprehending understanding, extracting and responding required information from the written text.

### **1.1.3 Types of Reading**

There are different types of reading. Reading can be categorized on the basis of different factors like speed, noise, attention, purpose and the learners' levels.

The main types of reading listed as below:

- i) Reading aloud
- ii) Silent reading
- iii) Rapid reading
- iv) Skimming
- v) Scanning
- vi) Intensive reading
- vii) Extensive reading

These types are briefly identified as below:

### **i) Reading Aloud**

It is also known as oral reading. In this kind of reading, a reader reads block by block. It is mainly carried out to enable the students to read the text with correct pronunciation, articulation, stress, intonation and rhythm. Moreover, it is also done to enable them to read with adequate understanding of meaning of the text.

### **ii) Silent Reading**

This is also known as mental reading. In silent reading, students read the text mentally without producing verbal sounds. It is often required for advanced levels. Silent reading develops students' self-reading habit and encourages making use of dictionary. It facilitates to acquire complete mastery of a language skills and aspects.

### **iii) Rapid Reading**

Rapid reading is also known as faster reading or speed reading. In rapid reading, students are asked to read the text quickly and to achieve greater degree of understanding. It is always silent because loud reading hinders readers' reading speed. Moreover, in this type of reading, readers try to accumulate a lot of information within a limited period of time.

### **iv) Skimming**

Skimming is one of the specific reading techniques necessary for rapid survey of the text. It is usually done to find out gist of the text. Grellet (1981) states, "Skimming is, therefore, the thorough activity which requires an overall view of the text and implies definite reading competence" (p.19). Thus, while skimming, we go through the reading materials quickly in order to get the gist of it, to know how it is organized and to get an idea of the tone or intention of the writer.

### **v) Scanning**

Scanning is also one of the specific reading techniques in which readers read the text to find out particular piece of information. While scanning, we only try to locate specific information and often we do not even follow the linearity of the passage. In scanning, we simply let our eyes wander over the text until we find what we are looking for a name, a date etc. (Grellet 1981). Thus, while scanning the text, the readers do not go line to line through the whole text, but they only try to retrieve what information they are looking for in the text.

### **vi) Extensive Reading**

It is also known as independent reading. It is mainly carried out to train the students to read directly and fluently without the aid of the teacher. It is done for enjoyment and general understanding. Moreover, extensive reading is intended to develop good reading habit and to build up confidence in reading variety of reading materials in foreign language. Grellet (1981) writes, "Extensive reading is usually done for one's own pleasure. This is fluency activity, mainly involving global understanding". (p.2). Thus, extensive reading is a quick reading for general understanding.

### **vii) Intensive Reading**

Intensive reading is also known as detailed reading. In intensive reading, students are required to understand everything they read and able to answer the comprehension questions. It is carried out especially for the study of words, phrases, sentence patterns and other related aspects of the language. As Grellet (ibid) writes, "This is more an 'accuracy activity' involving reading for detail". Thus, intensive reading requires a higher degree of understanding than extensive reading. It proceeds at a slower speed.

### **1.1.4 Teaching of Reading Skill**

Teaching of reading skill is an important part of foreign language teaching and learning. While communicating in foreign language, the interlocutors must be able to read and understand the message what they communicate with each other. Effective teaching of reading refers to not only the process of understanding the information of the text oneself but also a process of making able to understand the text by others. Regarding the importance of teaching reading Ur (1996) writes, "Reading skills need to be fostered so that learners can cope with more and more sophisticated texts and tasks and deal with efficiently: quickly, appropriately and skillfully" (p.147). It states that teaching reading is very much necessary for foreign language learner. It helps the learner to understand the required information from the more and more sophisticated texts and tasks.

Similarly, Moyle (1973) states, "A broader view of the teaching of reading is that it involves the recognition of the important elements of meaning in their essential relations including accuracy and thoroughness in comprehension" (as cited in Bhattarai, 1995, p.103). Here, Moyle emphasizes that while teaching reading, meaning of the text and essential elements viz. accuracy and thoroughness are to be focused. Moreover, in the process of teaching and learning reading skill the teacher tries to make the students able to understand the meaning of text what they read and to encode the language used in the text. Here, Slack (2008) states that successful reading instruction begins and ends with a clear understanding of what students need to know and be able to do as defined by state standards. In this situation, teacher could play crucial role to establish process for collecting and using appropriate data to determine students' needs and grouping practice. It is also recommended that teacher makes decision about whole-class or small group lessons based on the purpose of instruction, the importance of the skills or concept and how much time is available that day for instruction (<http://www.readingrockets.org/teaching>).

Reading skill in the classroom can be developed in relation to other skills. It is an integrated activity. Cross (1992) states, "Good writing is probably the product of reading, we learned to write our mother tongue largely as a consequence of reading not by practicing spelling and writing" (p. 255). In the same way, Murdouch (1986) writes, "Indeed different skills are intertwined that any attempt to hermitically seal off one from the others can only produce harmful effects that will inhibit the development a rich versatile language competence" (as cited in Bhattarai, 1995 p.103). In fact, teaching of reading is not an isolated and mechanical exercise as its own. It is always intelligent, meaningful and collaborative enterprise in association with other skills. Teaching of reading involves the association of written word with spoken sound in relation to meaning. Thus, integrated teaching strategies are more effective in teaching reading skill.

While practicing reading skill in the classroom, various types of reading can be offered. Students are encouraged to read the text silently, extensively, intensively as well as from skimming to scanning. Here, Grellet (1981) states, "The first point to be noted that when practicing reading in the classroom, that it is a silent activity. Silent reading should be encouraged in most cases, though the teacher may some times need to read part of the text aloud" (p.10). Thus, only one type of reading is not sufficient for teaching reading in the classroom. In addition, students are also encouraged for timed reading exercises to develop their reading speed. Another important point for teaching reading is devising reading comprehension exercises. The activities and exercises for teaching reading should be flexible and varied. For this, Grellet (ibid) states, "There must be variety in the range of exercises. This is an important factor in motivating the students. So, it is necessary to cover different skills in reading comprehension exercises" (p.10). Therefore, reading comprehension exercises should be suitable to the text and to one's reasons for reading. It is also important to view authors' point of view and intention and tone for the full understanding of the text.



### **1.1.5 Objectives of Teaching Reading at Secondary Level**

Teaching of reading is a purposeful activity. It has certain objectives. The main objective of teaching reading is to enable the students to grasp the information from the text. It also aims to enable the learners to read, understand and appreciate the variety of authentic reading materials at appropriate speed. Grellet (1981) writes, "The main reasons for reading are reading for 'pleasure' and reading for 'information' (in order to find out something or in order to do something with the information you get" (p.2). Thus, we teach reading for getting pleasure and to find out some information from the text.

Different curricula and syllabi have set various objectives of teaching reading for lower to higher levels. In specific to teaching reading at secondary level, The Secondary English Curriculum (2064 B.S.) has outlined the following objectives:

- ) Read short texts intensively for detailed understanding.
- ) Read longer text extensively for general understanding.
- ) Show understanding for the underlying themes and the ideas of the texts.
- ) Retrieve specific information from the texts to synthesis by means of variety of reading techniques, e.g. skimming and scanning.
- ) Identify the structure and the organization of paragraphs by developing awareness of connectives.
- ) Predict the likely continuation of the interrupted text.
- ) Appreciate literary text of an appropriate level.
- ) Deduce the unfamiliar words and phrases in a given context.
- ) Use an authentic English dictionary/thesaurus effectively.
- ) Interpret information presented in diagrammatic forms (pie chart, graph chart, bar/column chart, table etc.)

### **1.1.6 Components of Teaching Reading**

Teaching of reading involves teaching of different components of language. There are certain elements in teaching reading in the English language. Irujo (2007) mentions five essential elements while teaching reading. They are briefly mentioned as below:

#### **i) Phonemic awareness**

While teaching and learning reading skill, students should be able to distinguish sounds of target language from their native language. They should be familiar with the sound system of target language and compare and contrast with their native language.

#### **ii) Phonics**

While teaching reading skill, phonics is very important. If oral language proficiency is not developed, it will not facilitate reading comprehension. That is why; teacher should teach sound-letter correlation in both the target and native language so that reading instruction will be facilitated.

#### **iii) Fluency**

In the process of teaching reading, fluency is very much essential. Without fluency students can not read the text effectively. So, while teaching reading, fluency activities should be emphasized.

#### **iv) Vocabulary**

This is another component of teaching reading. Teacher has to give due attention to increase vocabulary of the students because the failure to understand a few words of text can have negative effect on comprehension. So, while teaching reading skill, the teacher must provide multiple opportunities to hear, say, read and write the new vocabulary.

## **v) Comprehension**

Comprehension is another element for teaching reading in the classroom. The most important element of teaching reading is to comprehend the text. In order to develop comprehension, we need to teach all above components.

(<http://www.readingrockets.org/teaching>)

### **1.1.7 Techniques of Teaching Reading**

Different techniques of language teaching are being employed together with different approaches and methods in the field of foreign language teaching and learning. In specific to teaching of reading skill, we can use various types of techniques. The techniques of teaching reading are determined by the nature and type of the text as well as the level of the learners. There are no fixed techniques for teaching reading in the classroom. As Nuttall (1996) writes, "There can however be no fixed recipe for a reading lesson. Different kinds of text make different demands on the reader, so the procedures used in reading lesson will also have to vary" (p.30). Thus, different readers respond in different ways to the same text. Similar to this view Grellet (1981) states, "There is no one type of reading but several according to ones' reasons for reading" (p.17). Therefore, we can not teach reading skill with the help of only one type of technique. The technique that we use is determined by the purpose and demands of the reader. It should be varied in accordance with the reasons for reading.

In the same way, Harmer (2007) writes:

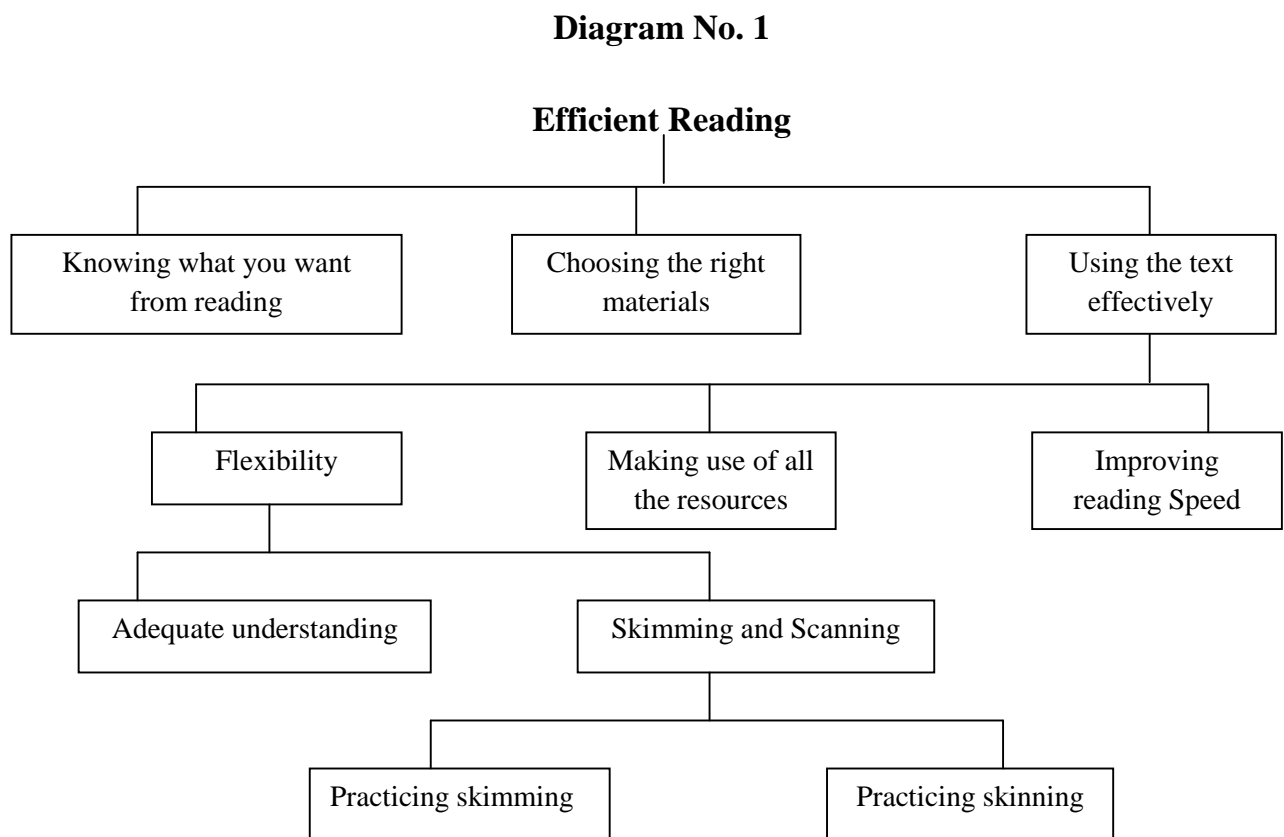
To get maximum benefit from their reading, students need to be involved in both extensive and intensive reading. The former, a teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement. The latter is often teacher-chosen and directed (p. 283).

Here, Harmer emphasizes on the extensive and intensive reading in order to develop reading comprehension ability of the students.

Different scholars have given different techniques for teaching reading. Grellet (1981, p. 14-19) mentions three techniques for teaching reading:

- ) Sensitizing
- ) Improving reading speed
- ) From skimming to scanning

Moreover, Nuttall (1996, p. 46) mentions some techniques for efficient reading in the following diagram:



From this diagram, we can conclude that for effective teaching reading, we have to be clear about the purpose of reading. Effective teaching reading is also determined by the selection of right materials and its appropriate use in an actual setting.

Thus, while teaching reading in the class, we can use both the teacher centered and learner-centered techniques. Some general techniques for teaching reading skill are briefly described as follow:

**i) Model Reading**

Model reading is one of the techniques used in teaching reading. It is a teacher-centered technique. Generally, the teacher reads the text and asks the students to follow him/her. This technique is commonly used to teach pronunciation to the beginners.

**ii) Student Reading**

In this technique, students are asked to read the text themselves. Here, students are asked to read the text silently. The teachers' role is as a facilitator. The teacher facilitates the students for reading and reinforces them for better reading.

**iii) Scanning**

Scanning can also be taken as a reading technique. The students are asked to read the text in order to find out specific information, such as date of birth, newspaper headlines, etc. While scanning, readers try to locate specific information and they do not even follow the linearity of the passage to do so.

**iv) Skimming**

This is one of the student centered technique of teaching reading. While skimming, students go through the reading materials in order to get the gist of it, to know how it is organized and to get the main idea expressed in the text. Thus, skimming is a thorough activity which requires an overall view of the text and implies a definite reading competence.

