

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Teaching of reading is an important aspect of teaching/ learning of foreign language. Reading opens the gate of knowledge. Reading has been defined in many ways. Reading generally means understanding or making sense of a given text. It is the total understanding of a message in a text. This means the meaning is not merely lying in the text waiting to be passively absorbed; on the contrary, the reader will have to be actively involved and will have to work to get the meaning in detail. Before reading, the reader must assume that s/he and the writer are using the same code, the writer has a message, and the writer wants the reader to understand the message. Hence, reading is not a passive skill; it involves an active effort on the part of reader.

It is believed that reading is merely a matter of phonic study and it is generally accepted that reading is the most essential activity for a student at college level. But reading comprehension is so important and complex that it is difficult to note down what reading is composed of and what is necessary to develop this ability in a learner. The same type of problem lies in determining how to involve students in reading comprehension while teaching reading. Thus, without the knowledge of what reading is, what it consists of, what its approaches, methods, techniques are and what the appropriate activities are, it is difficult to teach effectively with the active participation of students.

Wallace (1992) says that practice of reading depends on the uses, purposes, functions, behaviors and literacy of reading to a particular socio-cultural environment. He also describes the product as an account of reading focusing on text, relationship between form and meaning, specific textual features, phonemic awareness, phonic approach, bottom-up approach and genre approach of reading.

Similarly, Ellis (1985) claims that the expositions of theoretical principles and procedures for carrying out different kinds of lessons, the examples of lesson plans and of teaching materials and the activities for the learner to carry out, explore and evaluate different aspects of EFL not only to inform about the practice of EFL but also to help the students involve in the reading activity. Ellis further focuses on the experimental practice and the following criteria for communicative activities that encourage students to involve in the reading.

- i. Communicative purpose
- ii. Communicative desire
- iii. Contents rather than form
- iv. Variety of language
- v. No teacher intervention
- vi. No material control

Concerning with the activities of teaching reading used by the teacher, Nuttall (1996) says that reading is very much confusion because people use the term reading in different ways and further he makes the practical suggestions for the classroom and reflects the view in reading class. He explains that planning reading lessons helps all the students to participate and learn at procedures that direct attention to the text focuses talk and provides scaffolding when it is

needed. He also considers guidance before reading, guidance while reading and guidance after reading as the three different activities of reading.

To quote Harmer (1991, p.34) about the task in reading skill,

Many methodologists have concentrated not so much on the nature of language input but on the learning task that students are involved in. There has been an agreement that rather than pure rote. Learning or decontextualized practice, language has to be acquired as a result of deeper experience than the concentration a grammar point.

Similarly, in 1970s, the British applied linguist, Allwright, conducted an experiment which challenges traditional notions of languages teaching. He theorized that "if the language teachers' management activities are directed exclusively at involving the learners in solving communication problems in the target language, the language learning will take care of itself" (as cited in Harmer *ibid*).

Thus, in conclusion, teaching of reading is not an easy task but a skillful demonstration of art and knowledge. As a teacher in a classroom, he has to be careful on different factors and the appropriative activities while teaching reading skills. Otherwise neither the students become ready to learn nor can the teacher teach the text effectively.

1.1.2 Purpose for Teaching Reading

Generally reading refers to the recognition of script and the verbalization of letters. The overall purpose for teaching reading is to develop the reader's attitude, abilities and skills for obtaining information, fostering and re-acting to

ideas, developing interests and finally deriving pleasure by reading through understanding. Grellet (1981) has highlighted two main reasons for reading: reading for pleasure and reading for information.

Similarly, Nuttall (1996) assumes that reading has one overriding purpose i.e. to get meaning from text. But he further says "people read foreign language for motivation"

Though the reading has traditionally been regarded as a receptive skill of absorbing printed information in a text, it is an active and productive skill where the interaction of the reader and the text is central to the understanding of the text. Traditionally, the purpose of learning to read in a language was to be able to read the literature in that language. But according to communicative approach, purpose of reading is to gain information or verify existing knowledge or to criticize the writer's ideas or writing style. A person may also read for enjoyment or to enhance knowledge of this language being read.

1.1.3 Skills in Teaching Reading

Reading is the receptive skill in the written mode. It can be developed independently of listening and speaking skills, but often is developed along with them, especially in societies with a highly developed literary tradition. Despite the dispute whether reading is a unitary competence or a series of skills seems to be unresolved, many research studies have found reading comprehension as the composite result of series of skills. The article published from the department of education and science (1975) describes three types of skills involved in reading; primary, intermediate, and comprehension. Primary skills are seen as the responses to the print by recognizing the stage of the

separate letters and the whole words. Intermediate skill is seen as the ability to handle the sequence of letters, words and larger units of meaning. This skill involves the knowledge of the probability with which sequence occur.

Similarly, Munby (1979, p.96) presents the following as reading sub-skills. In order to develop these skills several types of exercise can be used. These questions types can have the different functions.

a. To clarify the organization of the passage. The questions can be about

- The function of passage
- The general organization (eg. argumentative)
- The rhetorical organization (eg. contrast, comparison)
- The cohesive devices (eg. links words)
- The intra sentential relations (derivation, morphology, hyponymy)

b. To clarify the content of the passage. The question can be about

- plain fact (direct reference)
- implied fact (inference)
- deduced meaning (supposition)
- evaluation

1.1.4 Approaches to Teaching Reading

There are different approaches to teaching reading mainly based on selection, organization and presentation of reading materials. Among them, three of major approaches to reading have been discussed below.

a. Signpost Approach

The signpost approach is based on the pre-reading task i.e. use of different signpost questions or guiding questions.

