

CHAPTER ONE

INTRODUCTION

This study is about the techniques used by English teachers in Teaching Reading at lower secondary level. There is a famous proverb 'as you sow, so you reap'. It is well known that, the result that we gain after accomplishing any kind of task depends on the techniques used to accomplish the task. So, the use of effective technique can provide us the fruitful result. The same thing is applied in the field of language skills as well. Techniques play an essential role for enhancing the language skills. Focusing on the reading skill, this study is about the techniques used by English teachers in reading at lower secondary level. This unit consists of general background, literature review, objectives of the study and significance of the study.

1.1 General Background

'Reading' is easy to say but gigantic to define. Reading is generally a process that helps to decode or decipher the words which are written or in printed form. Reading which is defined as 'understanding a text' helps to articulate, speak or pronounce or to identify the word or sentences which are in written or printed form. Not only these, reading further helps understanding or interpreting and serve the meaning of the text. Reading further involves recognizing graphic symbols and vocalizing them. In other words, reading is the way of recognizing the message or information of a text or deducing the meaning, concept and sense of a text.

Language is used in a society to communicate with each other. Language is not used in vacuum. We use language in terms of four language skills – listening, speaking, reading and writing. Receptive skill is a term used for reading and listening. Reading sharpens the mind and broadens one's interests. It teaches lessons that others have learned. It puts one in touch with the wise and the great

of all ages. The role of knowledge comes with reading and grows upon it. And the love of knowledge, in a young mind is almost a warrant against the inferior excitement of passions and vice. Many people hold the belief that reading is merely a matter of phonic study and it is passive activity. But reading comprehension is so perplex and active activity that includes a reader with guessing, predicting checking and asking oneself questions. The teacher may face the problems in determining how to involve students in reading comprehension while teaching reading. Thus, without the concept and knowledge of complete reading, what it consist of, what is major elements and methods and techniques are, it is difficult to teach effectively.

Regarding the concept of reading, Harmer (1991, p. 190) says "reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work without significance of the reader". Richards et al. (1999) say, reading is, perceiving the written text in order to understand its content". According to Fries, "in reading the student is developing a considerable range of habitual responses to a specific set of patterns of graphic shapes" (as cited in Rivers, 1968, p.215). He further asserts that through reading exercise he can increase his knowledge and understanding of the culture of the speakers of the language their ways of thinking and their contributions to many fields of artistic and intellectual endeavor.

Grellet (1991, p.3) interprets reading comprehension as understanding a written text, means extracting the required information from it as efficiently as possible".

Lyons and Heasley (2006) define reading as "a good pre-uniting activity. It is particularly useful in helping you to understand the vocabulary of the chosen area." (p.57)

Wallace (1992) says

Reading is practice, product or process. The first has been the interest of anthropologist and social psychologist whose concern is with reading and uniting practices as linked to their uses in everyday life, not merely within schooling. The second orientation focuses of the form and meaning of written texts and their constituent parts. The third perspective pays relatively greater attention to the role of the reader in the ongoing processing of written language and the strategies that s/he draws on in constructing meaning from text. (as cited in Carter and Nunan, 2001, p,21).

Nuttall (1996) says that defining reading is very much confusion because different people use the term reading in different ways. He asks the students to define the term reading and checks whether they use words from one of the following groups or not.

-) Decode, decipher, identify etc.
-) Articulate/ speak pronounce etc.
-) Understand, respond, meaning etc.

Similarly, in 1970s the British Applied Linguist Allwright conducted an experiment which challenged traditional notion 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. (1977, p.5, as cited in Harmer, *ibid*)

Prabhu (1979) originated a long running Bangalore project and used task based learning for what understanding meaning of a text where students themselves has to solve their problems (as cited in Harmer, 1991).

Similarly, Cruickshank and Zeichwer popularized reflective teaching and reported on project attempting to assist both preserves and experienced teachers to teach reflectively.

Hosen field (1983) has carried out some research studies to uncover the kinds of strategies students use in solving problems of understanding foreign language texts. She defines that the skilled readers tend to:

-) Keep the meaning of passage in mind
-) Read in broad phrases
-) Skip inessential words
-) Guess from content and meaning of unknown words and have a good self-concept as a reader
-) Identify the grammatical category of words
-) Read the title and make inference from it
-) Use their knowledge of the word. (as cited in Khaniya, *ibid.*)

Similarly Ur (1996, p.138) defines reading as 'reading and understanding'. A language learner who says, I can read the words but I don't know what they mean is not, therefore, reading in this sense, s/he is merely decoding, translating written symbols into corresponding sounds."

Ur (1996,p.62) also lists the characteristics of efficient reading to improve reading skills as below;

1. The languages of the texts are comprehensible to the learners.
2. The content of the two texts is accessible to the learners.
3. The reading progresses fairly fast.

4. The reader concentrates on the significant bits and selecting the rest, may even skip parts s/he know to be significant.
5. The reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from surrounding text.
6. The reader thinks ahead, hypothesis, predicts.
7. The reader has and uses background information to help to understand the text.
8. The reader is motivated to read: by interesting content a challenging task.
9. The reader is aware of a clear purpose in reading: for example, to find out something, to get pleasure.
10. The reader uses different strategies for different kinds of reading.