### **v) Strip Story**

This is one of the student centered techniques of teaching reading. In this technique, the whole text is cut into several strips (may be written sentences or pictures), and numbers of sentences should be equal to numbers of students. Later, strips are distributed to all students randomly. Then, the teacher asks the students to memorize the sentences and he collects the strips from the students. Then, students are asked to reconstruct or combine the sentences to form a whole text. At that time, teacher facilitates whenever necessary.

### **vi) SQ3R Technique**

This is the most important technique of teaching reading. In this technique, 'S' stands for survey. 'Q' for question and 3 R for read recite and revise respectively. However, different scholars have interpreted differently. Fry (1963, p.92) summarizes the SQ3R technique that 'S' stands for survey, which means to turn all papers of a chapter being studied, lightly, skimming, reading subheading and glancing at pictures to get general idea of the length of the chapter and the scope of the materials. Similarly, 'Q' stands for question which means that the student should make up questions about each main point of the chapter. Moreover, the first 'R' stands for 'Read' that means, students should read the chapter to answer the questions. The second 'R' stands for 'Recite' that means a student should answer the questions either through speech or by writing. Here, students can use their own word and examples to answer the questions. The last 'R' stands for 'Revise'. At this time, students revise the materials by fast reading and framing their answers in their own ways. Revision helps to retain materials longer.

Apart from these above mentioned techniques, we can also use various types of communicative techniques while teaching reading skill in the classroom, such as group work, pair work, role play, simulation, discovery technique dramatization and so forth. However, the selection and use of these techniques

are determined by the nature of the text, purpose of reading and the level of the students.

### **1.1.8 Stages of Teaching Reading**

Teaching of reading is an important aspect of teaching and learning a foreign language. Reading opens the gate of knowledge. It is said that the more we read, the more we gain the knowledge. As Nuttall (1996) writes, "Reading widely is a highly effective means of extending our command of a language. So, it has an important place in classroom where language learning is the central purpose" (p.30). Thus, reading develops our language competence.

Teaching of reading is a systematic activity. It requires carefully designed programme that corresponds to the different stages of reading comprehension of the learners. Thus, reading skill can be practiced through a sequence of activities. Teaching of reading generally follows three successive stages: pre-reading, while reading and post reading. These three stages are coherent and interrelated with each other. These stages are briefly mentioned as below:

#### **i) Pre-reading Stage**

This is the first stage of teaching reading in the class. Nuttall (1996) uses the term 'Guidance before reading' for this stage. This stage takes place before the students go through the actual reading materials. The various activities which are assigned to the students before they go through the text are called pre-reading strategies. The main purposes of this stage are to arouse the interest in students to read the text, motivate them and prepare them for text what they are going to read. In pre-reading stage of teaching reading, the following strategies are done:

- ) Providing reasons for reading.
- ) Introducing the text.
- ) Setting the top down task

- ) Breaking of the text
- ) Dealing with new language
- ) Asking signpost questions
- ) Guessing the topic and content through headlines, illustrations, pictures etc.
- ) Presenting the meaning of new vocabulary which will appear in the text etc.

All these pre-reading strategies develop the prediction skills of the students.

## **ii) While-reading Stage**

This is the second stage of teaching reading in the class. Nuttall (1996) uses the term, 'Guidance while reading stage' for this stage in which actual reading taken place. In this stage, students are asked to read the text silently to find out the answer of the signpost questions as well as to get the gist of the passage they read and to perform the tasks as specified. In this stage Nuttall (1996) mentions three guidance approaches in order to teach reading skill:

- i) Guidance from the text: Individual approach.
- ii) Guidance from the teacher: The whole class approach.
- iii) Guidance from the fellow students: The group approach.

Similarly, under this stage, the following activities are done:

- ) Scanning the passage to locate some specific information.
- ) Skimming for general idea.
- ) Answering the signpost questions.
- ) Completing the incomplete sentences.
- ) Completing the table chart, map etc.
- ) Labeling the pictures based on the text.
- ) Matching halves.
- ) Choosing the appropriate answer among the alternatives.



) Asking questions to each other.

Therefore, in the second stage of teaching reading, students are asked to read the text thoroughly. Teacher can move around the class and facilitate them whenever necessary.

### **iii) Post-reading Stage**

This is the third stage of teaching reading. This is also called evaluation stage. Nuttall (1996) uses the term 'Guidance after reading' for this stage. She further writes that when the detailed work is over, global understanding must be returned to and the text as a whole evaluated and responded to. In this stage, students are encouraged to reconsider the hypothesis they made about the text in early stages. It is a time to put questions of evaluation and personal response.

Nuttall (ibid) mentions the following activities under this stage.

- ) Eliciting a personal response from the readers. (Agree/disagree, like/dislike etc.)
- ) Linking the content with the readers' experience/knowledge.
- ) Considering the significance of the text in the book from which it is taken.
- ) Establishing the connection with other work in the same field.
- ) Suggesting practical applications of theories or principles.
- ) Drawing comparisons/contrasts between the facts, ideas etc. in the text and others.
- ) Recognizing/discussing relationship of cause and effects.
- ) Ascertaining chronological sequence of information in the text.
- ) Distinguishing facts from opinions
- ) Weighting evidence.
- ) Recognizing bias.
- ) Discussing, evaluating characters, incidents, ideas arguments (p.167)

Therefore, most of the work at this stage is best done orally since discussion and exchange of views are of its' essence, but it could well culminate in written work (Nuttall 1996).

Thus, while teaching reading skill, various strategies are employed in accordance with different stages. Reading skill is not an independent skill, but an integration of all language skills.

### **1.1.9 Teaching Strategies: An Introduction**

Teaching strategy is a pattern of teaching acts that serves to attain certain outcomes. An instructional strategy is purposefully conceived and determined plan of action. We can use other terms to clarify the meaning of strategy viz. a long term plan, activities, ways, techniques, methods, or approaches, plan of actions, operations, course of action and so on. Strategies are the means by which we can explore the dramatic focus of our plan. Moreover, strategies are implemented towards the achievement of selected measurable objectives. They describe the actions to be taken into by the association in order to achieve each objective (<http://www.edu/facstaff/parttime/strategy.htm/>).

Thus, strategy is a cover term which includes various activities, methods and techniques that the language teachers and learners use in order to achieve their instructional objectives. Here, Brown (1994) defines, "Strategies are those 'specific attacks' that we make on a given problem. They are the moment by moment techniques that we employ to solve 'problems' posed by language input and output" (p.114). He further states that strategies are specific methods of approaching problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized 'battle-plans' that might vary from moment to moment or day to day or year to year. Similarly, Cook (2001) states, "A choice that the learner makes while learning or using the second language that affects learning" (p.126). Moreover, Richards et al. (1999) write, "Strategy is a way in

which a learner attempts to work out the meanings and use of words, grammatical rules and other aspects of language" (p.209).

From all these definitions, we can conclude that strategies are the series of action, plan and effort made by the teachers and students to achieve the determined goals. They can be the techniques or activities or tools or steps or tricks that make language learners active, purposeful, problem oriented and self-directed. Moreover, they are the series of actions that help the learners to complete their specific learning tasks.

Here, our main concern is to discuss the different strategies of teaching reading skill. While teaching reading skill in the class, the teacher can employ variety of strategies depending upon the different factors. As Krishnaswamy and Krishnaswamy (2006) state, "we employ different strategies to understand the text depending upon the nature of the text and the purpose for which we read it" (p. 133). Thus, different reading materials demand different strategies in the class. The teacher should select an appropriate strategy in accordance with the types of reading materials. Here, Krishnaswamy and Krishnaswamy (2006) further state that we can not read a railway timetable in the same way as we read a novel or a short story. We read legal documents several times in order to understand the meaning of every nuance clearly; we rush through newspaper articles; just scanning some lines to get to the interesting part which we read carefully. Therefore, we cannot fix the strategies of teaching reading. It is determined by the nature and the type of the text as well as the purpose for which they are used.

Different scholars have mentioned different strategies of teaching reading skill in the class. Here, Ur (1996, p. 146) mentions the following ideas for reading activities:

- i. **Pre-question:** A general question is given before reading, asking the learners to find out a piece of information central to the understanding of the text.

- ii. **Do-it-yourself Questions:** Learners compose and answer their own questions.
- iii. **Provide a Title:** Learners suggest a title if none was given originally; or an alternative, if there was.
- iv. **Summarize:** Learners summarize the content in a sentence or two. This may also be done in the mother tongue.
- v. **Continue:** The text is a story: learners suggest what might happen next.
- vi. **Preface:** The text is a story; learners suggest what might have happened before.
- vii. **Gapped Text:** Towards the end of the text, four or five gaps are left that can only be filled in if the text has been understood.
- viii. **Mistakes in the Text:** The text has, towards the end, occasional mistakes (wrong words; or intrusive ones; or omissions). Learners are told in advance how many mistakes to look for.
- ix. **Comparison:** There are two texts on a similar topic; learners note points of similarity or difference of content.
- x. **Responding:** The text is a letter or a provocative article; learners discuss how they would respond, or write an answer.
- xi. **Re-presentation of Content:** The text gives information or tells a story: learners re-present its content through a different graphic medium. For example:
  - A drawing that illustrates the text.
  - Colouring
  - Making a map

- Lists of events or items described in the text etc.

Similar to, Ur (1996), in (<http://www.greece.k12.ny.us/instruction/ela/6-12/reading/reading%20strategies/reading%20index.htm>), the following reading strategies have been mentioned as below:

- **Annolighting a Text:** This active reading strategy links concept of highlighting key words and phrases in a text and annotating those highlights with marginal notes.
- **Annotating a Text:** Annotating a text is an effective strategy to promote active and critical reading skills; this strategy provides a number useful acronym that students can use to remember different elements of writer's craft when reading and annotating a text.
- **Anticipation Guide:** Anticipation guides are typically used as a pre-reading strategy and help to engage students in thought and discussion about ideas and concepts that they will encounter in the text.
- **Checking out the Framework:** This strategy provides students with suggestions for previewing texts of different genre in order to read strategically based on their purposes for reading the text.
- **Collaborative Annotation:** This strategy engages students in a process of co-constructing their interpretations of a text through a collaborative annotation activity.
- **Conversations across Time:** This reading strategy helps students to develop deeper insights by making connections between and across texts from different time periods in response to a common topic, theme, or essential question.

- **Dense Questioning:** The dense questioning strategy can be used to help students pose increasingly dense questions as they make text-to-text, text-to-self and text-to-world connections.
- **Frame of Reference:** The frame of reference strategy teaches students how to create a mental context for reading a passage; this is accomplished by helping students to consider what they know about a topic and how they know what they know.
- **Inferential Reading:** The inferential reading strategy provides a list of the various types of inferences that readers make while reading even seemingly straightforward text; recognizing that there are different types of inferences helps students to analyze text more consciously and strategically.
- **Interactive Notebook:** This highly adaptable strategy encourages students to use a two-column note-taking strategy. In the right column, they take notes to synthesize essential ideas and information from a text, presentation, film etc.; in the left-hand column, they interact with the content in any way they choose (personal connections, illustrations, etc.).
- **Key Concept Synthesis:** The key concept synthesis strategy helps students to identify the most important ideas in a text, put those ideas into their own words, and then make connections between among these important ideas
- **Listening to Voice:** This strategy helps students to analyze and interpret writer's voice through the annotation of a passage, with particular emphasis on dictions, tone, syntax, unity, coherence, and audience.

- **Metaphor Analysis:** This adaptable strategy teaches students how to analyze a complex metaphor and substantiate interpretive claims using textual evidence.
- **Parallel Note-taking:** The parallel note-taking strategy teaches students to recognize different organizational patterns for informational texts and then develop a note-taking strategy that parallels the organization of the text.
- **QAR: Question-Answer Relationships:** The QAR strategy helps students to identify the four Question-Answer Relationships that they are likely to encounter as they read texts and attempt to answer questions about what they have read. These include "right there" questions, "think and search" questions, "author and you" questions, and "on my own" questions.
- **Questions Only:** The questions only strategy teaches students how to pose questions about the texts they are reading and encourages them to read actively as they work to answer the questions they have posed.
- **RAFT:** This is a flexible post-reading strategy that helps students to analyze and reflect upon their reading through persona writing. Based on suggestions provided by the teacher or generated by the class, students choose a Role, an Audience, a Format, and a Topic on which to write in response to their reading.
- **Reciprocal Teaching:** The reciprocal teaching strategy enables students to activate four different comprehension strategies - predicting, questioning, clarifying, summarizing - which they apply collaboratively to help each other understand a text they are reading.

- **Sociograms:** A sociogram is a visual representation of the relationships among characters in a literary text. Students can make use of pictures, symbols, shapes, colors, and line styles to illustrate these relationships, to understand the traits of each character, and to analyze the emerging primary and secondary conflicts.
- **Think Aloud:** Skillful readers unconsciously use a range of strategies to make meaning from text. The think aloud strategy involves modeling these strategies by "thinking aloud" while reading and responding to a text. By making explicit for students what is implicit for more expert readers, it becomes possible for students develop and apply these strategies themselves.
- **Transactional Reading Journal:** The name of this reading strategy is inspired by the work of Louise Rosenblatt (1978), who explained reading as a transactional process that occurs between the text and the reader. The Transactional Reading Journal builds on this concept (via Jude Ellis) and provides a flexible framework for engaging students in a process of active and personally meaningful interaction with a text.
- **Writer's Craft Seminar:** This reading strategy teaches students how to analyze text through close reading in order to formulate a interpretive thesis that is supported through assertions and textual evidence. Students present their interpretations to the class through a seminar format.

These strategies are employed before, during and after the reading text. Thus, strategies of teaching reading are used in accordance with different stages of teaching reading.



Therefore, we find different strategies of teaching reading skill. However, the selection and use of the strategies are determined by the types of the text, purpose of lesson, level of the learners and so on. In the same way, while discussing the strategies of teaching reading, we do not find much difference between the techniques, activities, strategies and tasks that are employed in teaching reading skill in the class. These notions are used simultaneously and interchangeably. However, strategies are those specific techniques, tricks and attacks employed by the teacher and learners in order to obtain the pre-determined objectives.

## **1.2 Review of Related Literature**

Many researches have been carried out on teaching of reading skill in the Department of English Education. Some related research works are reviewed in the following lines.

Khanal (1997) conducted research on "Effectiveness of Cloze Test over Objective Test in Testing Reading Comprehension." The main purposes of his study were to test reading comprehension ability through cloze test and objective test and to compare the effectiveness of cloze test and objective test in testing reading comprehension. His study was experimental including experimental and control group. The findings of the study revealed that the private schools' students performed better than public schools' students in both objective and cloze test in reading comprehension. It was also found out that an overall proficiency on reading comprehension of private schools were far ahead of public schools in every respects.

