CHAPTER ONE
INTRODUCTION

1.1 General Background

Language is species specific and species uniform possession of human beings. It is the most advanced and powerful means of human communication. The vast knowledge in different fields of human activity is accumulated and stored by the use of language. It is the universal medium to express human thoughts, feelings, ideas and emotions. Most of the activities of the world are carried out through language such as, transmitting human civilization, literature, political and diplomatic activities and human achievements. Thus, according to Richards et al. (1985), "language is the system of human communication by means of structured arrangement of sounds to form larger units." (p. 153). The definition shows that language refers to the system of sound and words by human to express their thoughts and feelings. In this regard Jesperson (1994) writes:

> Language is not an end in itself, just as little as railway tracks, it is a way
>
> of connection between souls, a means of communication . . . language is
>
> the most complete, the richest, the best means of communication it
>
> bridges the physical chasm between individuals . . . (p. 4)

In the present age of globalization, the knowledge known, found, gained, discovered and verified needs to be accessible to every person living in any one corner of the world. So, it is essential for an individual to get mastery over any language to survive in the society. There are so many languages in the world. Among them, the English language is the most prestigious and dominant one. According to Harmer (2003), "it is the international language and a vital tool for any student to become successful in communication." (p. 18). For him (ibid), "although English is not a language of the largest number of native or first language speakers, it has become a lingua franca because of historical,

economic, and cultural factors which have influenced and sustained the spread of the language".

According to Brown (1994), "language is the medium of human communication which is acquired or learnt with the integration of four language skills listening, speaking, reading, and writing." (p. 49). To support this point he (ibid) further says that "a small child listens and speaks and no one would dream of making him reader or writer." Thus, reading and writing are the two advanced stages of language development.

1.1.1 English Language Teaching

English language teaching is important because it is the most widely used language in the world, and is the language of international communication, politics, commerce, education and technology. Lederer (1990 as cited in Sthapit 1994, p. 1) says that "one in every seven human being speaks English. More than half of the world's books are written in English and three quarter of international mails are in English." From this quotation, we can generalize how important the English language is.

Language teaching is not restricted within the four walls of classroom or within the boundary of a school, it goes beyond that. The main purpose of teaching English is to develop communicative competence in the learners and to enable them to communicate in the English language. The immediate aim of language learning is to increase interacting skill of the language system so that the long term aim of improving production and receptive skills can be achieved. Language learning is the process of internalizing a language with the integration of the four skills viz. listening, speaking, reading, and writing. Language learning means getting mastery over these skills. The ultimate goal of language teaching is to develop communicative competence in the learners. Therefore, language teaching should make the learners competent communicatively.

1.1.2 English Language Teaching in Nepal

As an international language, English is taught in Nepal as a foreign/second language, and is learnt for the purpose of communication with foreigners. It is usually taught as a school subject and rarely used as a language of communication. ELT in Nepal is important because of the development of science and technology. English in Nepal was first started in 1910 B.S. Now-a-days, it is taught as a compulsory subject from grade one to bachelor level and as a major subject from certificate/plus two to master's level at the faculty of Education and Humanities and Social Sciences but the ELT situation in Nepal is not to the mark as it is expected. The outcome of teaching and learning English has not gained the expected goal that is, developing communicative competence in the language because Nepalese learners lack sufficient practice in learning the English language. There is no proper balance among all the four skills of language while they are being taught.

All the four skills of language are equally important, however, listening is a prerequisite for learning other skills as conscious effort is needed for the perception and comprehension of the language items to develop communicative efficiency in language. Students need to understand the listening text. They should understand how sounds are made and how stress and intonations are used.

So far as the teaching and learning trend of English in Nepal is concerned, listening and speaking skills were ignored and reading and writing were emphasized in the past. Now-a-days it is realized that teaching of the English language means to enable the students to communicate in that language. So, all four language skills are being logically emphasized and the ways of teaching the English language have been changing day by day. Listening and speaking are emphasized as listening skill has got special consideration in school level curriculum and evaluation of the listening skill in SLC examination was started in 2057 B.S. Despite these efforts, the students' competence is weak and they

seem to be unable to gain the objectives of the listening skill because of rare practice of those skills in those classes. What is satisfactory is that all the four language skills have gained equal priority in both the policy and practice.

