

**TEACHING READING AT BACHELOR LEVEL:
A STUDY OF CLASSROOM ACTIVITIES**

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

**Submitted by
Agni Prasad Bhattarai**

**Faculty of Education
Tribhuban University, Kirtipur
Kathmandu, Nepal
2010**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr Agni Prasad Bhattarai** has prepared this thesis entitled '**Teaching Reading at Bachelor Level: A Study of Classroom Activities**' under my guidance and supervision.

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DEDICATION

*Dedicated to my Parents **Mr Shankar Bhattarai** and **Mrs Durga Maya Bhattarai** who spent their entire life to make me what I am today.*

DECLARATION

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

Date: 2067-01-10

Agni Prasad Bhattarai

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ABSTRACT

This thesis entitled “Teaching Reading at Bachelor Level: A Study of Classroom Activities”, has been prepared to identify and analyze the classroom activities in teaching reading at bachelor level. In order to carry out this study, I collected the data from ten teachers who were teaching in five different colleges in Kathmandu district. I used both classroom observation checklist and activities survey opinionaire to collect the required information. To fulfill the purpose of my study, I observed forty different classes; four classes of each teachers while teaching reading at bachelor level. The findings of this study show that majority of teachers were conducting reading activities in their classroom, however, they were not sufficient. Most of the classes were found being dominated by the teachers' activities and there was a practice of lecture method. A few teachers used reading materials in their classroom. In some few classes, students were involved in reading the text. The teachers were found poor to teach the reading texts dividing them into three different stages as pre reading, while reading and post reading activities.

The study consists four chapters. Chapter one deals with introduction and it consists teaching reading, its purpose, skills in teaching reading, approaches to teaching reading, basic principles, types of reading skills, stages to teach reading skills and the activities to be practiced in the classroom. Similarly, chapter two explains the methodology which consists of processes of data collection, sample population and sampling procedure along with its tools and limitations of the study. Chapter three includes analysis and interpretation of data. It deals with different classroom activities that are related and practiced to teaching reading skill. Chapter four consists of findings and recommendations made in the light of findings.

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LIST OF SYMBOLS AND ABBREVIATIONS

| | |
|-------|--|
| CUP | Cambridge University Press |
| Eg. | For example |
| ELT | English Language Teaching |
| i.e. | That is |
| M.Ed. | Master in Education |
| NELTA | Nepal English Language Teachers' Association |
| No | Number |
| OUP | Oxford University Press |
| T.U. | Tribhuvan University |
| Vol. | Volume |