Pandey (2001) conducted research entitled "Comparative Study on Reading Comprehension through Cloze Test and British Council Reading Comprehension Test." The main purpose of that study was to find out and compare the reading comprehension ability of the students of B.Ed. first year through cloze and British council reading comprehension test. He did experimental research with the help of pre and post test including experimental

and control groups. The findings of the study were the student's reading comprehension through cloze test was not satisfactory. It was also found out that cloze test was not as effective as BCRC test. The correlation between two types of test was  $r = 0.15$  which is insignificant.

Gaulee (2001) conducted research entitled "English Reading Speed of Nepalese Students." The main purpose of that study was to find out the reading speed of the individual student studying in lower secondary, secondary and higher secondary levels of Dailekh, Surkhet and Kathmandu districts and to make comparison between the average reading speeds of those students. He found out that the average reading speed of Nepalese students of secondary level was found to be 89.10 WPM. The comparison of three levels of secondary education of Nepal showed that the secondary level students can read slightly faster than the students of lower secondary level. Those of the higher secondary level students were the slowest readers.

Humagain (2006) carried out research on "Effectiveness of Language Games in Learning Reading Comprehension." The main purpose of that research was to find out the effectiveness of language games while learning reading comprehension. He did the research by making the students into two groups: experimental and control. These two groups were taught using the same objectives. The pre-test and post test were administered before and after the teaching respectively. The findings of the study revealed that the group taught reading through language games performed better in all cases than taught through conventional techniques (i.e. explanation and lecture).

Ghimire (2007) conducted research entitled "Effectiveness of Authentic Materials in Teaching Reading Comprehension." His study aimed at finding out effectiveness of authentic materials in teaching reading comprehension. He did this experimental research by making the students into two groups: experimental and control. Pre-test and post test were administered to both the groups before and after teaching respectively. The findings of the study

revealed that the group taught using authentic materials performed better than the group taught through non-authentic materials.

Jaisi (2008) conducted a research on "Techniques of Teaching Reading at Primary Level." The main purpose of that study was to find out different techniques applied in teaching reading and to identify most commonly used techniques in teaching reading at primary level. The sampled population for that study was thirty primary English teachers teaching at different public schools. The finding of the study revealed that group work, pair work, demonstration and explanation are generally used techniques whereas drill is the most commonly used technique in teaching reading at primary level.

Kafle (2008) carried out a research entitled "Effectiveness of Strip Story in Teaching Reading Comprehension." His research was also of experimental type. He found that strip story technique is more effective than usual way of teaching for developing reading comprehension. Since the increment of per cent of experimental group is better in all item compare to controlled group and the calculated value of 't' is also greater than tabulated value of 't'.

Oli (2008) made a comparative study on "Reading Comprehension of the Students of Janabadi Model School and Government-aided School." He selected the Janabadi model school and government aided school from both Rukum and Rolpa District. He showed that the reading comprehension ability of the students of Janabadi model schools was better than that of the government-aided school. The reading comprehension ability of the students of Janabadi model school and government-aided school was 71.35% and 51.15% respectively. Similarly, he found that the reading comprehension of the students who were studying in Janabadi model schools in Rolpa was better than the students studying in Janabadi model school of Rukum.

While reviewing the related literature, I found that no research work has been conducted to study the strategies of teaching reading skill used by secondary level English teachers. Moreover, no research work has been done in order to

compare the teaching reading strategies used in public and private schools. So, this study is a new and different than those of others in the Department of English Education.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- i. To find out the different strategies of teaching reading skill used by secondary level English teachers.
- ii. To compare the strategies of teaching reading skill used by public and private schools' English teachers.
- iii. To find out the teachers' opinion in relation to these strategies.
- iv. To suggest some pedagogical implications.

### **1.4 Significance of the Study**

This study will be significant for the prospective researchers, language teachers, textbook writers, subject experts, curriculum designers and language trainers in particular and for others, who are directly and indirectly related and interested in the field of ELT in general. Similarly, this study will be equally significant for the teacher and learners, who are teaching and learning different language skills, so that they can adopt those strategies while teaching and learning reading skill in different schools and colleges. Moreover, this study will be invaluable source for those prospective researchers who are interested in conducting research to the relevant areas in the days to come.

## **CHAPTER TWO**

### **METHODOLOGY**

In order to accomplish the objectives of this study, I adopted the following methodology.

#### **2.1 Sources of Data**

Both primary and secondary sources of data were used to achieve the above mentioned objectives.

##### **2.1.1 Primary Sources of Data**

The primary sources of data for this study were the secondary level English teachers who were teaching English at different public and private schools in Ilam district.

##### **2.1.2 Secondary Sources of Data**

As the secondary sources of data, I used various books, journals; articles research studies, theses, websites etc. related to the research work. Some of them were Grellet (1981), Cross (1992), Nuttall (1996), Ur (1996), Harmer (2001) and (2007), Best and Kahn (2007), Kumar (2007) and so on.

#### **2.2 Population of the Study**

All the secondary level English teachers who were teaching at different public and private schools in Ilam district were the population of this study.

#### **2.3 Sampling Procedure**

In a single research, we can not include all the population. So, we have to select a sample to represent the whole population. As Kumar (2007) states, "sampling is a process of selecting a few from the bigger group to become, the basis for

estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group" (p.164).

For my study, I adopted the following sampling procedure:

I purposively selected the Ilam district as my study field. Then, I selected ten secondary schools. Among them, five were public and five were private schools. Then, ten English teachers (one from each school) were selected purposively. Among them, five were from public schools and five from private schools.

## **2.4 Tools of Data Collection**

I used two types of tool to collect the data for my study viz. classroom observation form and questionnaire for the teachers. Classroom observation form was used to find out the different strategies of teaching reading adopted by secondary level English teachers. And, questionnaire was distributed to the selected ten teachers to find out their opinions on the topic.

## **2.5 Process of Data Collection**

The stepwise procedures of data collection were as follows:

- First of all, I visited the field, contacted authority and concerned teachers. Then, I built rapport with them.
- Then, I clarified my purpose and process of the study.
- After getting permission to collect the data in their schools, I surveyed the lesson at which the teachers are teaching and visited to observe the classes when they taught reading skill in the class.
- I observed five classes of each teacher. Observation was recorded in a checklist as well as in the researcher's note book.
- Then, I distributed the questionnaire to the selected teachers and requested them to fill it.
- Finally, I collected the filled questionnaire from the teachers.

## **2.6 Limitations of the Study**

This study had the following limitations.

- i. The study was limited to teaching reading skill only.
- ii. The study was limited to five public and five private secondary schools of Ilam district.
- iii. It was limited to the ten secondary level English teachers who were teaching at the selected public and private schools of Ilam district.
- iv. It was confined to the classroom observation form and questionnaire as the tools of data collection.
- v. The observation form and questionnaire were limited to the stages of teaching reading skill.
- vi. Only five classes of each teacher were observed and a questionnaire was distributed to each selected teacher.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources to fulfill the set objectives. The main objectives of this study were to find out the 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 and to find out the teachers views in relation to these strategies while teaching of reading skill in the class. Therefore, the analysis and interpretation of the collected data was done under the three main headings:

- ) Class observation of teachers
- ) Comparison of strategies used by public and private schools' English teachers
- ) Teachers' views on teaching of reading skill

At first, the obtained information was tabulated and analyzed and interpreted in detail by using simple statistical tools viz. percentage, tables, bar diagram and pie-charts.

#### **3.1 Information Collected Through Class Observation of the Secondary Level English Teachers**

This section is concerned with the observation of fifty classes of secondary level English teachers. I prepared an observation checklist and observed fifty classes of 10 selected teachers (5 classes of each) at that time when they taught reading skill. Here, I tried to observe how the teachers taught and through what strategies they taught the reading skill. For analyzing the employed strategies, I used five rating scales viz. always, frequently, occasionally, rarely and never numbered 1, 2, 3, 4 and 5 respectively. In an observation checklist, various strategies were listed which were organized into four broad headings, i.e. Pre-



reading, while reading, post reading and communicative strategies. Then, I rated the employed strategies on the basis of five scales. While rating the strategies as employed by the teachers, always was assigned, if they were found in all five classes of each teacher's class. Frequently was assigned, if the teacher used in four classes, occasionally was assigned, if the teachers used in three classes, rarely was assigned, if the teachers used in one or two class only and never was assigned, if they did not use in all five classes. The individual strategies as obtained from the observation checklist have been analyzed and interpreted under the various headings.

### **3.1.1 Analysis of Pre-reading Strategies**

This broad heading is divided into the following sub-headings.

#### **3.1.1.1 Motivating Strategies**

Motivation plays a vital role in teaching learning process. Until and unless students are motivated, the teachers' teaching will not be effective. In this section, I tried to find out whether the secondary level English teachers conducted motivational strategies before starting reading lesson or not. The following table presents the data.

**Table No.1**

#### **Motivating Strategies**

Rating	No. of teachers	Percentage
Always	6	60
Frequently	2	20
Occasionally	2	20
Rarely	0	0
Never	0	0
Total	10	100

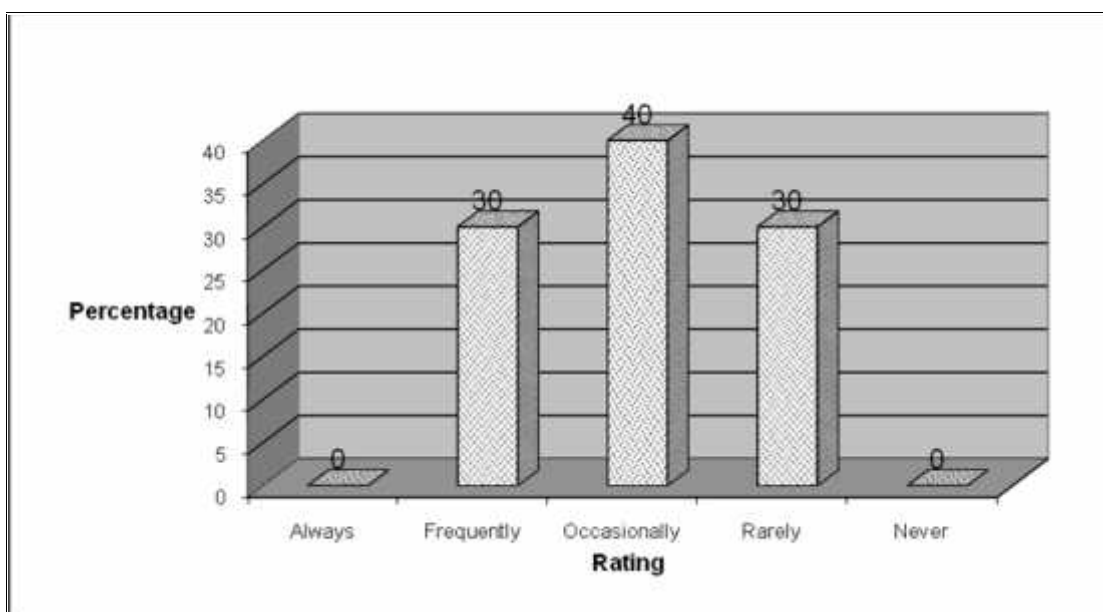
It was found that majority of the secondary level teachers i.e. 60 per cent always conducted motivational strategies before starting the lesson. Similarly,

20 per cent teachers were found conducting frequently and the equal per cent of them were found occasionally using motivational strategies at the beginning of the class but none of the teachers was found rarely and never using such strategies.

### 3.1.1.2 Predicting and Guessing Strategies

Predicting and guessing activities can be used as the pre-reading strategy in teaching reading in the class. Under it, the teacher may allow the students to predict the title of the reading text and ask the students to guess the pictures and other visual matters used in the text. Here, I wanted to find out whether the teachers conducted such strategies while teaching reading in the class or not. The following figure represents the data.

**Figure No.1**  
**Predicting and Guessing Strategies**

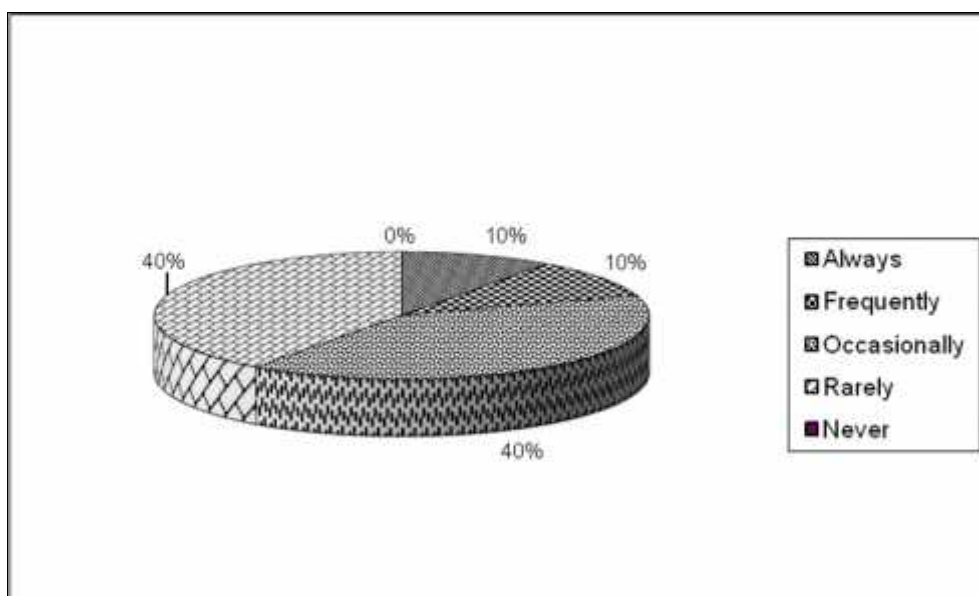


The above figure shows that no teacher was found always conducting predicting and guessing strategies in teaching reading skill. However, 30 per cent were found frequently, 40 per cent of them were found occasionally, 30 per cent of them were found rarely using and none of the teachers was found never using predicting and guessing strategies in teaching reading lesson.

### 3.1.1.3 Teaching of New Vocabulary and Structures Used in the Text

While teaching reading skill, the teacher should give due attention in teaching of new vocabulary and structures used in the text. It is said that the failure to understand a single vocabulary may hinder to understand a whole sentence. Here, I tried to find out how far the teachers taught difficult vocabulary and new structures used in the text and how often they taught during the observation. The following figure reflects the data.

**Figure No.2**  
**Teaching of New Vocabulary and Structures**



From this figure, it can be concluded that 10 per cent teachers were found always, 40 per cent were found frequently, the equal per cent were found occasionally and 10 per cent were found rarely teaching new vocabulary and structures used in the reading text. None of them was found never teaching new vocabulary and structures used in reading text.