According to Gyawali et al. (2005,p.105)

Reading is both a process and product. It is more than just receiving meaning in a literal sense. It involves bringing an individual's entire life experience and thinking power to bear to understand what the writer has encoded. Thus, prior sensory experiences provide the basis for comprehending what is read. Above all, it is product of human learning. Hence, we can define reading skill as both receptive and productive. I also support Gyawali's views that is to say reading is both a process and product.

1.1.1 Reading as Receptive Skill

It is agreed that reading is a receptive skill because we receive information when we read. We read in order to obtain information which is presented in written form. We read inferential material in order to obtain factual information with which to operate on our environment. Reading as a receptive skill can be

viewed as a combination of specialist skills, and the reader's success of understanding content depends to a large extent of their expertise in using these specialist skills. They are given below:

a. Predictive skill

Efficient readers predict what they are going to read; the process of understanding the text is the process of seeing how the content of the text matches up to these predictions.

b. Extracting specific information

Very often, we read something because we want to extract specific bits of information, to find out a fact or two.

c. Getting the general picture

We often read things because we want to get the general picture. We want to have the idea of the main points of the text.

d. Extracting detailed information

A reader often has to be able to access texts for detailed information.

e. Recognizing function and discourse patterns

Native speakers of English know that when they read 'for example' this phrase is likely to be followed by an example. When they hear 'however', a contrasting view is being put forward. Recognizing such discourse markers is an important part of understanding how a text is constructed.

f. Deducing meaning from context

One of the things we can do for our students is to help them develop their ability to deduce the meanings of unfamiliar words from the context in which they appear.

1.1.2 Reading as Productive Skill

Reading has traditionally been regarded as receptive skill of observing printed information in a text. It is largely a passive skill where by the reader comprehends written materials but recent researcher has shown that this

definition of reading is narrow in its perspective because reading is more than only getting information. Reading is both active and productive skill. Reading is logically an interactive process where the interaction of the reader and the text is central to understanding of the text. Reading is the constant process of guessing, and what one brings to the text is often more important than what one finds in it. Reading is an active skill. It constantly involves guessing, predicting, checking and asking oneself questions.

According to Wallace (1992) "the role of reader is shifted in the 1980s and 1990s." In early accounts of reading the reader was seen as passive: reading along with listening was referred to as 'a passive skill'. There was then a shift in reader from passive to active one. The reader was typically described as 'exactly' meaning from a text. More recently the ground has shifted again to talk of reading as 'interactive' (as cited in Carter and Nunan, 2001, p.22).

1.1.3 Approaches to Reading

There are different approaches to reading mainly based on selection of reading materials, organization of content and presentation of content. Three of major approaches to reading can be deal as below:

a) Thematic approach

This approach 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.

Learner should be encouraged not only to concentrate on what is conveyed but also to how the message in the reading text is organized. It means the organization of a passage is not always determined by its contents and 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 this turn, alters the message (Grellet, 1981)

Grellet (ibid.) gives 6 different thematic patterns in which a text can be organized:

- i. Main ideas and supporting details
- ii. Chronological sequence
- iii. Descriptions
- iv. Analogy and contract
- v. Classification
- vi. Argumentative and logical organization

He says 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. (Grellet,1981,p. 21)

b) Signpost approach

The signpost approach is based on the assumption that reading comprehension takes place best if we provide students with pre-reading tasks. The tasks may be different types of questions related to the text that follows. Signpost approach reading comprehension is based on this assumption which makes the use of signpost question. Defining signpost approach, Nuttall (1996,p.160) writes:

A signpost stands at a crossroad to show traveler's the way. Its function is to direct them along the right road, making the journey quicker and saving them from getting lost. A signpost question (SPQ) has the similar function; its purpose is not to test but to guide the readers, directing

them their attention to the important points in the text, preventing from going off along a false track.

According to Doff (1998,p.201) 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 (or guide) the students towards the main points of the texts, so that, after the first reading they should have a good general idea of what it is about

B Language experience approach

This approach is originally based on the ideas by Mackay (1979), Rigg (1990) and Walter (1992). The basic assumption behind this approach is that reading becomes more effective and successful if the materials and activities are prepared on the experience of the learners. With the language experience approach the use of whole language is established.

According to Nuttal (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 experience". It can thus be adopted any age and type of learner.

The general procedure for the language experience approach involves the whole class or small group in:

-) Experiencing
-) Discussing the experience
-) Recording the experience
-) Using the record of the experience for reading and writing activities.

Language experience approach (LEA) is a whole language approach that promotes reading and writing through the use of personal experience and oral language.

On the other hand there are two competing models of language processing which have become common metaphors for two deference paths to reading comprehension. They are: top down approach and bottom up approach

a) Top Down Approach

Because of the number of criticisms have been made of bottom up approach researchers have an alternative to another approach known as top down approach.