Nuttall (1996, p.160) defines

A signpost stands at a crossroad to show travelers the way. Its function is to direct them along the right road, making the journey quickly and saving them from getting lost. A signpost question (SPQ) has similar function. Its purpose is not to test but to guide the readers directing their attention to the important points in the text and preventing them from going off a long false track.

Nuttall (1996) further states some of the classroom procedures of teaching reading comprehension using SPQ as below:

- i. Dealing with essential language points for the selection (if any)
- ii. Assignment of SPQ for the section.
- iii. Silent reading of the section by whole class
- iv. Checking answers of SPQ and assigning other questions for the section

Similarly, Doff (1988) has put his view regarding signpost questions.

According to him, signpost questions are guiding questions which aim to

- give the students a reason to read, by giving them something to look for as they read the text.
- lead (a guide) the students towards the main points of the text. So, that after the first reading they should have a good general idea of what it is about.

b. Thematic Approach

The thematic approach to teaching reading is based on the distribution of information in a text. Here, the reader reads a text and tries to understand it with supporting details. This approach helps the learner to find out new information from already known information. Learners should be encouraged not only to concentrate on what is conveyed but also on how message in the reading text is organized. According to Grellet (1981, p. 20).

The organization of a passage is not always determined by the nature of the information to be conveyed. The thematic pattern used is often a choice, on the part of the writer and this choice, in its turn, alters the message

Grellet (ibid) further says that once the students have recognized the pattern that is being used, they can apply their reading strategies to the text and predict what is likely to follow

He provides six different thematic patterns in which a text can be organized

- i. Main idea and supporting details
- ii. Chronological sequence
- iii. Description
- iv. Analogy and contrast
- v. Classification
- vi. Argumentative and logical organization.

In conclusion, he says that it may be interesting to draw the students' attention to the way in which the order of the elements in a sentence can alter the message.

C. Language Experience Approach

The language experience approach is based on the experiences, level and interests of the learner. In this approach, a teacher observes the situations and elicits the data from the learner either orally or in written form. The elicitation of data is mainly based on the interest of reader. After the collection of data, appropriate reading texts are either collected from different sources prepared by the teacher or from his own experience

According to Nuttall (1996, p.144) "A language experience approach is often a good way to begin because students and teachers together prepare the materials based on the individual's interests and experiences. It can, thus be adapted to any age and type of learner."

Thus, the language experience approach supports students' concept development and vocabulary growth while offering many opportunities for meaningful reading and writing activities. Students, here, are involved in planning, experiencing, responding to and recording the experiences.

1.1.5 Basic Principles of Reading Skills

According to Harmer (1991) there are some basic principles that are applied to reading skills despite the fact that activities are performed with different media. There are underlying characteristics and skills which are applied to reading when being read by native or non-native speakers of the language in question. They are content, purpose and expectation and receptive skills.

A. Content

Very often we read something because it interests us. Magazine readers choose to read article rather than the story because former will be interesting whereas latter will not be. Sometimes we read the text because it is useful for us. If you wish to operate a coffee machine for the first time, it is good idea to read the instructions first so that you donot get cold soup instead of hot coffee.

Whatever was claimed above, no means the two categories are not always independent of each other anyway. We may well read something that is useful and find that is interesting as students reading for their students.

B. Purpose and Expectations

In real life, people generally read to something because they want to and because they have a purpose in doing so. Another characteristic of readers outside the classroom is that they will have expectations of what they are going to read before they actually do so.

C. Reading as Receptive Skills

Readers employ a number of specialist skills when reading and their success at understanding the content of what they see depends to a large extent on their experience. Such skills which are also called specialist skills are as below.

- Predictive skills
- Extracting specific information
- Getting the general picture
- Extracting detailed information
- Recognizing function and discourse patterns.
- Deducing meaning from context.

1.1.6 Types of Reading Skills

There are different kinds of reading situation. Readers read a text keeping particular purpose in mind. Depending upon the purpose of reading and the level of the readers involved, we can identify different types or the techniques of reading as below.

a. Scanning

According to Grellet (1981, p.4) "Scanning is the way of extracting the specific bits of information to find out a factor or two". He further says "We may quickly look through a film reviews just to find the name of the star."(ibid) Grellet (ibid) further clarifies that readers simply "Let their eyes wander over the text until they find what they are looking for whether it be a name or date or less specific piece of information"

Cross (1999, p.260) suggests the following types of activities for practicing scanning.

i. Finding New Words for Old

The teacher asks the students to find out synonyms or antonyms giving the clue in words that they already know such a dirty (for synonym) interested (for opposite) and so on

ii. Locating Grammar Features

The teacher gets the students to make a list of specified grammar features such as all the propositions of place, irregular past tense verb, conjunctions etc.

iii. Finding a Specified Advertisement

The teacher asks the students to find an item specified on a whole page of advertisements, or the time entertainment page of a newspaper or programme guide.

iv. Comparing Details

The teacher asks the students to check a set of brochure cutting to find which airlines offer midweek flight from Bangkok to Tokyo or Kathmandu to Bangkok.

v. Checking Dates

The teacher asks the students to identify a persons date and place of birth by using short biography or obituary notice.

vi. Shopping Lists

The teacher asks students to list all the vegetables available in different parts of a menu or find the cheapest dry white

vii. Making Word Sets

The teacher asks the students to list specified sets of words (those beginning with a prefix, adjective, collective nouns or specific vocabulary etc.).