### 3.1.1.4 Frame of Reference Strategies

This is a pre-reading strategy that helps the students to create the mental context about the text that they are going to read. It also helps to familiarize the

students with the purpose and background information of the text. Therefore, without knowing the purpose and background information of the reading text, students can not understand the text effectively. In this section, I wanted to find out how far the secondary level English teachers used such strategies in teaching reading skill in their classes. The data is presented in the following table:

**Table No.2**  
**Frame of Reference Strategy**

Rating	No. of Teachers	Percentage
Always	4	40
Frequently	2	20
Occasionally	3	30
Rarely	1	10
Never	0	0
Total	10	100

The above table shows that all the secondary level English teachers used frame of reference strategy in teaching reading skill. Among them, 40 per cent always used, 20 per cent frequently, 30 per cent occasionally and 10 per cent rarely used this strategy in the class.

### **3.1.1.5 Providing Model Reading**

While teaching reading skill, a teacher may read the text at once as a model to the students. This process facilitates the students to pronounce the words correctly and quickly. Here, I observed 50 classes of secondary level English teachers and found out the following data:-

**Table No.3**  
**Providing Model Reading**

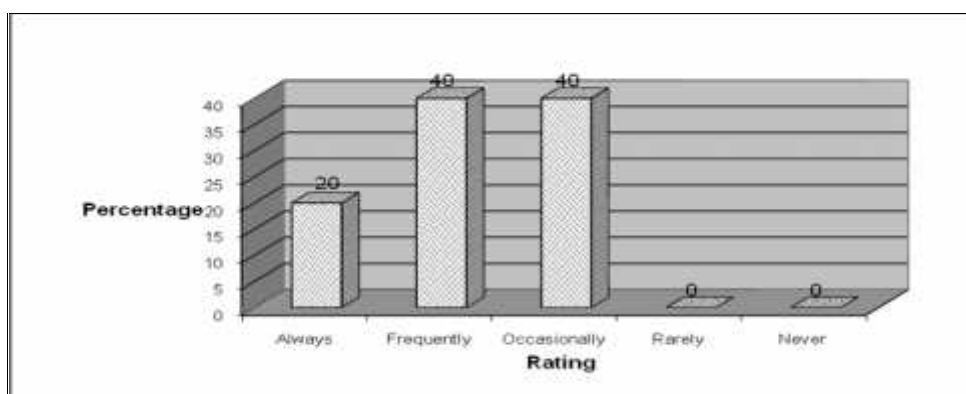
Rating	No. of Teachers	Percentage
Always	3	30
Frequently	1	10
Occasionally	1	10
Rarely	3	30
Never	2	20
Total	10	100

The above table shows that 30 per cent teachers always provided model reading to the students, 10 per cent provided frequently, 10 per cent provided occasionally, 30 per cent provided rarely and 20 per cent of them never provided model reading to the students.

### 3.1.1.6 Setting the Signpost Questions

Signpost questions are also known as guiding questions which are set by the teachers before asking the students to read the text. These questions guide the students to read the text attentively and purposefully. Here, I wanted to find out whether the teachers set such questions or not. The following diagram reflects the frequency of setting signpost questions by the teachers:

**Figure No.3**  
**Setting the Signpost Questions**



From the above diagram, it can be concluded that 20 per cent teachers were found always setting signpost questions, 40 per cent were found frequently and the equal per cent teachers were found occasionally setting signpost questions while teaching reading a lesson. And, none of the teachers was found rarely and never setting such questions in teaching of reading skill in the class.

### 3.1.2 Analysis of While-reading Strategies

While observing 50 classes of the selected teachers, various types of while-reading strategies were used by them. They have been analyzed and interpreted in the following sub-headings.

#### 3.1.2.1 Types of Reading Employed by the Teachers

While teaching reading skill, different types of reading can be offered. Different types of reading can be employed for different purposes. Here, I tried to find out what types of reading had been used by the secondary level English teachers in course of teaching reading skill in the class. The following table shows the data.

**Table No.4**  
**Types of Reading Assigned to the Students**

Rating	Always		Frequently		Occasionally		Rarely		Never		Total %
	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%	
Loud reading	2	20	2	20	4	40	2	20	-	-	100
Silent reading	2	20	5	50	3	30	-	-	-	-	100
Inferential reading	-	-	-	-	-	-	-	-	10	100	100
Shared reading	3	30	2	20	1	10	1	10	3	30	100
Guided reading	-	-	-	-	-	-	-	-	-	100	100
Transactional reading	-	-	-	-	-	-	-	-	10	100	100
Scanning	-	-	3	30	6	60	1	10	-	100	100
Skimming	-	-	3	30	1	10	4	40	2	20	100

Among the 50 classes observed, it was found that five types of reading were assigned to the students. The above table reflects that 20 per cent teachers were found always, 40 per cent of them frequently; the equal per cent of them occasionally and 20 per cent of them rarely assigned the students to read the text loudly.

Similarly, 20 per cent teachers were found always asking the students to read silently, 50 per cent of them were found frequently and 30 per cent of them were found occasionally assigning to the students silent reading. And, none of them was found rarely and never using silent reading in the class.

Next, shared reading was always used by 30 per cent, occasionally used by 10 per cent, rarely by 10 per cent and never used by 30 per cent teachers.

It was also found that guided reading, inferential reading and transactional reading types were not used by any teachers during the observed classes.

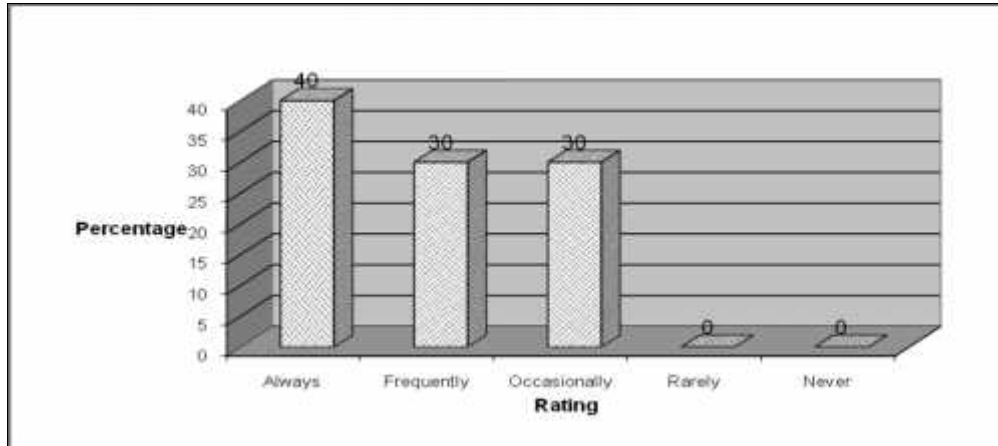
In case of scanning, none of the teachers always used scanning technique in the class. However, 30 per cent teachers were found using it frequently, 60 per cent were found occasionally and 10 per cent of them were found rarely using scanning in teaching of reading skill.

At last but not the least, in case of skimming, it was not always used by any teachers, however, 30 per cent teachers frequently, 10 per cent of them occasionally and 40 per cent of them rarely asked the students to read the text for general understanding. And, 20 per cent teachers never used skimming technique in the class.

### **3.1.2.2 Comprehension Questions**

When the students finished their silent reading, they can be asked different comprehension questions based on the text. Here, I tried to find out how far the secondary level English teachers used comprehension questions to check students' understanding. The following diagram reflects the obtained data.

**Figure No.4**  
**Comprehension Questions**

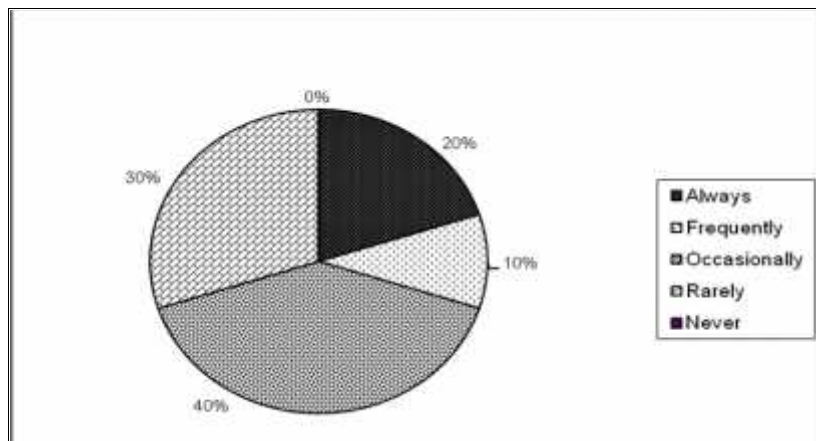


The above diagram shows that, 40 per cent teachers were found always using comprehension questions, 30 per cent teachers were found frequently and the equal per cent of them were found occasionally using comprehension questions. And, none of them was found rarely and never using comprehension questions while teaching reading a text.

### 3.1.2.3 Conversation across Time

It is one of the while reading strategies. This strategy helps the students to develop deeper insights about the topic and essential questions. Here, I wanted to find out whether the teachers used this strategy while teaching reading skill or not. The following figure presents the data:

**Figure No.5**  
**Conversation Across Time**





From the above figure, it can be concluded that 20 per cent teachers always conducted conversation across time strategy, 10 per cent of them conducted frequently, 40 per cent of them conducted occasionally and 30 per cent of them rarely conducted such strategy while teaching of reading skill at the secondary level English class. And, no teacher was found who never used such strategy in the class.

### 3.1.2.4 Matching Halves Items

While teaching reading skill, matching halves items can be used to test the meaning of vocabulary used in the text. It can also be used to match the dates with events, person with their contribution and so on as found in the reading text. Here, I tried to find out how far the teacher used such items while teaching of reading skill. The following table reflects the data:

**Table No.5**  
**Matching Halves Items**

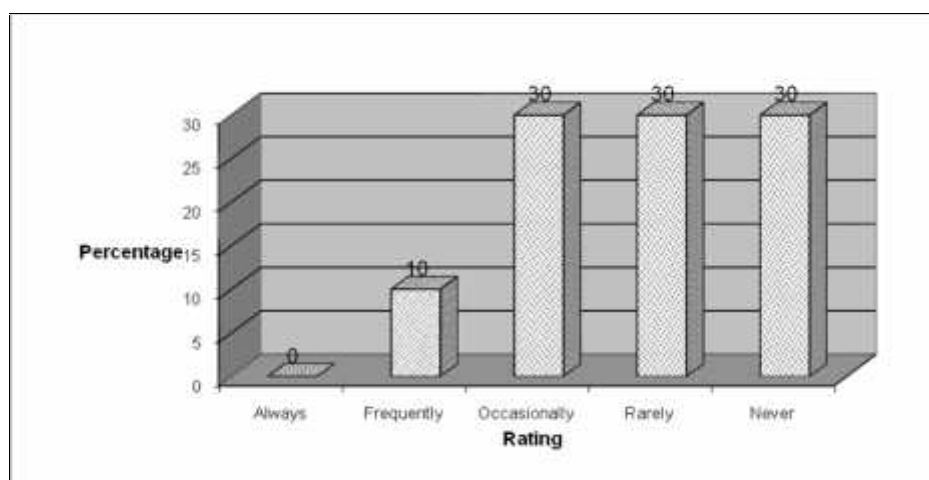
Rating	No. of teachers	Percentage
Always	5	50
Frequently	-	-
Occasionally	4	40
Rarely	1	10
Never	-	-
Total	10	100

From the above table, it can be concluded that 50 per cent teachers always used matching halves items while teaching reading a text, 40 per cent teachers occasionally used and 10 per cent teachers rarely used matching halves items while teaching reading a text. And, none of them frequently and never used such items.

### 3.1.2.5 Completion Items

Among the various objective items, completion items can also be used in the teaching of reading skill. I observed the classes of secondary level English teachers in order to find out how far the teachers used completion items in the process of teaching of reading skill. The following figure reveals the data.

**Figure No.6**  
**Completion Items**



On the basis of the above figure, it can be concluded that no teacher always used completion items in the class. However, 10 per cent teachers frequently used 30 per cent of them occasionally used and the equal per cent, i.e. 30 teachers rarely and never used completion items while teaching reading a text.

### 3.1.2.6 Ordering Information Items

While teaching reading a text, the teacher may list some sentences in a jumbled way and then students can be asked to reorder them as the information found in the text. In this section, I tried to find out whether the secondary level English teachers used such items in the teaching of reading skill or not. The following table reveals the obtained data.

**Table No. 6**

**Use of the Ordering Information Items**

Rating	No. of Teachers	Percentage
Always	-	-
Frequently	-	-
Occasionally	1	10
Rarely	4	40
Never	5	50
Total	10	100

The above table displays the data that 10 per cent teachers were found occasionally using ordering information items, 40 per cent of them were found rarely and 50 per cent of them were found never using items while practicing reading skill at the secondary level. No teachers were found who always and frequently used ordering information items in teaching of reading skill.

**3.1.2.7 Reading and Translating**

Translation can also be essential in the process of teaching and learning. If the students cannot understand certain points and issues through instructional language, the teacher can make clear by translating them into learners' mother tongue. However, frequent translation can not be entertained in the class. Here, in the process of observing fifty classes of secondary English teachers, I found them using translation in teaching reading a text. The following table reflects the data.

**Table No.7**  
**Reading and Translating**

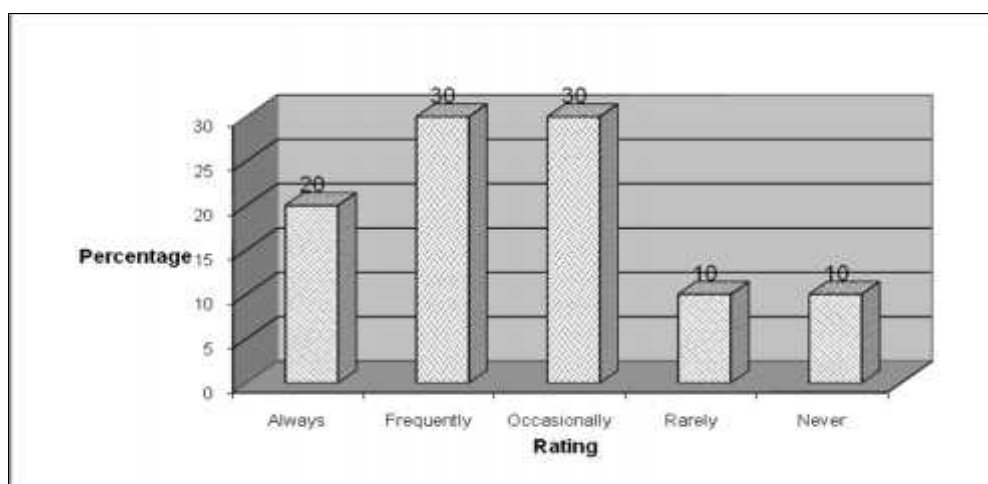
Rating	No. of Teacher	Percentage
Always	1	10
Frequently	1	10
Occasionally	2	20
Rarely	3	30
Never	3	30
Total	10	100

The above table reveals the data that 10 per cent teachers were found always using translation, the equal per cent of them found frequently, 20 per cent of them occasionally, 30 per cent of them rarely and 30 per cent of them found never using translation in teaching of reading skill.