According to Nuttall (1996, p.16) "the central notion of top down approach is getting general picture from the text" is basically assumed that the reader rather than the text is at the heart of the reading process Cambanne (1979) provides the following schematization to this approach:

Past experience, language institution and expectation – selective aspect of print – sound, pronunciation. From this diagram, it can be seen that this approach emphasizes the reconstruction of meaning. The interaction of the reader and the text is central to the process.

b) Bottom Up Approach

The central notion of this approach is getting the detail information from each grapheme, phonemes, morphemes, lexemes and sentences. According to Nuttall (196, p.17) "In bottom up processing the reader builds up a meaning from the black markers and the page, recognizing letters and words, working out sentence structure."

By the same token, Comborne (1979) illustrates this approach as follows:

Print... every letter discriminated ...phonemes and graphemes matched
...blending ...pronunciation... meaning.

This model clearly exposes, how a reader processes each letter and matches them with phonemes to form words and derives meaning.

1.1.4 Nature of Reading

As the reading comprehension is very pervasive, complicated and extended area, there is controversy 'what actually reading is', 'what reading is composed of', what is necessary to develop this ability, what do we read, whether reading is a unitary competence or series of several skills, whether reading is a receptive or productive or interactive skill, what are the actual approaches, methods, techniques and activities. In spite of this fiasco and difficulty, different researchers, experts and writers have tried to pin point these aspects.

Ur (1999, p.57) lists some assumptions about the nature of reading as follows:

1. We need to perceive and decode letters in order to read words.
2. We need to understand all the words in order to understand the meaning of a text.
3. The more symbols (letters or words) there in a text, the longer it will take to read it.
4. We gather meaning from what we read.
5. Our understanding of a text comes from understanding the words of which it is composed.

1.1.5 Purposes for Teaching Reading

The overall purpose for teaching reading is to develop in the reader the attitude, abilities, and skills for obtaining information, fostering and reacting to ideas, developing interests and finally deriving pleasure by reading through

understanding. According to Grellet (1981) there are two main reasons for reading;

-) Reading for pleasure
-) Reading for information

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

1.1.6 Skills to be Developed in Teaching Reading

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 is the composite result of series of skills. The department of Education and science (1975) describes 3 types of skills involves in reading: primary, intermediate and comprehension. Primary skill is seen as the response to the point by recognizing the style of the separate letters, group of letters and the whole words. Intermediate skill is seen as the ability to handle the sequence of letters, words and longer units of meaning. This skill involves the knowledge of the probability with which sequence occur. 'Composition skill' is seen as the way the reader extracts meaning from the printed page. i. e., understanding the writers intended meaning (as cited in Khaniya, 2005,pp. 144-142)

Similarly, Grellet(1979,p.367) presents the following as reading sub-skills;

-) Recognizing the script of a language
-) Deducing the meaning and use of unfamiliar lexical items
-) Understanding explicitly stated information
-) Understanding information not explicitly stated
-) Understanding conceptual meaning

-) Understanding the communicative value (function) of sentences and utterances.
-) Understanding relatives within the sentences.
-) Understanding relation between the parts of a text through lexical cohesion devices.
-) Understanding cohesion between parts of texts through grammatical cohesion devices.
-) Interpreting text by going outside it.
-) Recognizing indicators in discourse.
-) Identifying the main points or important information in a piece of discourse.
-) Distinguishing the main idea from supporting details.
-) Extracting salient points to summarize (the text, an idea etc.).
-) Selective extraction of relevant points from a text.
-) Basic reference skills.
-) Skimming
-) Scanning
-) Scanning to local specifically required information.
-) Transcoding information to diagrammatic display.

1.1.7 Stages in Teaching Reading

Use of reading text depends on the purpose for which we are going to use it.

Teaching of a reading text generally follows three successive stages pre-reading, while reading and post reading (Nuttall, 1996, pp.18-19).

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.

Such activities include: Nuttall(1996,p.18)

-) Guessing the topic and the content
-) Presenting some new words
-) Brainstorming
-) Telling the purpose of the reading text

B. While reading stage

At this stage, the actual reading takes place. Students read the text to find the answers to some specific question or to get the gist of it; while reading activities may include one or more of the following tasks: Nuttal(1996,p.18)

-) Scanning the passage to locate some specific information.
-) Skimming for general ideas
-) Answering the question asked to them
-) Completing the incomplete sentences
-) Asking question to each other

C. Post reading stage

This is the evaluation stage, and the teacher asks the students to check their responses. In this stage teacher may introduce some additional task related to the text but not necessarily to the reading skills. Post reading activities may take one or more of the following form:Nuttal(1996,p.18)

Discussing the new and interesting event in the text

-) Doing the language exercises based on the text
-) Summarizing the text
-) Role playing

Thus, reading skill can be practiced in combination with speaking or writing. So, it is not an independent skill, but an integration of all language skills.

1.1.8 Types of Reading Skills

There are different kinds of reading for different 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 techniques of readings follows.