Viii Newspaper Headlines

The teacher asks the students to cram section of newspaper headline on to the work sheet and to find one that treats a specified topic.

B. Skimming

Skimming is the way of finding out general or surface information going through the text. According to Grellet (1981, p.4), “skimming is the way of reading where the readers quickly runs thier eyes over a text to get the gist of it.” He further describes skimming as “the specific reading technique necessary for quick and efficient reading.” When skimming, we go through the reading material quickly in order to get gist of it and to know how it is organized or to get idea of the tone or the intention of writer.

Similarly, Harmer (1991) defines skimming as the special receptive skill where we often read to things because we want to get the general picture. Therefore, Grellet (1981) concludes skimming as a move through activity which requires an overall view of the text and implies a definite reading.

Cross (1992, p.261) suggests a number of skimming activities as below.

- i. Comparing values
- ii. Finding and comparing events.
- iii. Selecting a title
- iv. Drawing inferences
- v. Deciding the questions
- vi. Creating a title

D. Reading Aloud

Reading aloud to children is a key component to any good reading program. Reading aloud improves a child's ability to listen for periods of time and increase attention spans.

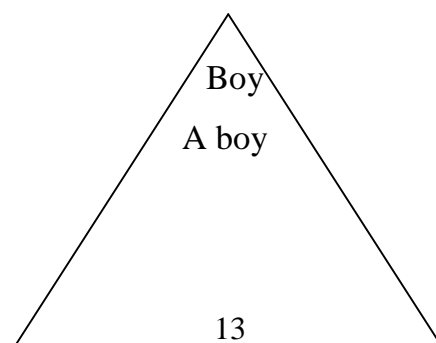
Nuttall (1996) notes that reading aloud round the class is too often used at the expense of silent reading for meaning. One who reads aloud had already interpreted the text and her voice reflects her understanding. He further notes two purposes of reading aloud by the students as below:

1. To round off on a text.
2. To help inadequate readers to read in sense groups.

Awasthi(2065) in his class lecture has provided the following characteristics of reading aloud:

- Reading block by block
- Recognizing stress and intonation
- Practice in pronunciation
- Recognizing meaning and punctuation
- Teacher servers as model and students follow it is reading aloud
- Colloquies criticisms should be welcomed
- Encourages pronunciation errors of unknown words
- Short exercises are useful

In course of explaining the characteristics, he has also talked about word pyramid technique to practice loud reading which has been presented as below.



A good boy
A very good boy
A very good school boy

According to Wright (1976, p.31) “Oral readings are those activities which relate to the association of writer symbols with spoken sound” From above all, it can be concluded that reading aloud is the way of reading orally which enables the students to read with and test the current pronunciation, articulation, intonation and soon.

D. Silent Reading

According to Nuttall (1996, p.31-32), “The general aim of reading programs is to enable student enjoy reading in the foreign language and teaching to read without help of unfamiliar authentic texts at appropriate speed, silently and with adequate understanding.” He further says that even though too little time is given to item reading, all readers need this skill and most would benefit from help in developing it.

From the above line, what we can claim that silent reading is one of the significant arts of reading for adequate understanding. Similarly, Richard et al. (1999) define silent reading as the way of perceiving a written text in order to understand its content. Awasthi (2065) in his class lecture notes the following characteristics of silent reading during his class lecture.

- It facilitates to acquire complete mastery of language.
- It consolidates different language skills and aspects

- It increases vocabularies, structure and encourages the students make the use of dictionary for the development of pronunciation, spelling and punctuation.
- It derives the pleasure and profit.
- It enhances rapid reading.
- It also helps to acquire the habit of reading for information and intellectual needs.
- Teacher can use drills and controlled exercise to teach language usage.

E. Extensive Reading

According to Grellet (1981, p.4), extensive reading is “the main way of reading longer texts, usually for one’s own pleasure. This is a fluency activity mainly involving global understanding.”

Similarly, Rivers (1968, p.229) defines "extensive reading as an independent reading, primarily carried out to train the students to read directly and fluently in the foreign language for their own enjoyment, without the aid of teacher.”

Nuttall (1996, p.38), “asking the students to be encouraged to this skill, It introduces extensive reading as the process of understanding a text adequately without grasping every parts of it.” Cross (1992) suggests encouraging the students to do different tasks and activities as below

- Keeping records
- Wall chart
- Make summaries
- Indicate the difficulty.

Thus, it is a type of reading to get fun or pleasure rather than understanding the total meaning in detail

F. Intensive Reading

According to Grellet (1981, p.4) intensive reading is the way of “reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.”

Nuttall (1996, P.38) says,

Intensive reading involves approaching the text under the guidance of a teacher a task which forces the students to focus on the text. The aim is to arrive at an understanding not only of what the text means but also of how the meaning is produced.

Awasthi (2065), in his class lecture, defines it as the in-depth reading technique for the detailed comprehension and for language study where the students are expected to understand everything they read and be able to answer detailed vocabulary and comprehension questions. It not only encourages fast reading habits but also helps students to figure out contextual meaning by discussing lexical or syntactic difficulties.