### 3.1.2.8 Reading and Choosing

It is one of the strategies used in teaching of reading skill in the class. It is also called multiple choice items in which students are assigned to answer the questions by choosing from the given alternatives. While observing the selected teachers' classes, they were found using such strategy in the class. The following diagram reflects the obtained data.

**Figure No.7**  
**Reading and Choosing**



The data in figure 6 reveals that 20 per cent teachers always used reading and choosing strategy. similarly, 30 per cent of them used frequently, 30 of them used occasionally, 10 per cent of them used rarely and 10 per cent of them never used reading and choosing strategy in teaching of reading skill.

### 3.1.3 Analysis of Post-reading Strategies

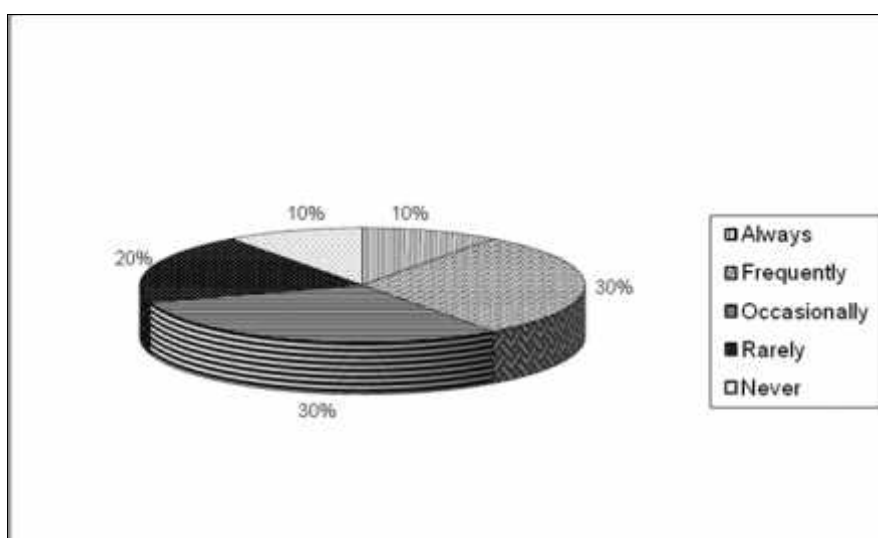
While observing 50 classes of secondary level English teachers, different post reading strategies were used by them. The strategies employed by the secondary level English teachers have been analyzed and interpreted in the following sections.

#### 3.1.3.1 Discussion and Debate Activities

After finishing the while reading activities, the teacher may allow the students for discussion and debate on certain topics matters and issues based on the text. In this strategy, students can express their own views and opinions as they understood from the text. Here, I tried to observe how far the secondary level English teachers employed such strategies in their class while teaching reading skill. The following figure displays the data.

**Figure No.8**

**Discussion and Debate Activities**

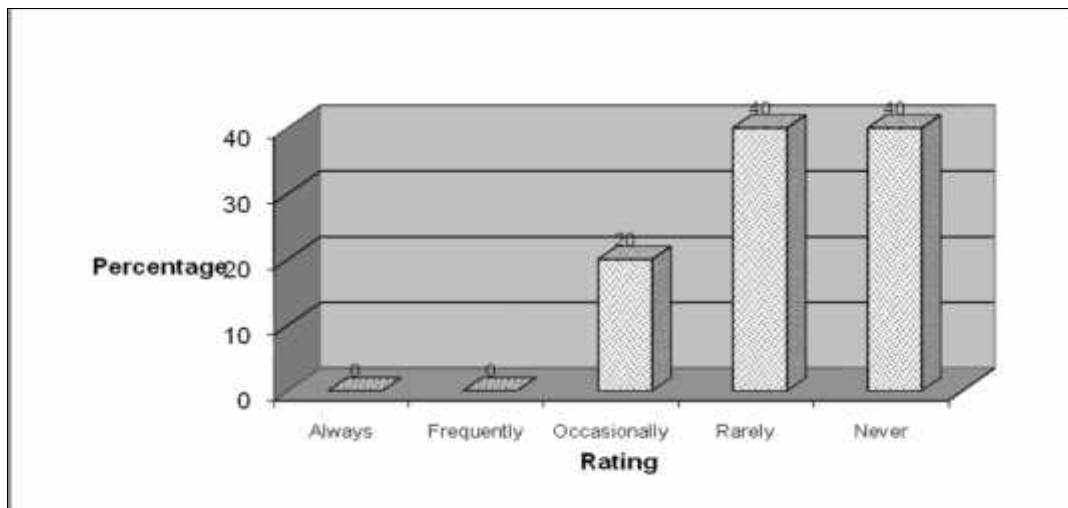


From the above figure, it can be summarized that 10 per cent teachers were found always, 30 per cent were found frequently, equal per cent of them were found occasionally, 20 per cent of them were found rarely and 10 per cent of them were found never using discussion and debate strategies while teaching reading a text.

### 3.1.3.2 Dense Questioning

This is a post-reading strategy in which students pose increasingly deeper questions as they make from text to text and from outside connections. This strategy helps the students to relate the textual ideas with the ideas from external world. In this section, I tried to find out whether the teacher used such strategy in the secondary level class or not. The data obtained from the checklist can be presented as below:

**Figure No.9**  
**Dense Questioning**



The above figure displays the data that no teacher was found always and frequently using dense questioning strategy in the class. However, it was occasionally used by 20 per cent teachers, rarely by 40 per cent teachers and it was never used by 40 per cent teachers.

### 3.1.3.3 Critical Thinking and Creative Writing Exercises

After completing the students' reading, the teacher can assign them different kinds of creative writing by organizing the ideas that they thought and understood from the reading text. In this section, I wanted to find out how far the teachers employed this strategy at the post-reading stage. The following table reveals the obtained data.

**Table No.8**  
**Critical Thinking and Creative Writing**

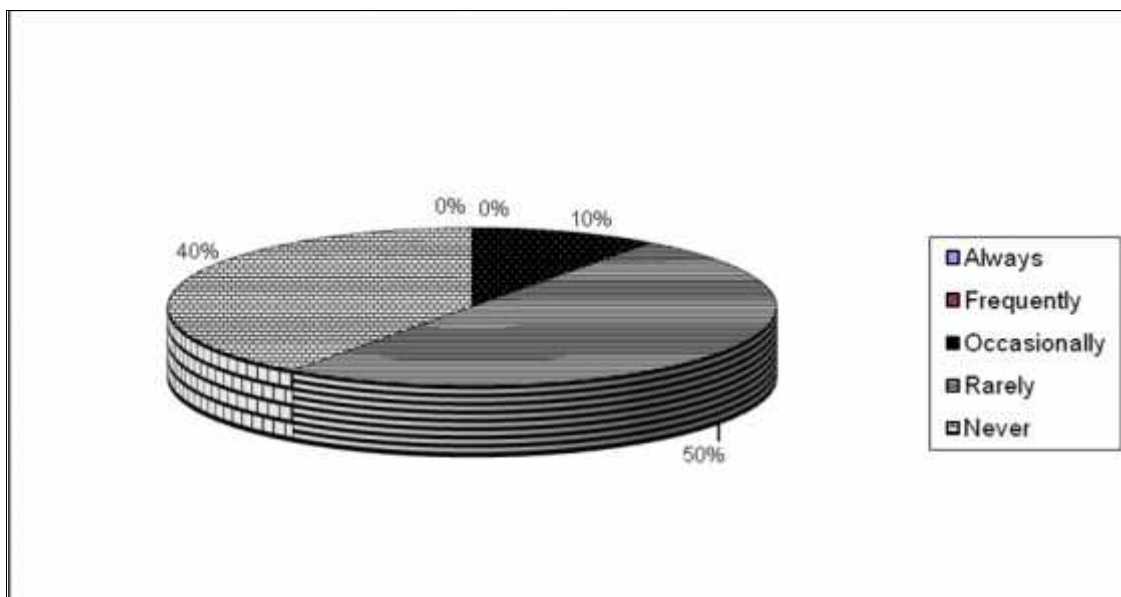
Rating	No. of Teachers	Percentage
Always	-	-
Frequently	1	10
Occasionally	3	30
Rarely	4	40
Never	2	20
Total	10	100

The above table displays the data that no teacher was found always using the critical thinking and creative writing exercises. However, 10 per cent teachers were found frequently, 30 per cent of them were found occasionally, 40 per cent of them were found rarely using this strategy at the post reading stage. And, 20 per cent teachers were found never using such strategy.

### 3.1.3.4 Collaborative Annotation

This strategy can also be used as a post-reading strategy. In this strategy, students are asked to construct their ideas about the text collaboratively and cooperatively. During the observation of secondary level English teachers' classes, I found the following data.

**Figure No.10**  
**Collaborative Annotation**



The above figure displays the data that none of the teachers always and frequently employed collaborative annotation strategy at the post-reading stage. However, 10 per cent teachers occasionally used, 50 per cent of them rarely used and 40 per cent of them never used this strategy in the class.

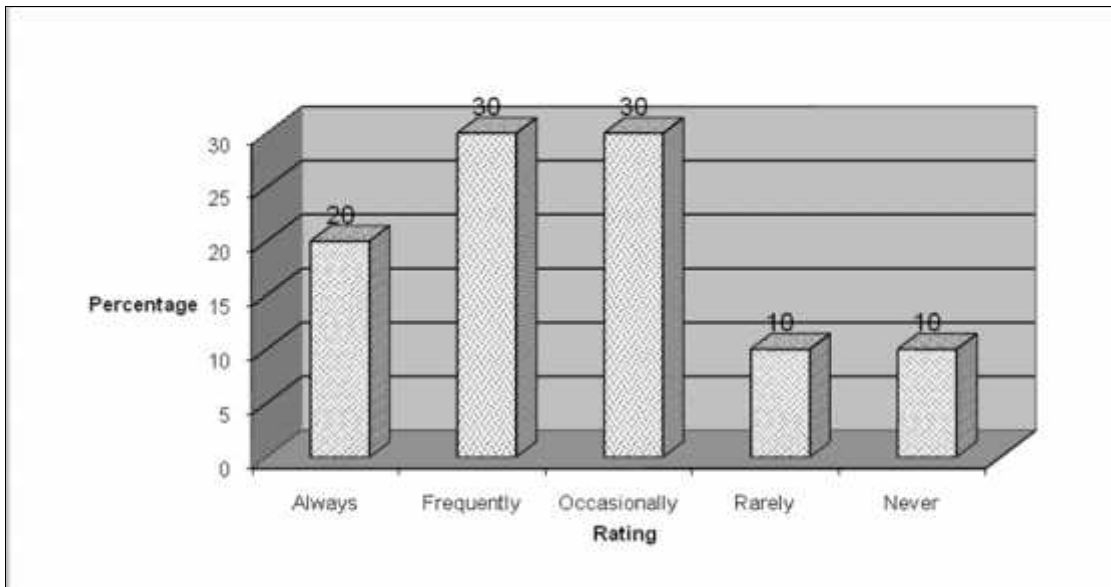
### **3.1.3.5 Prefacing the Ideas and Summarizing the Text**

It can also be used as the post reading strategies while teaching reading skill. Under it, the teacher may preface the main idea of the text and summarize the text in few sentences. In this section, I tried to find out whether the secondary level English teachers conducted this strategy in course of their teaching or not. I also wanted to find out how often they used the same strategy in the process of teaching reading lesson. The following diagram reveals the data.



**Figure No.:11**

**Prefacing the Ideas and Summarizing the Text**



From the above figure, it can be concluded that 20 per cent teachers were found always using the prefacing and summarizing the text strategy, 40 per cent of them were found frequently, 30 per cent of them were found occasionally and 10 per cent of them were found never using this strategy. And, none of them were found rarely using such strategies in the teaching of reading lesson.

**3.1.4 Analysis of Communicative Strategies**

It is obvious that language cannot be taught and learnt well without good communication. The ultimate aim of learning a language is to develop communicative competence in the learners. Thus, communicative strategies should be employed in every language classroom. In this section, I tried to find out what communicative strategies were employed to the students by the secondary English teachers while teaching of reading skill. I also wanted to find out in what frequency they used such strategies in the class. The data obtained from the observation can be displayed in the following table.

**Table No.9**  
**Communicative Strategies in the Classroom**

Rating	Always		Frequently		Occasionally		Rarely		Never		Total
	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%	
Pair work	-	-	3	30	5	50	2	20	-	-	100
Group work	-	-	2	20	5	50	2	20	1	10	100
Role Play	-	-	-	-	2	20	5	50	3	30	100
Simulation	-	-	-	-	-	-	-	-	-	-	100
Project work	-	-	-	-	1	10	4	40	5	50	100
Strip story	-	-	-	-	-	-	-	-	-	-	100
Discussion	1	10	4	40	4	40	1	10	-	-	100

From the above table, it can be concluded that there were 5 types of communicative strategy used by secondary level English teachers. Among them, discussion was highly used in comparison to others and project work was less practiced in the class. But, simulation, strip story and dramatization were never practiced among the 50 observed classes.

### **3.1.5 Strategies that were never used by the Secondary Level English Teachers**

- a) Inferential reading
- b) Guided reading
- c) Transactional reading journal
- d) Key concept synthesis
- e) Paraphrasing the text into different forms of discourse.
- f) Writers' craft seminar
- g) Parallel note taking

h) Simulation

i) Strip story

While observing fifty classes of selected teachers, the above mentioned strategies were not used by any secondary level English teachers.

### **3.2 Comparison of Strategies of Teaching Reading Skill Used by Public and Private Schools' English Teachers**

In this section, I compared the strategies of teaching reading skill used by public and private school English teachers. Here, the comparison has been made on the basis of the data obtained from the class observation. For observation, I used an observation checklist incorporating different strategies which were organized into four main headings: pre-reading, while-reading, post-reading and communicative strategies. The observation checklist was made incorporating five rating scales, i.e. always, frequently, occasionally, rarely and never numbered 1, 2, 3, 4 and 5 respectively. Here, the comparison of strategies used by public and private schools' teachers has been made in two ways: holistically and in detail.