1.1.8.1 Skimming

According to Grellet (1981, p.4), skimming is the way of reading where the readers quickly runs "one's 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 idea of the tone or the intention of the writer (p.19). Similarly, Harmer (1991, p.183) defines skimming as the special receptive skill where we often read to things because we want to get the general picture. Therefore, Grellet concludes skimming as a more 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

The teacher asks the students to find the best value table fan, television, washing machine or any other item from a set of similar advertisements for the product.

ii. Finding and Comparing Events

The teacher asks the students to decide the major achievement of a person's life from an obituary or biography.

iii. Selecting a Title

The teacher asks the students to choose the most appropriate title a passage from a multiple choice array on the same page or on a separate worksheet or poster.

iv. Drawing Inferences

The teacher asks the students to draw inferences about the writer's attitudes to a situation a topic.

v. Deciding the Question

The teacher asks the students to decide what question the another sets out to answer.

vi. Creating a Title

The teacher asks the students to compare an attentive title or subtitle for the text or for each paragraph.

1.1.8.2 Scanning

“Scanning is the way of reading where the reader quickly goes through a text to find a particular piece of information”Grellet (1981, p.4)

Similarly, Harmer (1991, p.183) defines scanning as 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”.

Grellet (1981,p.5) further clarifies that readers simply "let their eyes under 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.360) suggests the following types of activities for practicing scanning.

i. Finding new words for old

The teacher asks the students find synonyms or antonyms giving the clues in words that they already know such as dirty (synonym) interested (opposite).

ii. Locality grammar feature

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

iii. Finding the specified advertisement

The teacher asks the students find an item specified on a whole page and advertisements, or the time of a specific radio programme or TV show in the entertainment page of a newspaper or programme guide.

iv. Comparing details

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

v. Checking dates

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

vi. Shopping lists

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

merchant with a long shopping list. The students note all the product that would be brought in a specific shop.

vii. Making word sets

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

viii. Newspaper headlines

The teacher asks the students to cram section of newspaper headlines on to a worksheet and to find one that treats a specific topic.

1.1.8.3 Silent Reading

According to Nuttal (1996),“ the general aim of reading programme is to enable students to enjoy reading in the foreign language and to read without help unfamiliar authentic texts at appropriate speed, silently and with adequate understanding”. He further states, even though too little time is given to silent reading, all readers need this skill and most would benefit from help in developing it (p.32).

From the above lines we can claim that silent reading is one of the significant as 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"

1.1.8.4 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 of how the meaning is produced.

Cross (1992), suggest the following types of activities for intensive reading where the good students can help the weaker ones when difficulties pertain.

1. Matching Noun and Verbs

The teacher asks the students to circle all the subject nouns or noun phrases and indicate the verb that goes with each one.

2. Splitting Sentences

The teacher asks the students to put a slash- between the two or more parts of longer sentence to show where it could be broken down into shorter sentences.

3. Combining Sentences

The teacher asks the students to indicate where the shorter sentences could be combined, suggesting the connection words that might be used.

4. Making Summaries

Tasks the students produce a summarizing sentence for each paragraph.

5. Recording Sentences

Teacher asks the students to read a jig saw sentence paragraph and to decide the order of the sentences in the original.

6. Filling the Caps

Teacher asks the students to read a gapped passage and provide suitable words for each gap.

7. Completing Table and Graph

Tasks the students to read an article and list. He asks the students to complete the table or graphs to present any data visually.

8. Talking Sides

The teacher asks the students list arguments for and against a position, these that are given in the passage and those that are the students themselves might like to make.

9. Reading and Choosing

The teacher asks the students to choose among the multiple choice stimuli.

1.1.8.5 Reading Aloud

Nuttall (1996,p.156) notes that reading aloud round the class is too often used at the example of silent reading for meaning. The one who reads aloud has already interpreted the text, and her voice reflects her understanding. Nuttall further notes two purposes of reading aloud by the students as below:

- a. To read off work on a text.
- b. To help inadequate readers to read in the same groups.

Nuttall also suggests the teachers using the techniques 'Reading aloud' considering the following points:

-) Use it after the class worked on interpretation of the text, not before.

-) Use the read and look up 'technique' (student looks up from the text and looks at the audience).
-) Use it sparingly

According to Wright (1976, p.31) "Oral reading are those activities which relate to the association of written symbols with spoken sound." Reading aloud is the way of reading orally which enable the students to read with and test the correct pronunciation, articulation, intonation and rhythm eventhough it sometimes impairs the intelligibility.

1.1.8.6 Reading Techniques

According to Grellet (1981, p.28) some of the reading techniques used is a classroom while teaching reading skills are as follows:

1. Sensitizing

In this part of reading technique, the students need to cope with unfamiliar words and complex or apparently obscure sentences. This includes inference, understanding relations within the sentences, linking sentences ideas.

a. Inference

Inferring means making use of syntax, logical and cultural clues to discover the meaning of unknown elements. Inference through the context and inference through word formation. With the help of context students should be encouraged to make a guess at the meaning of the words.

b. Understanding Relations within the Sentences

Inability to infer the meaning of unknown elements often causes discouragement in students when they are faced with a new text. They should therefore be taught to discriminate between what is essential and the padding

that is relative clauses, oppositions and so on which only introduces some further details.

c. Linking Sentences and Ideas

Another area in which it is essential to prepare the students is in recognizing the various devices used to create textual cohesion and more particularly the use of reference and link words. Reference includes anaphora and cataphora. Link words includes logical connectors but, because and so on.