1.1.3 Teaching Language Skills at School

It is generally believed that the natural order for the first and/or second language learning is listening, speaking, reading and writing. A child starts to learn his first language from his/her early childhood when s/he listens to the language used by his family, friends, and relative and comprehends it. Then s/he starts to speak. According to Brown (1994) "a completely deaf child can never speak because she cannot listen and no listening results to no comprehension of language". (p. 56). It shows that language learning cannot be successful beyond its natural process. So the natural order of the language learning must be considered in mind while teaching language skills.

As the purpose of learning the language is concerned, listening and reading are the receptive whereas speaking and writing are the productive skills, among four language skills. If we divide them according to the natural order of the language learning, listening and speaking are primary skills and reading and writing are secondary. It is because every normal human can listen and speak, who may not have learnt the skill of reading and writing. Therefore, while teaching a language, all the language skills should be taught in a balanced way. The teacher should follow the natural order of the language learning as a child learns following the natural order while s/he acquires her/his mother tongue.

1.1.4 Teaching and Learning of Reading Skill

The simple way of defining reading is an understanding of a text. Understanding a text means comprehending a text. In a usual way, reading is handled as reading comprehension. Reading comprehension is interpreted as extracting the required information from a written text as efficiently as possible. Reading refers to gathering information and increasing one's

professional knowledge from the graphic symbols. Reading obviously is an active receptive skill because the reader has to be actively involved in order to receive information.

Thus, "it is decoding, deciphering print, understanding, interpreting or making sense of given text" (Brown, 1994, p. 61). Reading without understanding is just like wastage of time. So, reading involves both understanding and comprehension. Reading is a process that involves recognizing graphic symbols, vocalizing them and getting the message that the writer has expressed by means of these symbols. Of these three stages, the process of recognizing and identifying written words is the elementary stage of reading. Likewise, vocalizing graphic symbols, which is also known as loud reading, is also an important aspect of reading. According to Doff (1988) there are three possible ways of reading a text in class:

- The students all read silently to themselves, at reading a text in class.
- The teacher reads aloud, while the students follow in their own speed.
- Students read aloud in turn. (p.56)

Reading is a complex skill and it is not so easy to get mastery over reading. To be an efficient reader, the learner should learn a number of skills involved in reading. The major ones are as follows:

- Recognizing the script of language.
- Understanding the conceptual meaning.
- Understanding explicit and implied information.
- Deducing the meaning of unfamiliar lexical items.
- Understanding the communicative value of sentences and utterances.
- Perceive temporal and spatial relationship and also sequence of ideas.
- Identifying the main points or important information and distinguishing it from supporting details.

⟩ Interpreting the text by going outside it.

⟩ Extracting points selectively for summary.

⟩ Skimming the text to see what it is about.

⟩ Scanning the text to locate specifically for required information.

⟩ Trans-coding information to diagrammatic display.

⟩ Adjusting reading speed to suit the purpose of reading.

⟩ Predicting what will come next.

⟩ Recognizing indicators in discourse. (Doff, 1988, p. 62)

In this regard, Harmer (2007) writes the following principles of reading which help us to gain some idea and insights into the different aspects of reading:

⟩ Encourage students to read as often and as much as possible.

⟩ Students need to be engaged with what they are reading.

⟩ Encourage students to respond to content of a text, not just concentrate on its construction.

⟩ Prediction is a major factor in reading.

⟩ Match the task to the topic when using intensive reading texts.

⟩ Good teachers exploit reading text to the full. (pp.101-102)

It shows that reading exposure is important for reading comprehension. Students should be motivated to the reading text in which prediction of the actions and situations following reading become a major factor.

1.1.5 Stages of Reading Comprehension

As teaching and learning of reading is concerned, the activities can be studied within three different stages as below:

1. Pre-reading Stage

It is the first stage of teaching reading. It is also known as preparatory stage. At this stage, the teacher prepares the students to read purposefully and ensures

their comprehension by asking appropriate questions and giving appropriate tasks. The main purpose of this state is to make the students ready to have reading practice. According to Doff (1988) the pre-reading stage mainly includes the following activities:

) Presenting some of the new words which will appear in the text.

) Giving a brief introduction to the text.

) Giving one or two guiding questions for students to think about as they read. (p.59)

Thus, pre-reading stage includes all the preparatory activities that are done before starting reading a text.