In a nutshell, intensive reading helps to encourage students to get a general understanding to pick out particular information and not to worry at ignoring

other sections of the text which are not relevant to the task they have been given.

Cross (1992) suggests the following types of activities for intensive reading where the students can help the weaker ones when difficulties occur.

- Matching nouns and verbs.
- Splitting sentences
- Combining sentences
- Making summaries
- Recording sentences
- Filling the gaps.
- Completing tables and graph.
- Taking sides
- Reading and choosing
- Selecting a summary
- Comparing versions
- Identifying facts
- Focusing on forms and style.
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1.1.7 Stages of Teaching Reading

The use of reading text depends upon the purpose of it like whether to develop reading comprehension, to present new words and structure or for language practice etc. According to Doff (1988), teaching of reading text generally follows three successive stages as below.

a) Pre-reading Stage

Pre-reading stage takes place before the students go through the actual reading materials. There are following activities to arouse the interest and motivation with students to create background information and language of the text.

- Guessing the topic and content through headlines, illustrations, pictures etc.
- Brainstorming around a topic words writing on the board.
- Predicting what the text will be.
- Writing questions that may be answered from the text.
- Presenting new words which will appear in the text.
- Giving illustrations from different texts.

b) While-reading Stage

At this stage, the actual reading takes place because students read the text to find the answers to some specific questions or to get the gist of text or the detailed information. While-reading activities may include the following tasks:

- Scanning the passage to locate for two to four items of information.
- Skimming for general idea.
- Answering the questions.
- Completing sentences.
- Completing a table, map or picture.
- Asking questions to each other.
- Matching halves.
- Labeling the pictures.

c) Post-reading Stage

This is the evaluation stage where the teacher asks the students to check their responses. In addition to this, s/he may introduce some additional tasks as follow up activities. Thus, post reading activities can be presented as below.

- Discuss or debate the topic of the text if it is controversial.
- Do the tasks on the language or structure of the text.
- Summaries the text orally or in writing.
- Role play, project work.

Similarly, Nuttall (1996) considers three kinds of guidance at each of three stages before reading, while reading and while reading is completed as the reading activities.

a. Guidance before Reading

The following activities will be considered at this stage.

- Providing a reason for reading
- Introducing the text
- Setting a top down task
- Breaking up the text
- Dealing with the new languages
- Asking signpost questions

b) Guidance while Reading is under way

At this stage, there are three sources of guidance as below.

- Guidance for the text: The individualized approach.
- Guidance from the teacher: The whole class approach.
- Guidance from fellow students: The group approach.

c) Guidance when reading has been completed.

Following activities are considered to be done at the stage.

- Eliciting a personal response from the reader. (agree/disagree ,like/dislike)
- Linking the content with the reader's experience.
- Considering the significance of the text in the book from which it is taken
- Establishing the connection with others work in the same field.
- Suggesting practical application of theories.
- Working out the implication for research, policy, theory etc of the ideas.
- Drawing comparisons/contrasts between facts/ideas in the text and others.
- Recognizing/discussing relationship of cause and effects.
- Recognizing base.

Harmer (1999, p.189) presents a basic methodological model for the teaching of reading skills. The model is based on discussing of metrological guidelines. The model has five basic stages.

- Lead-in
- Teachers direct comprehension task
- Students read for task
- Teachers direct feedback
- Teachers direct text related tasks

1. Lead-in

Here, the students and the teachers prepare themselves for the task and familiarize themselves with the topic of the reading exercise. This is to create expectation and interest in the text.

2. Teachers Direct Comprehension Task

Here, the teachers makes sure that the students know they are going to do e.g. answer the questions, fill in the charts, complete the message part or try to retell what they saw. This is where the teachers explain and direct the students' purpose for reading.

3. Students Read for Tasks

The students, then, read the task to perform the task the teacher set. They are supposed to answer in this section.

4. Students Direct Feedback

Here, the teacher helps students to see if they have completed the task successfully and found out how they will have done. Students check their answer with each other.

5. Teachers Direct Text Related Task

Teacher organizes some kind of follow-up task related to the task what is important to remember. Here, the students perform very successfully in their first comprehension task and the teacher may redirect them to the some task but before directing to the text related tasks.

1.8 Materials in Teaching Reading

We can find various materials that are used more effectively in teaching reading. Among them, visual materials in teaching reading seem to be most effective materials and are mainly used in three reading techniques as below:

(A) Use of Visual Materials in Oral Reading

Oral reading is usually used when oral fluency is established oral readings are those activities which relate to the association of written symbols with spoken sounds. Use of visual material helps the pupils take immediately the recognition of complete sentences. The common example of teaching oral reading using the visual is matching the pictures and sound. In this activity, a jumbled pile of words relating to the pictures are provided to the students for matching.

(B) Use of Visual Aids in Intensive Reading

Intensive readings are the activities where the students attempt to understand the high proportion of what they read and visual aids facilitate those activities. One example of intensive reading activity using visual materials is asking students in card activity. In this activity, students are asked to work in group and look out the card of intensive reading with visual aids i.e. by asking the students questions and providing the groups with the information necessary for answers to be made.

(C) Use of Visual Material in Extensive Reading

Extensive readings are those activities where the students attempt to understand the gist of what he reads. One example of using visual material in extensive reading technique is taking the number of photographs or advertisement from magazine and making true or false statement about them.