2 Improving Reading Speed

Students who read too slowly will easily get discouraged. They will also tend to stumble on unfamiliar words and fail to grasp the general meaning of the passage. Of the most common ways of increasing reading speed is to give students passages to read and to ask them to think themselves.

1.1.8.7 Providing Opportunity for Skillful Reading

The following skills and activities necessary for the successful study help students become proficient in extracting the important information from reading materials.

A. PQ3R Technique

Joffe (1980, p.21) presents an explanation and illustration of PQ3R technique which enable students better understanding of the text and ability to remember it longer with their active participations. This technique has been summarized as below:

1. Prepare

Ask the students read actively following five things and answer question:

-) the title
-) introductory material
-) summary, conclusion, questions at the end of the chapter

-) subtitles
-) first sentence of each paragraph

2 Question

Ask the student turn subtitles into questions think about the probable content of the subsections.

3 Read

Ask the students read to find out the answer to the questions.

4 Recite

Ask the students look way and tell yourself, from the summary what you read.

5 Review

Ask the students look at each subtitle and tell what subsection is about.

B Confirming Expectations

According to Harmer (1991, p.191) students are involved in reading in order to confirm their expectation about the information they think the text will contain in this activity, teacher puts the following chart on the board and asks the students to fill the chart.

C Extracting specific information

In this skill the students are asked to locate specific information effectively. For this purpose Joffee (1980) suggest do the following activities.

-) Glance over the selection, keeping in mind the specific information they are being asked to locate.
-) Locate a key word a phrase

-) Read the section containing the key word or phrase.
-) Determine which words provide the information they are seeking.

Similarly, Harmer (1991, pp. 193-196) suggests the teacher to do the following activities:

Open ended question

Ask the students to find the information by means of open ended questions in a group.

a) Yes/No question

Ask the students read quickly and find out the answer from yes/no questions.

c) Transferring information

Ask the students to look at the chart and complete the chart with required information.

Name:

Diseases:

Date of start of run:

Age of start of run:

Distance covered:

Amount of money raised:

a) Developing Outlining Skills

According to Joffe (1980), outlining is matter of understanding how ideas are related to one another organize their reading material. He provides the following activities for developing outlining skills.

- i. Ask the students discover the author's most important a main idea.
- ii. Ask the student discover how the author develops or sub-divides the main points and relate there major ideas to the main point.

- iii. Ask the students discover how the author develops the major ideas / details and relate these details to the major ideas.

1.1.8.8 Use of Visual Materials in Teaching

“Visual materials play vital roles in teaching, they motivate the students interest and curiosity in teaching they removed students monotonous in teaching. Teacher can use picture cards and word cards, picture and photographs, maps, charts, magazine cutouts in teaching” .Corder (in Byrne, 1980: 195)

1. Reading

According to Wright (1976,p.57) visual materials are mainly used in 3 reading techniques as below:

a. Use of visual materials in oral real 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 materials helps the pupils to take immediately the recognition of complete sentences. The common example of teaching oral reading using the visual materials is matching the pictures and sound. In this activity a jumble pile of sounds relating to the pictures are provided to the students for matching.

b. Use of visual materials in extensive reading

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

c. Use of visual aids in intensive reading

Intensive readings are those activities where the students attempts to understand the high proportion of what he read, visual aids facilitates 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 on group and look out the cards to complete the sentences. Next activity of intensive reading with visual aids is asking the students questions and providing the groups with the information necessary for answers to be made.

1.2 Review of Related Literature

Reviewing the literature is a continuous process. I have reviewed some literatures which are found useful or related to some extent this study. These literatures have been reviewed as follows:

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.

Gaulay (2001) conducted a study on English reading speed of Nepalese students involving the students of secondary education from Dailekh, Surkhet and Kathmandu district. His study showed that average English reading speed of Nepalese student was 89.10 words per minute. It also related that the students of Kathmandu could read fastest of all and the students of private schools were better than those of government schools.

Wagle (2003) carried out an experimental study on "Reading comprehension and reading speed of nine grades". The objective of the study was to compare reading comprehension and reading variations on seen and unseen texts and

points out the correlation between reading comprehension and reading speed of the same learners. She found the students' performance in seen texts was better than unseen texts.

Pattel(2003) conducted a comparative study on reading comprehension ability of the students of grade X between Rautahat and Makwanpur district: The objective was to identify and compare the proficiency of the students in comprehending written texts. He concluded that the students can comprehend any seen text better than unseen text.

Bhattarai (2004) carried out a descriptive study "Reading comprehension and reading speed of PCL 1st year and grade XI students". His overall study concluded that XI graders had comparatively better reading comprehension ability and speed than those of PCL 1st year students, the students of grade XI and PCL 1st year could comprehends any seen text better and faster than any unseen text.

Bista (2008) conducted a research on reading strategies employed by the ninth graders. Her objective was to find out the reading strategies employed by the governmental aided schools students. She used observation checklist, test items and interview schedule as a research tools. She found five major strategies guessing, using dictionary, and skimming, scanning and making connections as reading strategies.