2. While-reading Stage

At this stage, the students actually read the text silently and find out the answers of specific questions or the gist of the text. The teacher is required to watch students and evaluate their activities. Thus, while-reading stage is the main body of the reading lesson which involves reading the text and demonstrating the details comprehension of it by answering question and performing tasks of various kinds. Doff (1988) points out the following activities of reading in this stage:

) To help student in their reading by giving them some idea what to expect.

) To increase their interested and so make them want to read the text. (p. 60)

This shows that while reading activities include all the activities that the readers do while reading the text.

3. Post–reading Stage

At this stage, some comprehension questions of evaluation and personal response can be asked to find out whether the learners have understood the text. If necessary, the students can revise the text by reading it silently. The students

can be asked to tell or write the summary of the text as well as to detail out points which are not in the text but students can add their own experiences and knowledge they have already achieved. Mainly this stage is related to checking out comprehension of the students and following-up of their learning. In doing so, Doff (1988) points out the following activities:

ʃ As a way of developing reading comprehension-by looking at the text and trying to understand its message.

ʃ As a way of learning new language-by looking at the text and focusing on particular words and expressions. (p. 62)

Doff's arguments help us to conclude that post reading stage includes the checking of reading comprehension being particular to the purpose of reading.

1.1.6 Types and/or Steps of Reading

There are some other steps of developing reading. Some of them can also be regarded as the types of reading as well. Being based on Harmer (2007, pp. 99-102) and Duff (1988, p.56) the following points can be stated as the types and/or stages of reading (development):

a. Mimicry

It is the first stage of reading. The term mimicry refers to the action of imitation. At this stage, students are given practice in recognizing and vocalizing words imitating the teacher. The students copy and follow the model provided by the teacher. At first, the dialogues are practiced in chorus and individually afterwards.

b. Controlled Reading

At this stage of reading, students are helped with reading for meaning. They are expected to read the texts aloud to get the meaning.

c. Guided Reading

The third stage of reading development is guided reading in which the teacher exercises less control and students are given more freedom to interpret the text they read. Texts used for this purpose are simple narratives and conversational materials which can develop uncomplicated and entertaining themes. While the class program of instruction is new areas of structure, vocabulary, and common expression continues, the students will be introduced to the pleasure of reading simple narratives and conversational materials which develops an uncomplicated but entertaining theme.

d. Intensive Reading

Intensive reading is done not only for the detailed comprehensions of the ideas, feelings and language context, but also for mastering the structure and vocabulary. Therefore, intensive reading plays a vital role to further progress in language learning under the teacher's guidance. Question answer on the text, its grammatical analysis, word study, diction, and general discussion are all parts of the technique of intensive reading.

e. Extensive Reading

Extensive reading differs from intensive reading not only to language study but to encourage the students reading for pleasure and information. Student's interests should center upon and over comprehension of the ideas and information contained in the text. Extensive reading is also known as reading for fluency. The purpose of the extensive reading program will be to train the students to read directly and fluently in foreign language for his own enjoyment, with out the aid of teacher.

f. Reading for Pleasure

There are two main purposes of reading, reading for information and reading for pleasure. The students can read variety of reading materials independently to meet their requirement especially. Literary texts are the best material to have

reading for pleasure. The student learning a foreign language is certainly benefited if they entertain with reading literary text of language.

g. Skimming and Scanning

Skimming is a type of rapid reading in which the learner make a rapid survey of text. S/he goes through the reading material quickly in order to get gist of the text, to know how it is organized and to get an idea of the intention or attitude of the writer. Thus, it helps to receive specific information form the text. By scanning we mean glancing rapidly through a text in order to search for a specific piece of information. One only tries to locate specific information without following the linearity of passage that is the reader only tries to get particular piece of information. This is why, skimming is more through activities which requires an overall view of the text and an understanding of the main message of it. Scanning, on the contrary, is far more limited, it simply means retrieving what information is related to our purpose.

1.1.7 Importance of Teaching Reading

There are many reasons why getting students to read English text is an important part of the teachers job. According to Harmer (2007) in the first place, "many students want to be able to read text in English either for their careers, for study purpose or simply for pleasure and thus, anything we can do to make it easier for them to do these things must be a good idea" (p.99). Reading is useful for language acquisition provided that students more or less understand what they read. The more they read, the better they get at it. Reading also has a positive effect on student's vocabulary, knowledge, on their spelling and on their writing.

Reading text also provides good models for English writing. At different times we can encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate the way we construct sentence, paragraphs and whole texts. Students then have good models for their

own writing. Good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well rounded, fascinating lesson.