#### **3.2.1 Holistic Comparison**

For holistic comparison, the total number of class of teachers (public and private) in which they employed each strategy was counted and compared with the help of percentage in general. The holistic comparison of the strategies used by both types of teachers can be seen in the following sub-sections:

##### **3.2.1.1 Holistic Comparison of Pre-reading Strategies**

The pre-reading strategies used by public and private school English teachers can be compared holistically in the following table.

**Table No.10**

**Holistic Comparison of Pre-reading Strategies**

Strategies Used	Public	Private
	Class %	Class %
Students' motivation	84	92
Predicting and guessing	60	44
Teaching of new Vocabulary and structures	80	64
Frame of reference	60	92
Providing model reading	88	29
Setting signpost questions	80	72

From the above table, it can be concluded that among the pre-reading strategies, students' motivation and frame of reference were more frequently used by the private school teachers than public ones whereas other remaining strategies were more frequently used by public school teachers in comparison to private ones.

**3.2.1.2 Holistic Comparison of While-reading Strategies**

The holistic comparison of the while-reading strategies of teaching reading skill used by public and private school English teachers can be presented in the following table.

**Table No.11****Holistic Comparison of While-reading Strategies**

Strategies	Public	Private
	Class (%)	Class (%)
Students' loud reading	84	48
Silent reading	68	88
Shared reading	92	28
Scanning	56	68
Skimming	64	24
Comprehension questions	64	88
Matching half items	80	72
Ordering items	24	32
Completion items	16	24
Reading and choosing	84	48
Reading and translating	68	16
Conversation across time	16	80

Among the while reading strategies employed by the teachers, students' loud-reading, shared reading, skimming, matching items, reading and translating and reading and choosing were more frequently used by public school teachers in comparison to private ones whereas strategies like silent reading, scanning, comprehension questions, ordering items and conversation across time were more frequently used by private school teachers in comparison to public school teachers.

**3.2.1.3 Holistic Comparison of Post-reading Strategies**

The holistic comparison of the post-reading strategies employed by the public and private school English teachers can be seen in the following table.

**Table No.12**

**Holistic Comparison of Post-reading Strategies**

Strategies	Public	Private
	Class (%)	Class (%)
Discussion and debate activities	40	80
Dense questioning	8	24
Critical thinking and creative writing	28	56
Prefacing and summarizing	64	84
Collaborative annotation	16	28

Among the post-reading strategies employed by the teachers, discussion and debate activities and prefacing the idea and summarizing the text were more common to both types of teachers, however, private school teachers employed them more frequently in comparison to public ones whereas other remaining strategies were less frequent in both schools' classes.

**3.2.1.4 Holistic Comparison of Communicative Strategies**

The communicative strategies that were employed by the public and private school teachers can be holistically compared in the following table.

**Table No. 13**

**Holistic Comparison of Communicative Strategies**

Strategies	Public	Private
	Class (%)	Class (%)
Discussion	60	80
Pair work	60	64
Group work	48	56
Role play	20	24
project work	16	28

Among these communicative strategies, discussion, pair work and group work were more frequently used by both types of teachers; however, private school

teachers used more frequently in comparison to public ones whereas strategies like role play and project work were less frequently used in both types of schools.

### **3.2.2 Detail Comparison**

Detail comparison of the strategies of teaching reading skill used by public and private school teachers was done on the basis of five rating scales viz. always, frequently, occasionally, rarely and never numbered 1,2,3,4 and5 respectively. The detail comparison can also be done under the following sub-sections:

#### **3.2.2.1 Detail comparison of Pre-reading Strategies**

The table no.14 shows the detail comparison of pre-reading strategies employed by public and private school teachers.

**Table No.14**  
**Detail Comparison of Pre-reading Strategies**

Rating	Public						Private					
	1	2	3	4	5	Total	1	2	3	4	5	Total
	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)
Motivating students	40	40	20	-	-	100	80	-	20	-	-	100
Predicting and guessing	-	40	20	40	-	100	-	20	60	20	-	100
Teaching of new vocabulary and structures	20	60	20	-	-	100	-	20	60	20	-	100
Frame of reference	20	-	60	20	-	100	60	40	-	-	-	100
Providing model reading	60	20	20	-	-	100	-	-	-	60	40	100
Setting signpost questions	20	60	20	-	-	100	20	20	60	-	-	100



From the above table, it was found that motivational strategies were effectively used in either of both schools. The data shows that 40 per cent public school teachers always, 40 per cent of them frequently and 20 per cent of them occasionally conducted motivational strategies before starting their lesson whereas majority of the private school teachers, i.e. 80 per cent were found always using such strategies and other remaining teachers, i.e. 20 per cent were found occasionally using motivational strategies in the class.

Next, predicting and guessing strategies were not always used by both types of teachers. However, it was frequently used by 40 per cent public school teachers, occasionally by 20 per cent and rarely by 40 per cent teachers whereas majority of the private school teachers i.e. 60 per cent occasionally used do such strategies while teaching of reading skill, 20 per cent of them frequently and the equal per cent, i.e. 20 per cent of them rarely used this strategy.

Similarly, teaching of new vocabulary and structures used in the text was also used as a pre-reading strategy. The above data shows that 20 per cent public school teachers were found always, 60 per cent of them were found frequently and 20 per cent of them were found occasionally using this strategy, but, majority of private school teachers, i.e. 60 per cent were found occasionally using this strategy and 20 per cent of them were found frequently and rarely using this strategy. From this, it can be concluded that this strategy was more frequently used by public school teachers than private ones.

Another strategy used by them was frame of reference. The above data shows that 20 per cent public school teachers always, 60 per cent of them occasionally and 20 per cent of them rarely used this strategy at the pre-reading stage, whereas, majority of private school teachers, i.e. 60 per cent, always used this strategy in the classroom and other remaining teachers i.e. 40 per cent frequently used this strategy. This infers that frame of reference strategy was more frequently used by private school teachers than public ones.

In case of providing model reading to the students, majority of the public school teachers, i.e. 60 per cent were found always, 20 per cent of them frequently and the equal per cent of them were found occasionally providing model reading to the students. But, majority of private school teachers i.e. 60 per cent rarely used this strategy and 40 per cent of them were found never using model reading to the students. From this, it can be viewed that model reading to the students was more frequently used in public school classes than private ones.

Next strategy they employed was setting signpost questions. It was found that the equal per cent i.e. 20 teachers of both schools always set signpost questions before asking the students to read the text silently. Sixty per cent public and 20 per cent private school teachers frequently set pre-questions and 20 per cent public and 60 per cent private school teachers occasionally set the signpost questions in the class. From the above data, it can be concluded that the use of this strategy was more frequent in public school classes rather than private ones.

### **3.2.2.2 Detail Comparison of While-reading Strategies**

In this section, I tried to make detail comparison between the strategies employed by the public and private school teachers at the while-reading stage. The detail comparison of the while reading strategies used by public and private school teachers are presented in the following table:

**Table No. 15**  
**Detail Comparison of While-reading Strategies**

Rating	Public						Private					
	1	2	3	4	5	Total	1	2	3	4	5	Total
Strategies	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)
Students' loud reading	40	40	20	-	-	100	-	-	60	40	-	100
Students' silent reading	-	40	60	-	-	100	40	60	-	-	-	100
Shared reading	60	40	-	-	-	100	-	-	20	20	60	100
Scanning	-	20	60	20	-	100	-	40	60	-	-	100
Skimming	-	60	20	20	-	100	-	-	-	60	40	100
Comprehension questions	20	40	40	-	-	100	60	20	20	-	-	100
Matching items	60	-	20	20	-	100	40	-	60	-	-	100
Completion items	-	-	20	40	40	100	-	20	40	20	20	100
Ordering items	-	-	-	40	60	100	-	-	20	60	20	100
Conversation across time	-	-	-	40	60	100	40	20	40	-	-	100
Reading and choosing	40	40	20	-	-	100	-	20	40	20	20	100
Reading and translating	20	20	40	20	-	100	-	-	-	40	60	100

The table No.16 shows the data that 40 per cent public school teachers always, the equal per cent of them frequently and 20 per cent of them occasionally asked the students to read the text loudly whereas none of the private school teachers were found always and frequently using loud reading, however, 60 per cent of them occasionally and 40 per cent of them rarely used loud reading in the classroom. From this, it can be concluded that loud reading was more frequently used by public school teachers than private ones.

In case of silent reading, no teacher of public school was found always using but 40 per cent of them were found frequently and rest of the teachers i.e. 60 per cent were found occasionally using silent reading in the class. In case of private school, it was always used by 40 per cent teachers and other remaining teachers i.e. 60 per cent frequently assigned the students for silent reading. From this, it can be said that silent reading was more frequently used by private school teachers than public ones.

Similarly, shared reading was also used by the selected teachers. The above data shows that it was always used by 60 per cent public school teachers and frequently employed by 40 per cent teachers whereas 40 per cent private school teachers rarely used such type of reading in the class and other remaining teachers, i.e. 60 per cent never used shared reading in the classroom. From this data, it can be concluded that shared reading was more frequently used in public schools than private ones.

Similarly, scanning was also used by public and private school teachers. The data above shows that 20 per cent public school teachers were found frequently, 60 per cent of them occasionally and 20 per cent of them were found never using scanning in the class whereas 40 per cent private school teachers frequently used and 60 per cent of them occasionally used scanning technique while teaching of reading skill at secondary level. From this, it can be said that scanning was more frequently used by private school teachers than public ones.

In case of skimming, 60 per cent public school teachers always, 20 per cent of them occasionally and 20 per cent of them rarely used skimming in the class. In case of private schools, no teacher was found using it always, frequently and occasionally. However, it was rarely used by 60 per cent teachers and never used by 40 per cent teachers. On the basis of this data, skimming technique was more frequently used by public school teachers than private ones.

Next, the use of comprehension questions, it was found that, 20 per cent public and 60 per cent private school teachers always used comprehension questions in the classroom, 40 per cent public and 20 per cent private school teachers frequently used and 40 per cent public and 20 per cent private school teachers occasionally used such questions in the class. From this, it can be said that both teachers frequently used such items in teaching of reading, however, private school teachers used in more cases than public ones.

Regarding the use of matching items based on the reading text, majority of the public school teachers i.e. 60 per cent were found always, 20 per cent of them occasionally and 20 per cent of them were found rarely using such items in the classroom whereas 40 per cent private school teachers always and 60 per cent of them occasionally used matching items while teaching of reading lesson in the class.

In case of completion items, none of the teachers of both schools always used in teaching of reading lesson. However, 20 per cent public school teachers occasionally, 40 per cent rarely and the equal per cent teachers never used such items in the classroom. Whereas, 20 per cent private school teachers were found frequently, 40 per cent of them occasionally, 40 per cent rarely and 20 per cent of them were found never using this strategy. From this, it can be viewed that completion items were more frequently used by private school teachers than public ones.

Next, ordering items, the above data shows that none of the teachers of both schools found always and frequently using it in the teaching of reading skill in

the classroom, however, 40 per cent public school teachers rarely used and 60 per cent of them never used such items. But, in case of private schools, 20 per cent teachers were found occasionally, 60 per cent were found rarely and other remaining teachers i.e. 20 per cent were found never using this strategy. From this, it can be concluded that ordering items were rarely used in both schools classes, however, private school teachers used in more cases than public ones.

In case of using conversation across time strategy, 40 per cent public school teachers used occasionally and other remaining teachers, i.e. 60 per cent used rarely, whereas, in case of private schools, 40 per cent teachers were found always, 20 per cent frequently and 40 per cent of them were found occasionally using this strategy in the classroom. On the basis of this data, it can be concluded that conversation across time strategy was more frequently used in private school classes than public ones.

Similarly, in case of reading and choosing, 40 per cent public school teachers always used, 40 per cent of them frequently and 20 per cent of them occasionally used this strategy whereas 20 per cent private school teachers were found frequently, 40 per cent of them found occasionally, 20 per cent of them found rarely and 20 per cent of them found never using this strategy. From this, it can be concluded that reading and choosing strategy was more frequently used by public school teachers than private ones.

Similarly, reading and translating was also used by the teachers. It was found that 20 per cent public school teachers always, 20 per cent of them frequently and 20 per cent of them occasionally used such reading and translating strategy whereas 40 per cent private school teachers were found rarely and 60 per cent of them found never using such strategy in the class. Here, it can be concluded that translation was more often used by public school teachers in the teaching of reading text than private ones.

### **3.2.3 Detail Comparison of Post-reading Strategies**

In this section, the strategies employed by public and private school English teachers at the post-reading stage were compared in detail. The following table reveals the post-reading strategies used by public and private school teachers.

**Table No.16**  
**Detail Comparison of Post-reading Strategies**

Rating	Public						Private					
	1	2	3	4	5	Total	1	2	3	4	5	Total
	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)
Discussion and debate activities	-	-	40	40	20	100	20	60	20	-	-	100
Dense questioning	-	-	20	20	60	100	-	-	20	60	20	100
Critical thinking and creative writing	-	-	20	40	40	100	-	20	60	20	-	100
Collaborative annotation	-	-	-	40	60	100	-	-	20	60	20	100
Prefacing ideas and summarizing the text	20	40	20	-	20	100	40	40	20	-	-	100

From the above table, it can be seen that there were five strategies were employed by the selected teachers at the post-reading stage following different range of frequency. The data shows that 40 per cent public school teachers occasionally, the equal per cent of them rarely and 20 per cent of them never conducted discussion and debate activities in the class whereas 20 per cent private school teachers always conducted, 60 per cent frequently and 20 per cent teachers occasionally conducted discussion and debate activities based on the text. On the basis of the above data, it can be concluded that discussion and debate strategies were more frequently used in private school classrooms than public ones.

Similarly, in case of dense questioning, 20 per cent public and the equal per cent private school teachers were found occasionally using it, 20 per cent public and 60 per cent private school teachers rarely used and 60 per cent public and 20 per cent private school teachers never used dense questioning strategies in the class while teaching of reading skill. This states that dense questioning strategy was less frequently used in both schools' classroom where private school teachers used in more cases than public ones.

In case of critical thinking and creative writing exercises, it was not always used by both types of teachers, however, 20 per cent public school teachers occasionally used, 40 per cent rarely and 40 per cent of them never used such strategy while teaching of reading skill whereas 20 per cent private school teachers frequently used, 60 per cent occasionally and 20 per cent teachers never used such strategies at the post reading stage. Therefore, critical thinking and creative writing exercises were more frequently practiced in private school classrooms than public ones.

Next, collaborative annotation, it was found that 40 per cent public school teachers rarely used and 60 per cent of them never used such strategies while teaching of reading skill whereas 20 per cent private school teachers



occasionally used, 60 per cent of them rarely used and 20 per cent teachers never used collaborative annotation strategy while teaching of reading skill.