This study is different from the studies mentioned above because most of the studies above addressed the reading proficiency and comprehension but it is related with reading techniques used in classroom. They were comparative but it is survey study. Even in survey study I used observation checklists and survey opinionnaires to find out the techniques used by the teachers while teaching reading.

1.3 Objectives of the Study

The objectives of the study were as below:

- a. to find out the techniques employed by the teachers while teaching reading skills.
- b. to identify the opinion of the teachers towards the technique used in the reading skills.
- c. to list some pedagogical implications.

1.4 Significance of the Study

As research is related to innovation, the study provides the information about the up to date accounts of present situations, issues and techniques used by the teachers, professional development and quality of action, it is quite considerable in the field of English languages teaching. This will be noticeable contribution to the area of teaching and learning in ESL classroom. Because some of the new techniques used while teaching reading skill may replace the traditionally used techniques. After the findings of my study many novice teacher will gain the information about new techniques.

CHAPTER TWO

METHODOLOGY

To fulfill the objectives of the study there should be a distinct methodology. The study will be conducted using the following methodology.

2.1 Sources of Data

I used both primary as well as secondary sources for data collection.

2.1.1 Primary Sources of Data

The primary sources of data were the English teachers of the lower secondary level schools of Morang district.

2.1.2 Secondary Sources of Data

All the books, journals and related to teachers teaching in reading skills, professional development and student involvement were the secondary sources of data. Some of them are:

Rivers (1968), Grellet (1981), Nuttal (1996), Ur (1996), Shiwakoti (1996), Corder and Nunan (2001), Wagle (2003), Bhattarai (2004), Harmer (2007) and Bista (2008).

2.2 Population and Sampling of the Study

The total population of this study were the English teachers of lower secondary schools in Morang district. Ten English teachers of ten secondary schools of Morang district were the sample population of the study.

2.3 Sampling Procedure

The lower secondary level English language teachers were my study population. I purposively selected Morang district as the research area of my study. The total sample size consisted of ten lower secondary level English language teachers. I used non-random judgmental sampling procedure to select ten lower secondary schools from Morang district. Then I selected only one lower secondary level English language teacher from each school.

2.4 Research Tools

Basically, open ended and close ended questionnaires were used in collecting required information to observe the classroom technique of reading skills used by the English teachers.

Similarly, to explore the opinion of teachers to the selected reading techniques survey opinionnaire was used. (See **appendices**)

2.5 Process of data collection

- a. I visited the selected Schools and built rapport with the concerned authorities . I explained the purpose of my study to the principals and the subjects teacher.
- b. After getting permission from the concerned authority, I observed the selected teachers' classes to collect data using the checklists. I observed four classes of each teacher.
- c. Similarly, I asked the selected teachers to fill into the survey opinionnaire and identified the attitudes towards the techniques in the survey questionnaires and received data from them after they had completed it.

2.6 Limitations of the Study

The limitations of the study were as follows:

- i. Ten English teachers of ten schools in lower secondary level of Morang district were the sample of the study.
- ii. The research tools: questionnaires (close-ended) and survey opinionnaire and observation checklists were used as the research tools.
- iii. The techniques used by English teachers while teaching reading skill.
- iv. The opinion towards reading techniques obtained from ten English teachers.
- v. The observation of four classes of each teacher while teaching reading skill.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data collected from primary sources. Systematically collected data from the teachers and students were transcribed and coded with the help of frequency distribution tables and graphs and then analysed and interpreted descriptively.

3.1 Analysis and Interpretation of Data Collected from the Checklist

Since the first objective of this study was to find out the techniques employed by the teachers while teaching reading skills, the reading techniques used by the English teachers while teaching are analyzed at first.

To find out the techniques used by the teachers while teaching reading, I observed forty different classes: four classes of each teacher while teaching reading. The data collected from checklists were coded and transcribed by using the frequency distribution table as below:

Table No. 1
Techniques of Teaching Reading

Reading techniques	Yes		No	
	No. of classes	Percentage	No. of classes	Percentage
Sensitizing	26	65	14	35
Improving reading	12	30	28	70
From Skimming to scanning	16	40	24	60
Predicting	10	25	30	75
Previewing	14	35	26	65

Anticipation	11	27.5	29	72.5
Skimming	12	30	28	70
Scanning	21	52.5	19	47.5

From the above table, it can be seen that the most frequently used technique was sensitizing in 26(65%) classes. In the same way improving reading speed was used only in 12(30%) classes. Another technique skimming to scanning was used in 16(40%) classes and in 24(60%) classes it was neglected.

Predicting technique was the least used technique only in 10(25%) classes.

Similarly, the second least used technique was anticipation, only in 11(27.5%) classes. Likewise, previewing technique was used in 14(35%) classes.

Scanning was second most used reading technique which is used in 21(52.5%) classes. Skimming was used in 12(30%) classes.