According to Doff (1988) "in real life, we do not normally read because we have to but because we want to." (p.170). For him (ibid),

> we usually have a purpose in reading; there is something we want to find out, some information we want to check or clarify, some opinion we want to match against our own, etc. we want to find out how the story develops, what happens next.

That is, we do not usually begin reading with a completely empty mind-we have some idea of what we are gong to read about. We will usually have certain questions in our mind and we may also be able to make a number of predictions or guesses.

1.1.8 Problems in Teaching and Learning Reading Skill

Reading is one of receptive skill which has so many problems during the teaching learning process. "The main purpose of teaching and learning reading skill is to develop in the readers the attitude, abilities and skills for obtaining information, fostering and reacting to ideas, developing interest and finally getting pleasure by reading through understanding." (Harmer, 2003, p. 38). However, it is not easy to achieve the objectives. It means teaching and learning reading is also problematic. Reading means understanding which needs extra-ordinary efficiency to achieve. It involves recognizing words and internalizing the sense of the text. This is why, vocabulary, structure of the sentences and background knowledge of the students is the factors that affect reading. Vocabulary is a strong barrier, which hinders reading comprehension of the students. The vocabulary items which students feel difficulty to comprehend make reading problematic. The structure of sentence is another factor that makes reading difficult. Complex sentence structure creates

problems for proper understanding of the text. Inappropriateness of the textbooks is more to do with the culture feature that exists in the text which students and in many cases even teachers cannot explain the problems. It is also said that a text which reflects and contains different words that do not co-ordinate with background knowledge of the students may also pose challenges in reading comprehension.

As a receptive language learning process, reading needs a highly intellectual exercise. According to Brown (1994) auditory processing is the underlying cognitive ability to recognize, analyze, segment and blend sounds (p. 36). It is an essential, mental skill requires reading and spelling successfully and strengthened. Stronger underlying skill leads to better foster, more fluent reading. Reading problems can partially be attributed to the fact that English is one of the most difficult languages to learn.

Uttering many sentences at once does not mean learning or understanding of the text. Whole word reading symbols asks students to commit huge amount to memory. Phonic system helps students to be fluent in phonic pronunciation. They memorize almost as many exceptions and variants as the basic set of phonic rules. Neither of these forms of reading instruction helps these students with weak auditory or cognitive skills. These complex systems with rules and exceptions to the rules makes learning to read and spell one of the most difficult task a child encounters. When these challenges are fostered complicated by weak cognitive skill (especially, in auditory processing) and/or an efficiency reading system relying on whole word recognition or a rule/exception memorization, the last task becomes nearly impossible and certainly frustrating. When parents suspect that their children have difficulties in reading most parents and teachers take the constructive steps of providing more practice in reading at school and at home. Above all, teaching and learning reading skill is problematic as it is one of the receptive skills that needs students' own competence in language.

1.2 Review of the Related Literature

Teaching language skill has a wide range of scope and thus, it has a rich literature both in our country and abroad. An attempt has been made here to review some of the related literatures of previous studies that were carried out in the department of English Education.

Subedi (2000) carried out a research on "Reading Comprehension at the Grade IX Students of Kathmandu and Jhapa District: A Comparative Study". The objective of his study was to find out and compare the reading comprehension ability of the ninth graders of two different districts: Jhapa and Kathmandu. As the finding of his study is concerned, the reading comprehension ability of the students of Kathmandu district was found somehow better than that of Jhapa district. However, all the students of both the districts had average comprehension ability on reading skill.

Gaulee (2001) conducted a study entitled "English Reading Speed of Nepalese Students: A Practical Study". His objective of the study was to find out the reading speed skill of secondary level students on English language. The study found that secondary level students of public schools had normal reading speed on English texts. According to his findings their English reading speed was not so satisfactory; however, it was not poor as well.

Joshi (2008) carried out a research work entitled "Problems in Teaching and Learning Listening Skill". His objective of the study was to find out problems of teaching and learning listening skill in grade ten along with the causes of those problems. He has pointed out about a dozen problems in teaching listening skill at secondary level in which most of the problems were related to teaching aids and materials as well as physical facilities. He found that weak economic condition, negligence of the school management and subject teacher, lack of practical emphasis on teaching listening skill and the lack of training for the teachers were some of the main causes that created problems in teaching listening skill at school.