In case of prefacing the ideas and summarizing the text, 20 per cent public school teachers always used, 40 per cent of them frequently used, 20 per cent of them occasionally and 20 per cent teachers never used this strategy whereas 40 per cent private school teachers always used, 40 per cent of them frequently used and 20 per cent teachers occasionally used prefacing the ideas and summarizing the reading text strategy in course of teaching of reading skill in the classroom. On the basis of above result, prefacing the ideas and summarizing the text strategy was more frequently used by private school teachers than public ones.

### **3.3.4 Detail Comparison of Communicative Strategies**

While teaching reading skill in the secondary level English class, various types of communicative strategy were used by the public and private school English teachers. They are compared in detail under the following table.

**Table No.17**

**Detail Comparison of Communicative Strategies**

Rating Strategies	Public						Private					
	1	2	3	4	5	Total	1	2	3	4	5	Total
	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)
Pair work	-	20	60	20	-	100	-	40	40	20	-	100
Group work	-	20	40	20	20	100	-	20	60	20	-	100
Role play	-	-	20	20	60	100	-	-	20	60	20	100
Discussion	-	20	60	20	-	100	20	60	20	-	-	100
Project work	-	-	-	40	60	100	-	-	20	40	40	100

From the above table, it was found that no teacher of both schools always used pair work in the class. However, 20 per cent public school teachers frequently used, 60 per cent occasionally used and 20 per cent teachers rarely used pair work in teaching of reading skill whereas 40 per cent private school teachers frequently, 40 per cent of them occasionally and 20 per cent of them rarely used pair work in the class.

In case of group work, 20 per cent public school teachers frequently used, 40 per cent of them occasionally used, 20 per cent of them rarely used and 20 per cent of them never used group work in the class whereas 20 per cent private school teachers frequently used, 60 per cent of them occasionally used and 20 per cent teachers rarely used group work while teaching of reading skill in the class.

Similarly, role play was also employed by both public and private school teachers. It was found that 20 per cent public school teachers occasionally used, 20 per cent of them rarely used and 60 per cent of them never used whereas 20 per cent private school teachers occasionally used, 60 per cent rarely and 20 per cent teachers never assigned the students to play the roles in the classroom. From this data, it can be concluded that role play technique was less frequently used by both types of teachers.

In case of discussion, it was found that 20 per cent public school teachers frequently, 60 per cent of them occasionally and 20 per cent of them rarely assigned the students for discussion in the class whereas 20 per cent private school teachers always, 60 per cent teachers frequently and 20 per cent teachers occasionally assigned the students for discussion in the class. From the above data, it can be concluded that private school teachers more frequently assigned the students for discussion in the class than public school teachers.

Next, project work, it was found that 40 per cent public school teachers rarely used and 60 per cent teachers never used project work in the class whereas 20 per cent private school teachers occasionally used, 40 per cent rarely used and 40 per cent teachers never used project work in the class. The above data reflects that project work was less frequently practiced in both types of school classrooms.

### **3.3 Teachers' Views on the Strategies of Teaching Reading Skill**

This section mainly concerns with the secondary level English teachers' views towards the various strategies of teaching reading skill. The analysis and interpretation of the data in this part is based on the questionnaires. In order to draw the views of teachers, a set of questionnaire was used as a tool including 25 close ended questions with three alternatives viz. 'Always', 'Sometimes' and 'Never'. The responses of teachers to each question were analyzed and interpreted in detail with the help of percentage and table. While analyzing the data, I organized the total questions into three broad headings viz.

- ) Teachers' views on pre-reading strategies
- ) Teachers' views on while-reading strategies
- ) Teachers' views on post-reading strategies

#### **3.3.1 Teachers' Views on Pre-reading Strategies**

In this section, the questions that were asked to the teachers related to the pre-reading strategies are analyzed. For this purpose, altogether eight questions were used. Thus, the responses of teachers in relation to the questions, 1, 2, 3, 4, 5, 6, 7 and 8 are analyzed and interpreted in the following table.

**Table No.18**

**Teachers Views on Pre-reading Strategies**

Q.N.	1	2	3	4	5	6	7	8
Responses	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)
Always	-	80	50	40	60	40	40	30
Sometimes	-	20	50	60	40	60	60	50
Never	-	-	-	-	-	-	-	20

Question No.1 was asked to the teachers to check their preference to teach reading skill. The question was: 'Do you prefer teaching reading skill? In response, all the selected teachers responded 'yes'. This reveals that all the secondary level English teachers prefer to teach reading skill in the class.

Question No.2 was asked to find out whether the teachers conduct motivational tasks before starting the lesson or not. The question was: 'Do you conduct motivation task before starting reading lesson?' In response, 80 per cent teachers responded 'Always' and 20 per cent of them responded 'Sometimes'. This data reveals that majority of the secondary level English teachers frequently conduct motivational strategies at the beginning of their class. Here, it can also be concluded that the observed information and elicited information were correlated with each other.

Question No.3 was 'Do you assign guessing activities before starting the reading lesson?' In response, 50 per cent teachers replied that they always assign guessing activities and 50 per cent of them replied that they sometimes assign the guessing activities before starting to read the text. From this, it can be concluded that the use of guessing activities in the class is satisfactory. Moreover, the correlation between observed and elicited information was satisfactory.

Question No. 4 was asked to the teachers whether they ask students to predict the title of the reading text or not. The question was: 'Do you ask the students to predict the title of the text?' In response, 40 per cent teachers responded 'Always' and 60 per cent of them responded 'Sometimes'. This shows that majority of the secondary level English teachers sometimes conduct this strategy in the class. Here, I could not find the correlation between observed and elicited information.

Question No.5 was: 'Do you teach difficult vocabulary before assigning the students for silent reading?' It was asked to find out whether the teachers teach new vocabulary as found in the text or not. In response, 60 per cent responded 'Always' and 40 per cent of them responded 'Sometimes'. This shows that vocabulary teaching strategy is always used by the secondary level English teachers. Moreover, the observed and elicited information were satisfactorily correlated.

Question No. 6 was asked to find out whether the teachers provide the background information of reading text to the students before they read it or not. The question was: 'Do you provide background information of reading text before the students read it?' In response, teachers were found, 40 per cent in 'Always' and 60 per cent in 'Sometimes'. From this data, it can be concluded that majority of the secondary level English teachers less frequently used such strategy in teaching of reading a text. Here, it can be seen the correlation between observed and elicited information.

Question No. 7 was: 'Do you assign the signpost questions related to the reading text?' It was asked to check whether the secondary level English teachers use such strategy in teaching reading skill in the class or not. In response, 40 per cent teachers responded that they always use signpost questions in reading lesson and 60 per cent of them responded that they sometimes set signpost questions related to the reading text. The data above reveals that majority of the secondary level English sometimes set signpost

questions in teaching of reading skill. Moreover, observed information and elicited responses were satisfactorily matched.

Question No.8 was asked to check whether the teachers provide model reading to the students or not. The question was: 'Do you provide model reading to the students before they read the text?' In response, 30 per cent teachers responded 'Always', 50 per cent of them responded 'Sometimes' and 20 per cent of them responded 'Never'. From this data, it can be concluded that model reading is not frequently provided to the students by the teachers in teaching of reading skill. Here, the information collected through checklist and questionnaires were matched with each other.

### 3.3.2 Teachers' Views on While-reading Strategies

In this section, the questions that are related to the while-reading strategies are incorporated. Altogether, eleven questions were used. Here, question No. 9, 10, 11, 12, 13, 14, 15 and 16 are presented together in the table No. 20 and question No. 17, 18 and 19 are presented, analyzed and interpreted in the separate tables 21, 22 and 23 respectively. The responses of teachers are tabulated for analysis in the following table.

**Table No.19**

**Teachers Views on While-reading Strategies**

Q.N.	9	10	11	12	13	14	15	16
Responses	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)
Always	30	30	30	40	10	20	10	20
Sometimes	60	70	50	50	70	60	60	60
Never	10	0	20	10	20	20	30	20

Question No.9 was: 'Do you ask the students to read the text loudly?' The question was asked in order to find out how often the teachers use loud reading in the class. In response, 30 per cent teachers responded that they always use,

60 per cent of them responded that they sometimes use and 10 per cent of them responded that they never use loud reading in teaching reading lesson. From this data, we can conclude that loud reading is less frequently used by secondary level English teachers. Moreover, observed and elicited information were satisfactorily matched with each other.

Question No. 10 was asked in order to find out how far the secondary level English teachers assigned the students for silent reading. In response, 30 per cent teachers responded 'Always' and 70 per cent of them responded 'Sometimes'. The data reveals that silent reading is less focused by secondary English teachers. The correlation between the observed and elicited information was seen satisfactory.

Question No. 11 was: 'Do you ask your students to read the text for locating specific information?' Responses as shown in table No.20 that 30 per cent teachers responded 'Always', 50 per cent of them responded 'Sometimes' and 20 per cent of them responded 'Never'. From this, it can be generalized that scanning technique is not frequent in use while teaching of reading skill at secondary level. Here, I could not find the correlation between observed and elicited information.

Question No.12 was asked to the teachers to find out whether the teachers use skimming technique while teaching of reading skill or not. The question was: 'Do you ask the student to skim the general idea of the reading text?' In response, 40 per cent teachers responded 'Always' 50 per cent of them responded 'Sometimes' and 10 per cent of them responded 'Never'. Here, it can be concluded that skimming technique of teaching reading skill is not frequently used by secondary level English teachers. Moreover, the observed and elicited information were not matched.

Question No. 13 was about transactional reading. From this, it was tried to find out whether the secondary level English teacher allow the students to engage in meaningful interaction with the text or not. The question was: 'Do you assign



your students for transactional reading?' As they responded 10 per cent teachers said, 'Always' 70 per cent of them said 'Sometimes' and 20 per cent of them said 'Never'. The above data reveals that transactional reading journal strategy is less practiced by secondary level English teachers. Here, it can not be seen the correlation between the observed information and elicited responses.

Question No.14 was: 'Do you assign your students for guided reading task?' It was asked in order to draw the information that whether the teacher allow the students for more independent reading for the purpose of developing the skills like vocabulary building, character comparison, structure comparison etc. or not. In response, 20 per cent teachers responded 'Always', 60 per cent of them responded 'Sometimes' and 20 per cent of them responded 'Never'. From this, it can be generalized that guided reading strategy is less frequently practiced by the secondary level English teachers in their teaching. Furthermore, the observed and elicited information were not matched.

Question No.15 was: 'Do you assign the students to make parallel not from the read text?' It was asked to find out whether the teachers allow their students to make note from the reading text or not. In response, 10 per cent teachers replied that they always use, 60 per cent of them responded that they sometimes use and 30 per cent of them replied that they never use this strategy. The above data reveals that parallel note taking strategy is less frequently employed by the secondary level English teachers. I did not find the correlation between the observed information and elicited responses.

Question No. 16: was asked to find out how far the secondary level English teachers are familiarized with the reciprocal teaching in relation to teaching of reading skill. It was also aimed to find out how far the teachers assign the students to engage for four comprehensive strategies, viz. predicting, questioning clarifying, summarizing etc. In response, 20 per cent teachers replied that they always uses, 60 per cent of them replied that they sometimes use and 20 per cent of them replied that they never use such strategy while

teaching of reading skill. From this, it can be concluded that reciprocal teaching strategy is less used by the secondary level English teachers. Here, the observed information and elicited responses were not matched with each other.

Similarly, question No. 17 was about the different reading activities used in classroom teaching. Here, the teachers were asked to select any five reading activities as listed on the basis of the priority they gave in the classroom. The table below shows the activities those got priority in the classroom as expressed by the teachers.

**Table No.20**  
**Prioritized Reading Activities**

Priority Activities	1st	2nd	3rd	4th	5th
Matching items	5	3	1	0	1
Comprehension questions	3	2	2	1	2
Multiple choice items	1	0	1	3	2
True false items	0	4	2	1	0
Completing table	0	1	0	1	3
Locating grammar	0	1	0	0	2
Ordering items	0	0	1	4	0

On the basis of the above data, it can be concluded that matching items, comprehension questions, multiple choice items and true false items got more priority activities in comparison to other activities in the classroom.

In question No. 18, the teachers were asked to select any five communicative strategies by giving number (1, 2, 3 ....) on their priority. The table below reflects the prioritized communicative strategies selected by the teachers.

**Table No.21**

**Prioritized Communicative Strategies**

Priority \ Strategies	1st	2nd	3rd	4th	5th
Discussion	4	1	1	3	1
Pair work	3	1	3	1	1
Group work	1	3	0	4	2
Role play	1	2	3	2	0
Drill	0	0	2	3	2
Communicative Games	0	0	1	0	4
Discovery techniques	0	0	0	1	0

The data above reveals that there are seven communicative strategies selected by the teachers by following their own priority. On the basis of above data, it can be concluded that discussion pair work and group work got more priority in comparison to others.

In question No. 19 teachers were asked to select the reading materials that they use in teaching of reading skill in the class by giving numbers (1-2-3 . . .) on their own priority. Here, the following table reflects the data.

**Table No.22**

**Prioritized Reading Materials Used in Teaching of Reading Skill**

Priority	1st	2nd	3rd	4th	5th
Reading materials					
Text from the books	8	-	2	-	-
Conversation/dialogue	1	2	1	2	4
Authentic materials	1	5	-	1	-
Newspaper/magazines	-	2	2	2	1
Language games	1	1	2	-	-
Poems, limericks rhymes	-	-	2	2	1
Letters post cards	-	1	-	-	1
Essays/short stories	-	-	-	1	3
Jokes riddles	-	-	-	-	1
Word puzzles	-	-	1	-	-

The above data reflects that there were ten types of reading materials selected by the teachers following their own priority. On the basis of given data, it can be concluded that 'texts from the book' is the most prioritized reading materials for the secondary level English teachers. It can also be said that majority of the secondary level English teachers use textbook as the main reading material in teaching of reading skill. Newspaper/magazines and authentic materials were the more prioritized materials for teaching of reading skill in comparison to others as mentioned in the table.

### **3.3.3 Teachers' Views on Post-Reading Strategies**

In this part, questions that are related to the post reading strategies have been incorporated. The responses of teachers in relation to these questions (20, 21, 22, 23, 24, 25) are tabulated and analyzed in the following table.

**Table No.23**

**Teachers Views on Post-reading Strategies**

Q.N.	20	21	22	23	24	25
Responses	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)	Teachers (%)
Always	20	20	-	-	70	20
Sometimes	80	80	70	70	30	70
Never	-	-	30	30	-	10

In question No. 20, teachers were asked whether they allow the students for providing alternative title of the reading text or not. The question was: 'Do you ask the students to provide the alternative title of the reading text?' In response, 20 per cent teachers responded 'Always' and 80 per cent of them responded 'Sometimes'. On the basis of this data, it can be concluded that providing alternative title strategy is less frequently practiced in secondary level. Moreover, the observed information and elicited responses were satisfactorily matched with each other.