1.1.9 Activities in Teaching Reading

One of the main challenges as a teacher is to find the ways of engaging students with their previous knowledge, experience and beliefs. Without this engagement, it is difficult to enable the students to make sense of reading comprehension. By the same token, it is all important for the teachers to familiarize with the key aspects of students backgrounds so that they could teach according to level, pace and demand of the learner.

On this matter, Bolitho and Wright (1992) claim that the learners were part of a large group of professionals engaged in an extensive program designed to bring about fundamental changes in teaching methodology and practices in their home context. According to Bolitho and Wright (ibid), there are following stages and activities for managing educational changes and providing conducive environment for active participation of students in teaching reading.

Stage 1: Introduction to ‘Change’ and Course Plan

Teachers not only introduce the course concept to the group of learners but also address issues in educational change by working through sequence of activities. Then, students also address these issues individually or collectively in their work.

Stage 2: Activity Sequence (Reviewing)

Teachers invite the students to take part in a sequence of activities bringing out experiences and attitudes towards change in one way or another. Following the experience of doing an activity, teacher provides the learners an opportunity to review the activity with the aid of grid then, the teacher uses the following activities:

Activity 1: Introductions

It is for breaking the ice and helping with names. Each student introduces the person and his/her left and tells the group one thing they like about this person.

Activity 2: Career Pathways

In this activity, students are asked to visualize their carriers to date and choose a visual image such as a path to a river to represent their progression. Images such as bridges, cross roads, forests are selected to represent timing points, choices and problems encountered along the way.

Activity 3: Development Continuum

Here the teacher asks students to think of three adjectives which describe them that they were beginning students. They write positive adjectives on the right hand side of page

Impatient _____ patient

Enthusiastic _____ more enthusiastic

Learners then work on each line where they are now in terms of how they developed as a student.

Activity 4: Light House

In this activity, one student (the light house keeper) stands on a chair and guides a ships captain (a blind folded volunteer) through dangerous rocks (the other students) safety to shore.

Activity 5: Story

Students listen to a story without comment and then respond to the story, first in pairs and then in plenary discussion.

Activity 6: Twin Axes

This activity gives a teacher instant access to the experiences and attitudes in a group relating to particular topic.

Activity 7: Classroom Metaphors

Here, students are asked to select and explore metaphors for the classroom metaphors chosen include a theatre, a market place, a jungle, a bus, a garden, a pot etc.

Stage: 3 Making Sense (Group Reflection)

Here, students are grouped around the activities, 3 or 4 per activity and then asked to share their perceptions about the activity they have been assigned. Students try to identify the main theme in the activity. Each group, then reports back to the whole group in plenary and the main points are recorded on the board. After this report, the small groups find common themes running across all of the activities. Students in a small group make a poster using key words and phrases then the poster are displayed for clarification and comment. It is so to identify further 'change themes' from the poster.

Stage 4: Towards Understanding (Active Conceptualization)

In this stage, themes are examined and discussed for ‘personal response’ to change. Then, teacher looks at the impact of change on organization dealing with motivation and examining various ‘blockages’ in organizations and then, he sets the activities to assemble the agenda for participants as change agents.

Stage 5: Action Plan

Here, teacher runs to the learners’ agendas in their home situation through role play, active listening and discussion and brainstorm ideas. This is the final stage for each individual to create an action plan for introducing change into their institutions and personal plan for coping with the effects of change. More line they pass on to the rows pair after six or seven sentences. They can be instructed to complete the story in one or two sentences.

According to Joffe (1980),

College reading programs are becoming increasingly important as more and more students are exposed to upper-level texts. An effective reading college reading programs then must help students develop a new set of reading skills. He further mentions the following activities as very necessary activities for successful studies and they help the students to become proficient in extracting the important information from the reading materials.

(a) PQ3R Technique

Joffe (ibid) explains this technique as very important to enable students for better understanding of the text and ability to remember it for longer time with their active participation. This technique consists the following points for its detail understanding.

(i) Prepare

This activity here means to ask the students read actively the title, introductory material, summary, conclusion, questions at the end of chapter, subtitles, and first sentence of each paragraph.

(ii) Questions

Here, the teacher should ask the students to turn subtitles into questions and think about the probable content of the subsection.

(iii) Read

The teacher, here, should ask the students to read the text and find the answers to the questions.

(iv) Recite

Under this activity, the teacher should ask the students to tell what they understood after reading the text.

(v) Review

Review is another activity where the teachers ask the students to revise the text they read before.

Similarly, Harmer (1991) suggests the teacher to ask the following questions for the effective teaching of reading skills.

- To ask the students open ended questions
- To ask the students yes/no questions

- To ask the students to transfer the information

He further recommends to consider the following activities for general understanding and to get the general picture of the text.

- Matching items
- Writing an essay
- General questions

Likewise, he again suggests some other activities for the reading with communicative tasks.

They are as below:

- Jumbled texts
- Student questions
- Polling (sharing) information

Finally, he further suggests the teacher to ask the students following questions for detail understanding of the reading text.

- Open ended questions
- Detailed questions

1.2 Review of the Related Literature

Every new task needs the knowledge of previous works which can facilitate and direct to each new target for finding out new things or ideas. A large number of articles reports and books have been written on the area of reading skills of language.