Bista (2008) conducted a study entitled "Reading Strategies Employed by Ninth Grade Students". Her objective of the study was to find out the reading strategies of ninth graders at public schools of Nepal. The study has found that mainly loud reading was the most frequently used reading strategy employed by the students.

The review of the literature shows that some studies have been carried out in the field of reading skill at the Department of English Education. Most of them are related to reading comprehension and proficiency. Further, numbers of studies have been conducted on other language skills. However, present study is the first one that is carried out on the problems of teaching and learning reading skill at secondary level. This study is different from all these studies in a sense that it has made an attempt to explore the challenges of teaching and learning reading skill at secondary level school in Nepal.

1.3 Objectives of the Study
The study had the following objectives:
1. To find out the problems of teaching and learning reading at secondary level.
2. To analyze the causes of those problems.
3. To suggest some pedagogical implications.

1.4 Significance of the Study
The study will be very important as it has dealt with problems related to teaching and learning reading skill. It will provide some insights into the practical problems that arouse during teaching and learning reading. The findings of the study will be important for the students and teachers of ELT as it may function as a path finder for their academic journey. Further, its findings and recommendations are expected to be helpful to the textbook writers, curriculum designers, language planner and policy maker, researchers as well as for all the others who use English as second or foreign language and are directly and/or indirectly related to language teaching, especially the teaching of reading skill.

CHAPTER TWO
METHODOLOGY

The researcher adopted the following methodological procedures to fulfill the objectives of the study:

2.1 Sources of Data

The researcher made use of both the primary and secondary sources of information. The sources of data were as below:

2.1.1 Primary Sources

Five secondary level English teachers form five different community schools as well as 50 (10 from each 5) secondary level students from the same schools of Sindhupalchwok district were the primary sources of information.

2.1.2 Secondary Sources

Different books, theses, journals, reports, articles and other related published and unpublished documents were used as the secondary sources of the data. Some of such secondary sources were Littlewood (1981), Nunan (1992), Brown (1994), Doff (1996), Ur (1996), Subedi (2000), Gaulee (2001), Richards and Rodgers (2001), Harmer (2003), Neupane (2005), Chapagain (2006), Joshi (2008), Bista (2008), and so on.

2.2 Population of the Study

Teachers teaching at the secondary level schools in Nepal as well as the students of the secondary level were the population of the study.

2.3 Sampling Procedure

First of all, the researcher purposively selected five public/community secondary schools from Sindhupalchwok district. Then he took one English teacher of secondary level from all the sampled school in the study. Ten students (including both the classes of secondary level) both male and female from each five schools were randomly selected and taken as the subjects of the study. Researcher observed 5 classroom teaching as well as applied his tools both to the sampled students and teachers to collect the first hand data for the study.

2.4 Tools for Data Collection

The researcher used the following tools to collect required information:

- **Questionnaire:** The researcher prepared two different sets of questionnaires separately for both the students and teachers.
- **Observational check list:** A check-list was developed and used while observing the classroom teaching and learning of reading skill.

2.5 Process of Data Collection

First, the researcher prepared all the necessary research tools for the collection of necessary data. He visited the schools with those tools after they were sampled. Then, he established a good rapport at the concerned schools and explained the purpose and process of the study. Students were sampled using simple random sampling procedure. The researcher gave the questionnaires to both the teachers and students. He also observed the classes of teaching reading with an observational check-list and the teachers were interviewed being centered with the problems of teaching reading as well. Finally, he reviewed and checked all the collected data, by this way, before starting the analysis and interpretation.

16

2.6 Limitations of the Study

The study was limited only to:

    a. five secondary level public schools from Sindhupalchwok district.

    b. five secondary level English teachers.

    c. randomly sampled fifty students of secondary level from those schools.

    d. the problems of teaching and learning reading at secondary level.

    e. the time frame provided so far.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

This chapter has dealt with the analysis, interpretation and presentation of the collected data related to the challenges of teaching and learning reading at school level. An attempt has been made here to describe in detail the challenges of teaching and learning of reading on the basis of the responses of the studied teachers and students. The analysis and interpretation of the collected data has been made in three different sub-headings as below:

3.1 Challenges of Teaching Reading

Teaching reading at secondary level school in Nepal is challenging. One of the parts of teaching reading and its challenges is related to the teachers who teach reading at secondary level schools in our country. Most of the challenges associated with teaching of reading are related to reading comprehension. The purpose of reading, the ways of reading and the ways that assist teachers to get comprehension of the reading texts are some of the challenging issues that the teacher generally faces while teaching reading at schools. Being based on the responses of the teachers under study, the following challenges of teaching reading have been discussed.