Question No.21 was: 'Do you ask them to summarize the text in their own words?' It was asked in order to find out whether the teachers allow the students to summarize the reading text in their own or not. In response, 20 per cent teachers replied that they always use such strategy and 80 per cent of them replied that they sometimes use such strategy while teaching reading skill. The above data shows that summarizing the reading text strategy is less practiced by the secondary level English in the class. The correlation between observed information and elicited responses can be seen satisfactory.

Similarly, question No.22 was: 'Do you ask them to translate the read text into different forms of discourse?' In response, none of the teachers responded 'Always' 70 per cent of them responded 'Sometimes' and 30 per cent of them responded ' Never'. From this, it can be viewed that translating the text into different forms of discourse strategy is less frequent in use in case of secondary

level. Here, It cannot be seen the correlation between observed information and elicited responses.

Question No.23 was asked to the teachers whether they assign the students for providing critical review of the text or not. The question was: 'Do you assign the students to provide the critical review of the text?' In response, no teacher was found who responded 'Always', 70 per cent of them responded 'Sometimes' and 30 per cent of them responded 'Never'. This also infers that secondary level English teachers less frequently conduct such critical reviewing exercises in the teaching of reading skill. Moreover, the correlation between information collected through checklist and questionnaire is seen satisfactory.

Question No.24 was about teaching of other language skills along with reading skill. The responses provided by the teacher were 70 per cent teachers in 'Always' and 30 per cent of them in sometimes. From this, it can be generalized that secondary level English teachers adopt integrative language instruction.

At last, question No.25 was asked to the teachers to find out whether they use paraphrasing text exercises or not. The question was: 'Do you ask them to paraphrase the reading text?' In response, 20 per cent teachers responded 'Always', 70 per cent responded 'Sometimes' and 30 per cent of them responded 'Never'. From the above data, it can be concluded that paraphrasing the text strategy is sometimes used by the secondary level English teachers.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

On the basis of rigorous analysis and interpretation of the data, the following findings have been extracted.

##### **4.1.1 Holistic Findings**

- 1) A majority of the secondary level English teachers i.e. 80 per cent were found using varieties of strategies for teaching of reading skill. However, they did not follow concrete stages of teaching reading: pre-, while- and post-reading stages.
- 2) Among the pre-reading strategies, students' motivation, vocabulary teaching, frame of reference and setting signpost questions were more common in the classroom in comparison to others. More than 70 per cent teachers were found using these strategies in the class.
- 3) While-reading strategies such as: students' loud reading, silent reading, comprehension questions, matching half items, reading and choosing were found more frequently using in comparison to others. More than 74 per cent teachers were found using these strategies at the while reading stage.
- 4) Among the post-reading strategies, only a few strategies were employed in the classroom. Strategies like discussion and debate and summarizing the text were more common to the teachers. More than 65 per cent teachers were found using these strategies in the classroom.
- 5) Communicative strategies such as: discussion, pair work and group work were more common in the classroom in comparison to others. More than 62 per cent teachers were found using these strategies

whereas project work, role plays were less focused but simulation and strip story were not used by them.

- 6) More than 70 per cent teachers were found being limited to conduct the activities and exercises as given in the textbook. In response to questionnaire, they gave the first priority to the 'texts from the book' as the main reading materials in the classroom.
- 7) In some cases, the teachers' responses on questionnaires were found different than the ones found in the class observations. For example, more than 60 per cent teachers responded on questionnaires that they always used the strategies like transactional reading, guided reading, reciprocal teaching and parallel note taking in the teaching of reading skill but it was found through the observation that these strategies were not used by any teacher in the classroom.
- 8) Strategies like completion items, ordering items, dense questioning, critical thinking and creative writing and conversation across time were less frequently used in the classroom whereas, transactional reading, guided reading, inferential reading, key concept synthesis, paraphrasing the text into different forms of discourse and parallel note taking strategies were never used in the classroom.

#### **4.1.2 Findings Based on Comparison**

Both public and private school teachers used more or less similar types of strategies in the process of teaching of reading skill at the secondary level. However, they were different in the range of frequency they use and degree of importance they give while using in the classroom. Some of the findings based on comparison can be listed below.

- 1) Among the pre-reading strategies, students' motivation and frame of reference strategies were more frequently used in private schools' classroom. More than 90 per cent teachers were found using these



strategies in the class whereas predicting and guessing, vocabulary teaching, model reading and setting signpost questions strategies were more common in public school classrooms. More than 75 per cent teachers were found using these strategies in their day to day teaching of reading skill.

- 2) The ways of reading like reading aloud, shared reading and skimming were more frequently used in public school classrooms. Majority of the teachers i.e. 80 per cent were found using these reading techniques whereas silent reading and scanning were more common in the private school classrooms. More than 80 per cent teachers were found using such types of reading in the class.
- 3) Strategies like asking comprehension questions and conversation across time were more frequently used by private school teachers, more than 80 per cent classes were found using these strategies whereas matching items and reading and choosing were more common in public school classrooms. More than 77 per cent classes were found using these strategies.
- 4) More than 60 per cent public school teachers were found teaching reading through translation whereas it was very rare in the case of private school teachers.
- 5) Strategies such as: ordering items and completion items were less frequently used by both types of teachers. The result was 34 per cent for private and 18 per cent for public school teachers.
- 6) In case of post-reading strategies, only two strategies like discussion and debate and summarizing the text were more frequently used in both types of school classrooms, where, 50 per cent public and 79 per cent private school teachers were found using these strategies.

- 7) Among the communicative strategies, discussion, role play, pair work, group work and project work were used by both types of teachers where discussion and group work were more frequently used in private school classroom (70 per cent) than public ones (42 per cent) and the other strategies such as: role play and project work were less focused, where, 31 per cent public and 38 per cent private school teachers were found employing these strategies. But, simulation and strip story were not used by any teachers.

## **4.2 Recommendations**

On the basis of the findings, the following recommendations have been made.

- 1) Teachers are suggested to teach reading skill by following the three stages: pre-reading while-reading and post-reading properly.
- 2) Students' loud reading was less focused by private school teachers in the class. But it can be effective for practicing pronunciation, stress, intonation etc. So, they are suggested to employ as the time and situation demand.
- 3) Similarly, students' silent reading was less frequently used in public school classrooms. Silent reading is an effective means for developing comprehension. So, teachers should use silent reading in the classroom.
- 4) Majority of the secondary level English teachers' performance on post-reading stage was poor. They were found using less number of post-reading strategies in the class. So, they are suggested to employ varieties of post reading strategies such as: writers' craft seminar, paraphrasing the text into different forms of discourse, opinion poll exercises etc. in the process of teaching of reading skill.
- 5) Most of the teachers were found being limited only to conduct the exercises and activities as given in the textbook. So, they should assign

other innovative reading strategies like, collaborative annotation, conversation across time, reciprocal teaching anticipation guide etc.

- 6) The teachers were found using only few communicative strategies in the class. So, they are suggested to apply the other communicative strategies like simulation, strip story dramatization, picture description collaborative language learning etc. in the process of teaching of reading skill.
- 7) Teachers were not found using the strategies like key concept synthesis, inferential reading, parallel note taking, guided reading, paraphrasing the text into different forms of discourse in their class. So, they should use these strategies in their day to day classroom teaching.

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**APPENDIX-I**  
**CLASS OBSERVATION FORM**

Name of School:

Name of the teacher:

Type of School:      Public (    )                      Private (    )

Title of the text:

<b>1.</b>	<b>Pre-reading stage</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Rem.</b>
	Strategies						
1.1	Motivating students						
1.2	Predicting and guessing strategies						
1.3	Teaching new vocabulary and structures used in the text						
1.4	Frame of reference strategy						
1.5	Providing model reading						
1.6	Setting signpost questions						
<b>2.</b>	<b>While-reading Stage</b>						
	Strategies						
2.1	Students loud reading						
2.2	Silent reading						
2.3	Inferential reading						

2.4	Shared reading						
2.5	Guided reading						
2.6	Transactional reading						
2.7	Key concept synthesis						
2.8	Scanning						
2.9	Skimming						
2.10	Asking comprehension questions						
2.11	Conversation across time						
2.12	Use of matching halves						
2.13	Use of ordering information in the text						
2.14	Use of completion item based on the text						
<b>3.</b>	<b>Post-reading Stage</b>						
	Strategies						
3.1	Discussion and debate activities						
3.2	Paraphrase the text into different forms of discourse						
3.3	Dense questioning						
3.4	Writers' craft seminar						
3.5	Prefacing the ideas and Summarizing the text						
3.6	Critical thinking and creative writing exercises						



3.7	Parallel note-taking						
3.8	Collaborative annotation						
<b>4.</b>	<b>Other Communicative Strategies</b>						
4.1	Pair work						
4.2	Group work						
4.3	Role play						
4.4	Project work						
4.5	Strip story						
4.6	Discussion						
4.7	Simulation						

Any other strategies/activities observed in the class.

.....  
.....  
.....  
...

Note: 1= always, 2= frequently, 3=occasionally, 4= rarely, 5=never.

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Researcher  
Krishna Kumar Khatri  
M.Ed. English  
Thesis year

## APPENDIX-IV

### Questionnaire

Dear Informant,

This questionnaire has been prepared to draw information for the research work entitled "**A Study on the Strategies of Teaching Reading Skill Used by Secondary Level English Teachers**". The research work is being carried out under the supervision of **Dr. Anjana Bhattarai**, Reader, Department of English Education, Faculty of Education (FoE), T.U. Kirtipur, Kathmandu. The researcher hopes that you will give reliable and authentic information to cooperate him and that will be valuable contribution to complete the research work.

Researcher

**Krishna Kumar Khatri**

T.U. Kirtipur, Kathmandu

Name of the Teacher:

Sex:                      Male ( )                      Female ( )

Qualification:

Name of the School:

Types of School      Public ( )                      Private ( )

Level at which you are teaching:

1. Do you prefer teaching reading skill?  
a) Yes    b) No
2. Do you conduct motivation task before teaching reading lesson?  
a) Always                      b) Sometimes                      c) Never
3. Do you assign guessing activities before starting the reading lesson?  
a) Always                      b) Sometimes                      c) Never

- 4) Do you ask the students to predict the title of the reading text?  
a) Always                      b) Sometimes                      c) Never
- 5) Do you teach difficult vocabulary before reading text?  
a) Always                      b) Sometimes                      c) Never
- 6) Do you provide background information of the reading text?  
a) Always                      b) Sometimes                      c) Never
- 7) Do you assign the signpost questions related to the reading text?  
a) Always                      b) Sometimes                      c) Never
- 8) Do you provide model reading to the students before they read the text?  
a) Always                      b) Sometimes                      c) Never
- 9) Do you ask the students to read the text loudly?  
a) Always                      b) Sometimes                      c) Never
- 10) Do you ask them to read the text silently?  
a) Always                      b) Sometimes                      c) Never
- 11) Do you ask your students to locate specific information in the reading text?  
a) Always                      b) Sometimes                      c) Never
- 12) Do you ask the students to skim the general idea from the reading text?  
a) Always                      b) Sometimes                      c) Never
- 13) Do you assign the students for transactional reading?  
a) Always                      b) Sometimes                      c) Never
- 14) Do you assign the students for guided reading task?  
a) Always                      b) Sometimes                      c) Never
- 15) Do you assign them to make parallel note from the text?  
a) Always                      b) Sometimes                      c) Never

- 16) Do you provide them a reciprocal teaching?  
a) Always                      b) Sometimes                      c) Never
- 17) Which of the following activities do you assign to the students after finishing the reading text? Select any five by giving number following your priority.
- Matching Items
  - Comprehension questions
  - Completing table
  - Reordering information contained in a text
  - Locating grammar points
  - True false items
  - Translation activities
  - Multiple choice items
  - Key concepts note taking
- 18) Which of the following communicative strategies do you conduct while teaching reading text? Rate them by giving numbers (1,2,3,4, 5.....) on your priority)
- |  |                                      |
|--|--------------------------------------|
| <input type="checkbox"/> Discussion          | <input type="checkbox"/> Strip story |
| <input type="checkbox"/> Pair work           | <input type="checkbox"/> Role play   |
| <input type="checkbox"/> Group work          | <input type="checkbox"/> Simulation  |
| <input type="checkbox"/> Project work        | <input type="checkbox"/> Drill       |
| <input type="checkbox"/> Discovery technique |                                      |
| <input type="checkbox"/> Communicative games |                                      |

19) What reading materials do you use frequently while teaching reading in the class? Rate them by giving numbers (1,2,3,4, 5.....) on your priority.

- Newspapers, Magazines
- Language Games
- Conversation/dialogue
- Jokes, riddles
- Texts from the books
- Authentic materials
- Word puzzles
- Instructions, warnings
- Comic strips
- Statics, diagrams, flow charts
- Telephone directories
- Letters, post cards
- Reports, reviews
- Poems, limericks, rhymes
- Essays, short stories
- Sociograms

- 20) Do you ask the students to provide the title of the text in their own?  
a) Always                      b) Sometimes                      c) Never
- 21) Do you ask them to summarize the text in their own words?  
a) Always                      b) Sometimes                      c) Never
- 22) Do you ask them to translate the reading text into different form of discourse?  
a) Always                      b) Sometimes                      c) Never
- 23) Do you assign them to provide critical review of the text?  
a) Always                      b) Sometimes                      c) Never
- 24) Do you teach other skills along with reading skill?  
a) Always                      b) Sometimes                      c) Never
- 25) Do you ask them to paraphrase the read text?  
a) Always                      b) Sometimes                      c) Never

Thanking you for your kind co-operation

## APPENDIX-V

### Name of Public Schools' Teachers

S.N.	Name of Teachers	Name of School
1.	Mr. Dor Kumar Poudel	Shree Bhagawati Secondary School, Golakharka
2.	Mr. Manbir Subba	Shree Aadarsha Namuna H.S. School, Suntolabari
3.	Mr. Prem Sagar Acharya	Shree Amar H.S. School, Barbote
4.	Mr. Tirth Man Rai	Shree Purna Smarak Secondary School, Godak
5.	Mr. Rajendra Chauhan	Shree Fikkal H.S. School, Fikkal

### **Name of Private Schools' Teachers**

<b>S.N.</b>	<b>Name of Teachers</b>	<b>Name of School</b>
1.	Mr. Guru Chauhan	Shree Green Valley Academy, Ilam
2.	Mr. Min Prasad Niroula	Shree Jyoti Sadan Secondary Boarding School, Ilam
3.	Miss. Shova Subedi	Shree Jyoti Vidhya Mandir, Ilam
4.	Mr. Pankaj Bhattarai	Shree Mount Mechi Secondary Boarding School, Ilam
5.	Mr. Rajendra Baral	Shree Heritage National Academy, Ilam