According to Gore (1987) the sharing of experience in reflective teaching potentially has two outcomes. First, students may come to value their practical knowledge instead of viewing it as inferior to the scientific knowledge produced by researchers; a second experience provided by reflective teaching is strongly collegiality.

Wright (1976) studied the use visual material in reading activities and stated that the form and design of the material will be depended on the function chosen. Wright (ibid)also illustrates so many examples for teaching reading using visual materials in terms of oral reading, extensive and intensive reading technique.

In the same way, a number of studies have been conducted on the reading skill at the Department of English Education as below:

Shiwakoti (1996) carried out a comparative study on “Reading Proficiency of Students Studying in Government aided and Private Secondary Schools of Jhapa District”. His study showed that the students of private schools performed better than the students of government aided schools.

Shrestha (1998) made a research on “Reading Comprehension of Grade VII Students Studying in Lalitpur District.” She found that students could comprehend the seen texts better than the unseen ones.

Gaulee (2001) conducted a study on “English Reading Speed of Nepalese Students Involving the Student of Secondary Education from the Dailekh , Surkheth and Kathmandu Districts”. His study showed that average English reading speed of Nepalese students was 89.10 words per minute.

Basnet (2002) carried out a study on “The Reading Text and Reading Exercises” where he tried to find out the degree to which the objectives set in the curriculum for developing reading skills are fulfilled by the English text book of grade IX. The researcher found that the texts are free from culture and gender biases.

Wagle (2003) carried out an experimental study on "Reading Comprehension and Reading Speed of Ninth Graders". The objective of the study was to compare reading comprehension and reading variation in seen and unseen texts and pointed out the correlation between reading comprehension and reading speed of the same learners. She found the students' performance in seen text was better than unseen texts.

Patel (2003) conducted a comparative study on "Reading Comprehension Ability of the Students of Grade X between Rautahat and Makawanpur Districts". The objective was to identify and compare the proficiency of the students in comprehending written text. He concluded that the students can comprehend any seen text better than unseen text.

Bhattarai (2004) carried out a descriptive study on "Reading Comprehension and Reading Speed of PCL First year and Grade XI Students". His overall study concluded that XI graders had comparatively better reading comprehension ability and speed than those of PCL first year students. The students of grade xi and PCL first year students could comprehend any seen text better than any unseen text.

Bista (2008) conducted a research on "Reading Strategies Employed by Ninth Graders". Her objective was to find out the reading strategies employed by the government aided schools students. She found five major strategies guessing, using dictionary and skimming, scanning and making connections as reading strategies.

Although the research works mentioned are related to reading proficiency and activities, none of the research has been carried out on "Teaching Reading at Bachelor Level: A Study in Classroom Activities". This is a survey study on classroom activities of the teachers who are teaching at bachelor level and particularly while

teaching reading skills. Therefore, it is claimed that it is the new study and directly related to language teaching.

1.3 Objectives of the Study

The objectives of the study were as below:

- a) To find out the activities used by the teachers while teaching reading.
- b) To list some pedagogical implications.

1.4 Significance of the Study

This study is related to the classroom activities carried out by English teachers of bachelor level while teaching reading skills. As the study provides the up to date information on present situation, issue and problems related to regular classroom activities used by the teachers' professional development and quality of action, it is quite considerable in the field of English Language Teaching. By the same token, the study, predominantly, focuses on the teachers' activities, techniques, methods and approaches used in reading skills for the active participation of the students which is actually demand of the day. So, this study draws the attention to the concerned people such as teachers, textbook writers, syllabus designers and researchers to modify their approach and to move according to the demand of the day. Thus, this study bears a significant role in the field of language teaching.

CHAPTER TWO

METHODOLOGY

To carry out the research, the researcher used the following methodology

2.1 Data collection

Both primary and secondary sources of data were adopted to carry out this study.

2.1.1 Primary sources of data

The teachers teaching at bachelor level in different colleges in Kathmandu district were the primary sources of data.

2.1.2 Secondary sources of data

All the books related to activities while teaching reading were the secondary sources such as Rivers (1968), Widdowson (1978), Abbs et al. (1980), Grellet (1981), Ellis

(1985), Harmer (1991), Ur (1996,1999), Richard and Rodgers (2001), Basnet (2002), Khaniya (2005), Bista (2008), Gyawali et al. (2065), Poudel (2008) and reports, articles, journals, etc.

2.2 Population of the study

All the teachers teaching at bachelor level were the population of this study

2.3 Sample population

Ten teachers teaching English at bachelor level in different five colleges were the sample population of this study.

2.4 Sampling Procedure

The sample was selected using non random sampling accessible procedure. Five different colleges and two English teachers teaching English from each of those colleges were selected for the collection of required data.

2.5 Tools for Data Collection

Here, the researcher used two types of tools in collecting required information which are observation checklist and survey questionnaire. The researcher observed the activities from prepared checklist and collected the responses towards reading activities with the help of survey opinionaire.

2.6 Process of Data Collection

The researcher went to the field and built rapport with concerned authorities. He explained the purpose of his study to the principal and the subject teachers. He collected the information when the reading classes would be taught in advance. In some cases, he even requested them to teach reading skills to fulfill the process of data collection. On those same days, he visited the colleges and took the permission. Then, he observed each of those selected teachers' four different classes with the prepared observation checklist and collected data through it. Hence, the total classes observed were forty. He asked the selected teachers to fill in the survey questionnaires and collected data from them as well.