3.1.1 Challenge Regarding the Purpose of Reading

Reading has special purpose. That is, we read something either for pleasure or for finding out some information. The comprehension of reading depends on the purpose of reading, that is, why one is reading the text. Generally, reading for pleasure gets more comprehension than reading for extracting special information. As the responses of the teacher are concerned, the reading texts offered in the textbook are more informative than joyful. The teachers have to teach the text to make students able to extract some particular information form the text. According to them, this type of reading is less interesting and more

difficult than the reading for pleasure. The following table shows the responses of teachers on what types of text they are teaching at school, especially for the purpose of teaching reading:

Table No. 1

Types of reading texts at school textbook

SN	No. of teachers	Types of text	Response	
			No.	Percentage
1	4	Informative only	4	80
2	1	Informative and joyful	1	20
3	-	Joyful only	-	-
Total	**5**	**3**	**5**	**100**

The information displayed in the table above shows that the reading texts in the secondary level school textbook are of only informative type for 80 percent teachers. Only 20 percent of teachers understudy viewed that the text are informative as well as joyful for reading. The table shows that none of the texts in the textbooks are for the purpose of pleasure only. This scenario represents that the reading text in the textbooks are of informative type.

As the responses of the teacher are concerned, all of them viewed that 'information type' text is difficult to teach in comparison to the texts that are joyful in nature. Thus, teaching reading at secondary level schools in Nepal is challenging due to the nature of the texts that are offered for the purpose of reading.

3.1.2   Challenge Regarding the Ways of Reading

The comprehension of reading text depends on how we read the text. That is, a text is read in such a way that the purpose of reading and the ways of reading coincide with each other. In other words, the purpose of reading determines the ways how it is read. There are mainly four ways of reading which are related to seeking of particular types of information from the text. As the response of the

teachers is taken into consideration, it shows the following purpose and ways of reading:

Table No. 2

Ways and purpose of reading

SN	Ways	Purpose
1	Skimming	Quickly running one's eyes over a text to get the gist of it
2	Scanning	Quickly going through a text to find a particular piece of information
3	Extensive reading	Reading longer texts, usually for one's own pleasure (fluency)
4	Intensive reading	Reading shorter texts, to extract specific information (accuracy)

According to the primary information obtained from the concerned schools teachers through questionnaires, they are unaware of these ways-purpose relationships during the teaching of the text. This is mainly due to the traditional way of teaching in practice. They know how to teach particular texts but rarely do so in practice which results in the lack of comprehension. That is, their teaching does not meet the expectations of the learners. This shows that the ways of reading depends on why one is reading the text. If this ways-purpose relationship is not followed and/or known, teaching reading becomes really problematic and challenging.

3.1.3 Challenge Regarding the Understanding of Meaning

The purpose of reading will not be fulfilled until the text is comprehended by the students. The teaching becomes worthless if it cannot make the students comprehend the text. According to the school teachers, teaching reading in secondary schools is challenging because it is very difficult for them to make the reading text comprehended for their pupils. They have pointed out the following points which are playing crucial role in abstracting the reading comprehension.

- Lack of sufficient amount of language exposure
- Lack of sufficient amount of time exposure for language learning
- Problems in understanding linguistic meaning of the text
- Problems in understanding non-linguistic meaning of the text
- Problems to cope with the vocabulary items used in the text

According to them, linguistic response of the students on the text involves some more other activities that the students have to respond with. They are:
- Recognizing the information of the text.
- Comparing the text with such other texts.
- Completing the information with what they read.
- Reading habit and study skills.
- Jumping of the eyes and reading speed.

As same as this, the understanding of non-linguistic meaning of the text is also problematic mainly due to the problems of understanding the non-linguistic pattern of the text. The graphs, charts, pictures, figures and diagrams speak more and clearly than the texts do, however, it is not easy to comprehend for the students. Students can perform the following activities while responding such text.
- Comparing text and figure
- Studying problems using the translation of the information
- Use the information to solve particular problems.

As per the interaction and the semi-structured interview with teachers are concerned, to face with these types of linguistic and non-linguistic problems of students especially, in case of teaching is a challenge for making the reading text intelligible to them.

