

**CHALLENGES OF TEACHING AND LEARNING  
READING SKILL AT SECONDARY LEVEL**

**A Thesis Submitted to the Department of English Education  
In partial Fulfilment of the Master of Education in English**

**Submitted by  
Arjun Parajuli**

**Faculty of Education  
University Campus,  
Tribhuvan University,  
Kirtipur, Kathmandu, Nepal  
2011**

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## **DECLARATION**

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

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**Arjun Parajuli**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Arjun Parajuli** has completed the thesis entitled **Challenges of Teaching and Learning Reading Skill at Secondary Level** under my guidance and supervision.

I recommend the thesis for acceptance.

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Date: 03/03/2068

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## ABSTRACT

The thesis entitled **Challenges of Teaching and Learning Reading Skill at Secondary Level** is an attempt of the researcher to find out the main challenges of teaching and learning reading skill at secondary level schools in Nepal. It also aimed to analyze the causes of those challenges. To achieve these objectives, both the primary and secondary sources of data were used in the study. Descriptive and analytical study design along with both qualitative and quantitative data were used. A sample of five secondary level community schools from Sindhupalchok district was taken on the basis of personal judgment of the researcher. Fifty students (10 from each 5 schools) and 5 teachers (1 from each 5 schools) were selected by using the same sampling procedure. The study has found that teaching and learning reading at school level has some challenges. The challenges were found to be related to both the teachers and the students. Most of the challenges associated with teaching and learning of reading are related to reading comprehension. The challenges were found to be the: problems of pronouncing vocabulary, recognizing the words, internalizing the sense of the text, dealing with complex structures of sentences, teacher centered traditional teaching methodology, low participation of the student, and use of mother tongue in teaching.

The thesis has been divided into four chapters. The first chapter deals with the general background, literature review, objectives and the significance of the study. The second chapter contains the methodology which is sub-chaptered as the sources of data, sampling procedure, tools for data collection, process of data collection and the limitations of the study. The third chapter includes the analysis and interpretation of the collected data obtained from the field. The fourth chapter has the findings and recommendations of the study.

# TABLE OF CONTENTS

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Acknowledgements</i>	<i>v</i>
<i>Abstract</i>	<i>vi</i>
<i>Table of Contents</i>	<i>vii</i>
<i>List of Tables</i>	<i>xi</i>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1-15</b>
1.1 General Background	1
1.1.1 English Language Teaching	2
1.1.2 English Language Teaching in Nepal	3
1.1.3 Teaching Language Skills at School	4
1.1.4 Teaching and Learning of Reading Skill	4
1.1.5 Stages of Reading Comprehension	6
1.1.6 Types and/or Steps of Reading	8
1.1.7 Importance of Teaching Reading	10
1.1.8 Problems in Teaching and Learning Reading Skill	11
1.2 Review of the Related Literature	13
1.3 Objectives of the Study	15
1.4 Significance of the Study	15
<b>CHAPTER TWO: METHODOLOGY</b>	<b>16-18</b>
2.1 Sources of Data	16
2.1.1 Primary Sources	16
2.1.2 Secondary Sources	16
2.2 Population of the Study	16
2.3 Sampling Procedure	17
2.4 Tools for Data Collection	17
2.5 Process of Data Collection	17
2.6 Limitations of the Study	18

## **CHAPTER THREE: ANALYSIS AND INTERPRETATION 19-34**

3.1 Challenges of Teaching Reading	19
3.1.1 Challenges Regarding the Purpose of Reading	19
3.1.2 Challenges Regarding the Ways of Reading	20
3.1.3 Challenges Regarding the Understanding of Meaning	21
3.1.4 Challenges Related to Techniques of reading	22
3.1.5 Challenges Related to Students' Perception	25
3.2 Challenges of Learning Reading	26
3.2.1 Feeling of Students in Learning English	27
3.2.2 Exposure for Language Learning	28
3.2.3 Ways of Reading	29
3.2.4 Problems in Learning Reading	29
3.3 Overall Challenges of Teaching and Learning Reading	31
3.3.1 Students and Challenges of Reading	32
3.3.2 Teachers and Challenges of Reading	33

## **CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS 35-51**

4.1 Findings	35
4.2 Recommendations	39
<b>REFERENCES</b>	40
<b>APPENDICES</b>	42

## **LIST OF TABLES**

### **TABLES**

Table-1: Types of Reading Texts at School Textbook	20
Table-2: Ways and Purpose of Reading	21
Table-3: Techniques Used in Teaching and Learning Reading	23
Table-4: Causes of not Using the Techniques of Reading	24
Table-5: Student's Feeling on Learning English	27
Table-6: Time Exposure for Language Learning	28
Table-7: Ways of Reading Text	29
Table-8: Problems of Learning Reading	30