2.7 Limitation of the Study

The study was limited to:

- a) Ten teachers teaching English at bachelor level in Kathmandu district.
- b) The research tools as observation checklist and survey opinioniare.
- c) Reading activities adopted by teachers in their classroom.
- d) Four classes of each teacher while teaching reading skills.
- e) Five different colleges and two teachers from each of them.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data collected from primary sources. The purpose of this study was to identify the activities used by teachers while teaching reading at bachelor level. In this unit, classroom activities that are related to and practiced in teaching reading skills are analyzed. In addition to this, data collected through activities survey opinionaire has been tabulated. The researcher has presented those data through graphs, tables and charts then, the presented data has been analyzed and interpreted in detail.

Since this section concerns the analysis and interpretation of the classroom activities and their responses to the questions asked, the researcher prepared an observation checklist to observe and record the activities accomplished by the teachers while teaching reading. He further asked the teachers to respond to the questions with the help of the prepared questionnaire. These activities and their responses have been analyzed and interpreted under different headings below:

3.1 Common Activities Used in Teaching Reading

Since the first objective of this study was to find out the classroom activities of teachers while teaching reading skills, the common activities found in the classroom which were frequently carried by the English teachers of bachelor level while teaching reading skills are analyzed at first.

Table No. 1
Common Activities Used in Teaching Reading

S.N.	Activities Frequently Practiced in the Classroom
1.	Writing the date and topic of the day on the board
2.	Asking all of the students to turn the book and look at, then the teacher reads over there.
3.	Finishing the text and asking the students if they understood or not.
4.	Asking them to underline or highlight some important part of the text.
5.	Asking the students some general questions and interacting with their questions for a while.
6.	Asking them to read the particular zone and find the answer of their question.
7.	Summarization of text at the end of class asking them to do the text book exercises at home

The above table shows that most of the teachers are still following the outdated traditional method i.e. lecture method even to teach reading skill at bachelor level and followed the activities accordingly. They seemed to neglect student centered method in teaching and the classroom activities even if they accepted through questionnaire that other reading activities like use of signpost questions, scanning, skimming, debating, discussing at this level while teaching reading are very important. Simply, they explained the subject matter and asked them to do all the assignments given in the text book as their homework. Hardly, a few teachers were found to focus on the activities like use of signpost questions, skimming ,discussing, debating ,role playing and so on which are supposed to be very important activities while teaching reading at this level.

Thus, it was found that the teachers are familiar with adequate classroom activities according to the responses they provided through questionnaire but they did not practice them in their classroom.

3.2 Stage wise Activities

In order to fulfill the objective of his study, the researcher had divided the classroom activities to be performed in three different stages as pre-reading, while reading and post-reading. He had listed some of the activities to be practiced under each stage.

3.2.1 Pre-reading Activities

The researcher listed some of pre-reading activities to be practiced in this stage and observed the classes of teaching reading. He found the result as below.

Table No. 2

Pre-reading Activities

Activities	Yes		No	
	Number of Class	Percentage	Number of Class	Percentage
Guessing of Topic	5	12.5	35	87.5
Presentation of unfamiliar words	37	92.5	3	7.5
Writing signpost questions.	9	22.5	31	77.5
Providing purpose or reasons	–	–	4	100

According to the above table, a few teachers were found making students guess the topic of that day but most of them wrote on the board without asking the students and started to explain. But a large number of the teachers i.e. 92.5 percent presented the meaning of unfamiliar vocabularies, phrases and sentence in this stage. Similarly, a few teachers were found to start their classes with a signpost questions to the students and none of them provided the purpose or reason of reading the text.

The result shows that above 80 percent of the teachers are aware of the pre-reading activities while teaching reading at this stage.

3.2.2 While-reading Activities

This is the actual and important stage of teaching reading. So, the activities in this stage are of far importance. Under this stage, the researcher listed the activities to be practiced like scanning, skimming, asking general questions and so on. After his study, he found them being practiced as below:

Table No. 3

While-reading Activities

Activities	Yes		No	
	Number of Class	Percentage	Number of Class	Percentage
Scanning	31	77.5	9	22.5
Skimming	15	37.5	25	62.5
Asking general questions	33	82.5	7	17.5
Jigsaw reading	2	5	38	95
Complete sentences	5	12.5	35	87.5
T/F statement	25	62.5	15	37.5
Comprehension Question	38	95	2	5