From the above description, it can be inferred that sensitizing was the most used technique. It participates the students in reading exercises actively in the sense that the unfamiliar words and phrases were known by other students in the same class. In the same way, predicting was the least used technique. It includes an activity involving guesses like; what sentence is to come next. So ,it was quite difficult for students to guess the coming sentences and grammatical and logical clues in reading text. In chronological order the techniques are presented from the highest to the lowest in terms of the percentage as below;

-) Sensitizing
-) Scanning
-) From Skimming to Scanning
-) Previewing
-) Skimming
-) Improving reading speed
-) Anticipation
-) Predicting

I found teachers made clear about the unfamiliar words of the texts, made understand relations with in the sentences in sensitizing techniques. He answered the questions of the students. Likewise, I found teachers gave passages to the students and asked them to read on time in order to improve their reading speed. While using the skimming techniques teacher made students get the gist of the general texts. Teachers asked the students to read the texts and asked them to find out the gist. Likewise, Teachers asked students to guess the answers of the given questions given in the text book while using predicting techniques. In order to find a particular information's I found teachers used scanning techniques in the classroom while teaching reading. They gave cutouts of newspapers and asked students to find out the particular information.

3.1.1 Analysis and Interpretation of Pre- Reading Activities

To find out the techniques used by the teachers I collected data from the teachers regarding the pre reading activities have been presented systematically by using the following frequency distribution table:

Table No. 2

Frequency Distribution of Pre-reading Activities

Activities	Yes		No	
	No of classes	Percentage	No of classes	Percentage
Guessing of topic	09	22.5	31	77.5
Presentation of unfamiliar words	38	95	02	5
Writing signpost questions	10	25	30	75
Providing purpose or reasons	---	---	40	100

According to the above table, 22.5% teachers were found making students guess, 75.5% teachers were found making students not guessed 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 that is to say 95 percent presented the meaning of unfamiliar vocabularies , phrases and sentence s in this stage and 5% teachers didn't present unfamiliar words . Similarly, 25% teachers were found to start their classes with signpost questions , 75% teachers were found to start their classes without signpost questions to the students and non of them provided the purpose or reason of reading the text.

The result shows that above 80 percent of the teachers were aware of the pre-reading activities while teaching reading.

3.1.2 Analysis and Interpretation of Pre-Reading Activities

In order to find out the techniques used by the teachers I collected data from the teachers regarding the while reading activities have been presented systematically by using the following frequency table:

Table No. 3

Frequency Distribution of While-Reading Activities

Activities	Yes		No	
	No of classes	Percentage	No of classes	Percentage
Asking general question	34	85	06	15
Jigsaw reading	03	7.5	37	92.5
Complete sentences	05	12.5	35	87.5
Comprehension questions	39	97.5	01	2.5

Most of the teachers i.e. 85 percent of them asked the general questions,15% teachers did not ask the general questions, very few teachers 7.5% teachers

focused the jigsaw reading . Likewise, 92.5% teachers did not focused jigsaw reading. Similarly only 12.5% teachers were concerned about complete sentences where as 87.5% teachers werer not concerned about complete sentences. Most of the teachers 97.5% teachers focused in comprehension questions but only 2.5% teachers did not focused in comprehension questions.

3.1.3 Analysis and Interpretation of Post-Reading Activities

In order to find out the techniques used by the teachers I collected data from the teachers regarding the post reading activities have been presented systematically by using the following frequency table:

Table No. 4

Frequency Distribution of Post Reading Activities

Activities	Yes		No	
	No of classes	Percentage	No of classes	Percentage
Discussing new in the topic	03	7.5	37	92.5
Discussing and debating the controversial	05	12.5	35	87.5
Summarizing the text	34	85	06	15

From above table ,it is seen that 7.5% teachers discussed in the topic but 92.5% teachers did not discussed in the topic. Likewise, 12.5% teachers discuss and debating the controversial where as 87.5% teachers did non discuss and debating the controversial. I found almost all the teachers i.e. 85% summarized the text at the end of teaching the reading lesson but around 15% teachers did not summarize the text.

3.2 Analysis and Interpretation of Data obtained from Survey Opinionnaires

To find out the opinions of the teachers towards the technique used for teaching reading skill. The data collected from the survey opinionnaire have been systematically coded and transcribed by using the following frequency distribution table.

Table No. 5

Frequency Distribution of the Survey opinionnaires

S.N.	Statements	Yes	%	No	%
1	Control over the class while teaching reading	08	80	02	20
2	Teachers role as a facilitator while teaching reading	02	20	08	80
3	Move around the class while teaching reading	06	60	04	40
4	Take care of time while teaching reading	02	20	08	80
5	Cross check questions while teaching reading	07	70	03	30
6	Use of eye contact while teaching reading	06	60	04	40
7	Make proper use of board while teaching reading	05	50	05	50
8	Teacher students Interaction while teaching reading	08	80	02	20
9	Student involve in reading while teaching reading	09	90	01	10
10	Ask comprehension questions while teaching reading	05	50	05	50
11	Use News articles for teaching reading	01	10	09	90
12	Give varieties of exercises	05	50	05	50
13	Clarify the unfamiliar words, phrases and sentences	04	40	06	60
14	Ask any general questions	05	50	05	50