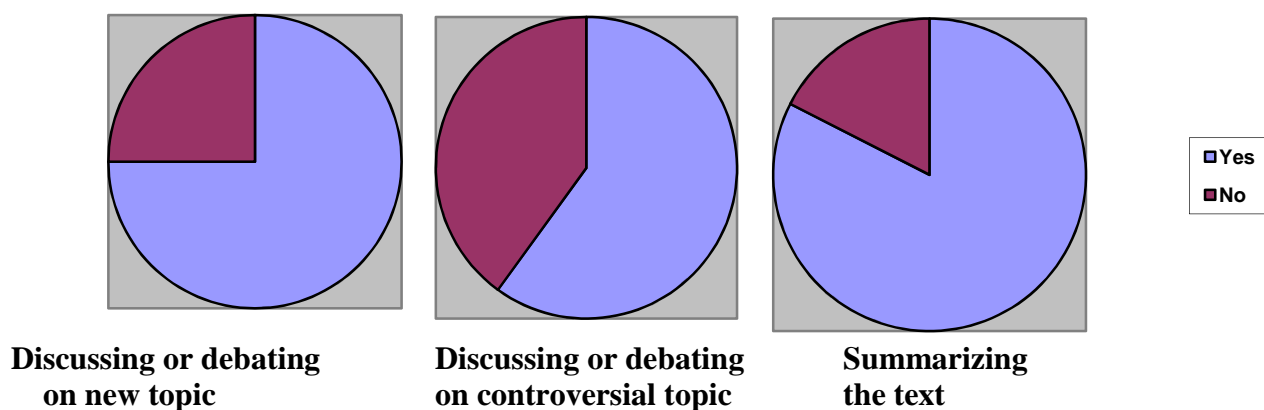
Most of the teachers were found to make their students scan the text for particular information, however, comparatively less teachers made them skim the text for general understanding. Similarly, a large number of the teachers i.e. 82.5 percent of them asked the general questions and almost all the teachers asked comprehension questions to the students. But a very few teachers focused the activities like jigsaw reading, complete sentences, true/false and matching items.

The result shows that a few teachers considered students participation in reading and focused on student centered activities.

3.2.3 Post- reading Activities

This is the last stage of teaching reading. So, this section generally consists of summarizing the text, discussing or debating on a new or a controversial topic. The researcher had listed such activities in his checklist and observed them. Then, he found the following result.

Chart No.1
Post- reading Activities



From the charts above, it is seen that almost all the teachers i.e. 82.5 percent summarized the text at the end of teaching the reading lesson but around 10 percent of the teachers discussed and debated something controversial topic in the text. Likewise, the least teachers raised something new in the text and debated on it. However, in the questions asked to them to what extent they would agree or disagree to discuss or debate the new or controversial matter in the text, most of them were found to agree to it.

Thus, it shows that though they were aware of such activities, they did not practice in their classroom.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

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

4.1 Findings

1) Some of the common activities which were frequently practiced in the teaching reading classroom of bachelor level were writing the topic on the board, reading the text and giving the meaning of unfamiliar words or phrases in the middle of the text, asking students to highlight the particular area and make note, explaining them in detail, asking some comprehension questions to the students and summarizing the text at the end of the class.

2) Only twenty percent of the teachers were found giving the word meaning in pre-reading stage and asking signpost questions to guide the students towards reading texts. So, they were not able to motivate the class asking them to guess the topic by providing some hints.

3) At while-reading stage, most of the teachers were found reading the text themselves and some of them just explained and asked the students to read at their home in detail. However, they were also sometimes found asking the students to scan for a particular answer of the question. A large number of the teachers were translating the text into the Nepali language in this stage.

4) At last of the teaching as the post-reading activities, a great deal of the teachers were found summarizing the text but 40 percent of them discussed or debated on something new or controversial topic in the text with the students. None of them made students play the role according to the text and asked them to report nor did they ask to present the text in their own words at this stage.

6) Less than forty percent teachers could present the lesson perfectly in the classroom and most of them were found poor in using the board. Similarly, almost none of them used the teaching materials in their classroom except usual materials like textbook, chalk, duster etc.

7) Most of the classes were teacher dominated and practice of lecture method even in teaching reading classes. Only around 15 percent teachers had tried to behave as facilitator or guide for the students.

9) Teacher students interaction in the classroom was found satisfactory, however, none of them could make students interact with their friends on any subject from the text.

10) In a survey made to take the teachers opinion regarding different classroom activities to be considered while teaching reading, most of them were found to agree in majority of cases and some of them were found uncertain and disagreeing in some activities. But they were not found to bring them in practice to their classroom.

4.2 Recommendations

On the basis of above the findings, the following recommendations are made.

1) Common activities mentioned in finding No.1 are not sufficient and according to stage wise activities. Thus, they should practice stage wise activities in order.

2) Teachers in their classroom should practice pre-reading activities by asking signpost questions to guide them and to present the unfamiliar vocabularies in this stage.

3) They should ask the students to scan the text for particular information, skim for general understanding or find the gist. Moreover, they should ask some general and short answer questions like true/ false statements, matching items, multiple choice questions etc. to ensure that the students understood the text properly at while teaching stage.

4) Only forty percent teachers were found discussing or debating in post reading stage. They should discuss and debate the controversial as amazing topic in this stage.

They even should ask the students to play the role according to the text and present it in their own words.

5) Teachers in their reading class-room should use more and more reading material even to arouse interest in their students and present the subject matter effectively.

6) More than sixty percent of the teachers were not confident to the information inside the text. So, they have to prepare the text before they enter the classroom so that they could teach with high confidence on the subject matter.

7) Students should be involved in reading the text and they have to be monitored properly. A part from that, teachers should work as facilitator or guide for students to enable their students understand the text and solve the exercises.

8) Around 20 percent of the teachers in the classroom seemed to stand at the same place for the whole period. So they should move around the class and facilitate the students in need.

9) More than eighty percent of the classes were dominated by teachers, so students should be provided the opportunity to express their opinions, discuss and to debate about the text to other students.

10) A huge number of teachers were found frequently using the Nepali language in English classroom and translating the whole text in Nepali language. So they should try to use English language and motivate the students to use by only English in the classroom.

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