15	Summarize the text while teaching reading	07	70	03	30
16	Focus on top down approach	01	10	09	90
17	Focus on bottom up approach	06	60	04	40
18	Ask for skimming while teaching reading	08	80	02	20
19	Ask for Scanning while teaching reading	07	70	03	30
20	Introduce course concept while teaching reading	07	70	03	30

To analyze the data from the above table , firstly it has been noticed that 80 percent of teachers control over the class and only 20 percent teachers did not control over the class while teaching reading . Similarly, from the data , I can say that only 20 percent teacher’s role was facilitator .Almost 80 percent teachers’ role was authoritator in the class. Thirdly , it has been identified that a significant number of the teachers 60% move around the class and a fewer number of them 40 did not move around the class. Fourthly,20 percent teachers did not take care of time but 80 teachers took care of time while teaching reading .Fifthly,70 percent teachers ask cross check questions and 30 percent teachers did not ask any cross check questions.

Sixthly, it has been identified that 60 percent of teachers were conscious about eye contact and only 40 percent teachers did not concern about it. Seventhly, almost equal number of teachers 50 percent make proper use of board while teaching reading .Next, it has been gathered that 80 percent teachers were concerned about teacher students interaction. Likewise , from the data, I can say that 90 percent teachers involved student in reading where only 10 percent teachers did not involve student. Similarly equal number of teachers gave emphasis asking comprehension questions. In the same way, only 10 percent teachers used news –articles and 90 percent teachers did not use news articles while teaching reading .In addition to this ,equal number of teachers 50 percent gave varieties of exercises to the students. Accordingly 40 percent of teachers clarified the unfamiliar words, phrases and sentences but 60 percent teachers did not clarify the same concept.

Similarly equal number of teachers 50 percent asked general questions to the students while teaching reading. Likewise,70 percent teachers summarized the text and 30 percent teachers did not summarize the text. Similarly,only 10 percent teachers focused on top down approach ,almost 90 percent teachers did not focus on top down approach while teaching reading. In addition to this 60 percent teachers focused on bottom up approach but 40 percent teachers did not focus on bottom up approach .At the same time, it has been seen that more than 70 percent teachers agreed with the skimming and scanning as very suitable technique in reading .Finally, from the data I can say that 70 percent teachers introduced course concept and 30 percent teachers did not introduce course concept while teaching reading.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

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

- i) Teachers themselves read the text loudly then explained in detail. Only around 20 percent teachers tried to behave as facilitator or guide for their students.
- ii) Focusing the academic activities, introduction of the topic has given clearly by the most of the teachers(70%)
- iii) As far as the students participation is concerned ,for making the classroom interactive ,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.
- iv) Mostly teachers used sensitizing technique for guessing unfamiliar words and phrases while teaching reading skill, which was 65% in number .Improving reading speed technique was not given priority by most teachers (30%) in their opinion.
- v) At pre-reading stage, most of the teachers were found giving unfamiliar words, phrases and sentences related to the text for guessing the topic in pre-reading stage.
- vi) At while reading stage ,most of the teachers were found reading the text themselves and some of the 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.

- vii) Except in summarizing the text, more than 55% teachers were poor in post reading activities .Solely a few of them used the activities such as discussion ,role play and project work.
- viii) Besides a few, most of the teachers 80% were found good at controlling the class but their movement ,eye contact and other activities were not well satisfactory.
- ix) Teacher-students interaction in the classroom was found satisfactory however, there was practice of lecture method even in teaching of reading classes.

4.2 Recommendations

On the basis of the above findings, the following recommendations have been made;

- i) Teachers should use other activities like group discussion and role play. They should focus in ice –breaking activities to motivate students.
- ii) Classroom environment should be more interactive .Students ‘participation and students student interaction should be focused.
- iii) Around 40 percent of the teachers seemed to stand at the same place in the classroom for the whole period , so they should move around the class and facilitate the students in need.
- iv) Teachers in their classroom should use pre-reading activities by asking questions to guide them.
- v) Sensitizing technique should be used for sentences as well not only for words and phrases .And teacher should provide small text for improving reading as well.

- vi) Teacher should supply some true/false statements, matching items ,multiple choice questions to have the students work properly at while teaching stage.
- vii) All the teachers should be careful and sensitive to the pre-reading activities such as presenting vocabularies ,writing signpost questions in addition to providing the reasons for reading and guessing the topic.
- viii) The teacher should not only summarize the text but also ask to discuss and debate about the interesting and controversial topic as the post reading activities.
- ix) Teacher-student interaction in the classroom was found satisfactory however,there was practice of lecture method even in teaching of reading classes
- x) The teacher should use the visual materials properly and extensively.
- xi) The teacher should give the students a lot of information gap activities for meaningful interaction while reading .
- xii) The teacher should always ask the general question “Do you like the text?” for the understanding of students’ interest.
- xiii) The teacher should give the students a lot of information gap activities for meaningful interaction while teaching reading.
- xiv) The teacher should ask the students for the library study so that they would get pleasure and satisfaction from the reading.
- xv) Many teachers were found using the Nepali language in the English Classroom and translating the whole text in Nepali language . So they should try to use English language and motivate the students to use only English language in the classroom.

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