3.1.4 Challenge Related to Techniques of Reading
Reading does not refer to just reading. That is, it involves variety of skills. Skillful reading becomes purposeful which needs certain techniques. The main

techniques of reading that should be used by the teachers in their class expected by the informants during study are as follows:

- Using unfamiliar words through context.
- Deducing the meaning in context.
- Deducing meaning through word formation
- Understanding relations within the sentence
- Linking sentences and ideas
- Linking sentences and ideas with reference and link words
- Maintaining the speed of reading
- Predicting the following text
- Previewing the theme
- Guessing
- Skimming
- Scanning

Among these techniques of reading, the teachers and students were noticed to follow only some of them during their class observation. The following table shows the status of application of reading techniques by the teachers and students in their class in teaching and learning reading skill at secondary level.

Table No. 3

Techniques used in teaching and learning reading

SN	Techniques	Observed class	Used	%
1	Contextual use of words	5	4	80
2	Deducing meaning through context	5	3	60
3	Deducing meaning through word formation	5	1	20
4	Linking sentence and ideas	5	2	40
5	Predicting	5	3	60
6	Previewing the theme	5	2	40
7	Guessing	5	4	80
8	Skimming	5	5	100
9	Scanning	5	3	60

The data presented in the table above shows that the teachers and students have used 9 different techniques of teaching and learning reading at the class. The checklist of the class observation shows that, among those 9 techniques, skimming is the one that is only used by all the teachers/learners during their teaching and learning. In contrary to this, deducing the meaning of complex vocabulary through word formation, the other techniques of teaching and learning reading have been used only by a teacher. Rests of other techniques have average frequency of occurrence, i.e. between the ranges of 40-80 percent. This shows that not all the teachers and/or learners apply all the necessary techniques of teaching/learning reading at the class.

According to the teachers under study, there are some causes behind not applying/using all the necessary techniques of teaching and learning reading in the class. The following table presents some of such causes as to why they became unable to use those techniques in the classroom:

Table No. 4

Causes of not using the techniques of reading

SN	Techniques	Observed class	Used	%
1	Use of traditional method	5	5	100
2	Use of mother tongue	5	4	80
3	Passive participation of students	5	3	60
4	Low performance of students	5	3	60
5	Overcrowded class	5	2	40
6	Poor classroom management	5	1	20
7	Lack of supplementary reading materials	5	2	40
8	Skills of teachers	5	1	20

According to the information displayed in the table above, there are 8 main causes due to which the teachers and/or students were unable to use the techniques of reading in their classes. The table shows that they were unable to

use those strategic techniques of reading mainly due to the application of traditional method of teaching reading. Teachers read the passage line by line and explained it along with the meaning of the difficult vocabulary and summarized the lesson at the end so that students' role in reading was found to be passive. Further, the use of mother tongue in the classroom (due to the poor TL performance of the students), low level of language proficiency of the students and their passive participation in teaching and learning process were some of such other important causes that affected the application of the effective techniques of teaching reading at the class. There were some other causes (as stated above) as well which were affective for strategic teaching and learning.

According to the teachers, teaching of reading at secondary level is challenging due to these affective factors. Teachers cannot minimize the presence of these factors or cannot ignore these completely while teaching at class.

3.1.5 Challenges Related to Students' Perception

The learning of reading by students occurs only when they become able to discriminate their opinion (guessing) with the facts of the text. Writer's intention is another aspect that has to be known very well in order to study the reading text with comprehension. Both of these two are related to how students understand the reading text.

To put it differently, the ability of students to assess and evaluate the reading text is one of the vital aspects of reading comprehension to happen. For this, one should first of all, be aware of the writer's intention in the text. The aim of teacher's should be to train their students to be able to discriminate facts from opinions. It is an important part of reading competence since any good reader should be aware of the way his judgment is influenced one way or another. It is the exploration of what students guess the text is about and what it actually is. Further, one of the other purposes of teaching reading is to make students able to understand the intention of the writer. The writer can express especial

attitude through his writing. The tone, the language used, the kind of sentences used, the selection and application of vocabulary etc. may have special meaning which the students have to know and understand exactly in order to know the real and actual meaning of the text. The role of the teachers should be to make the students able to discuss and judge this at some point before summarizing and internalizing the theme of the text.

According to the teachers understudy, this is very challenging for them to make their students aware of the intention of the writer in the text. Even it is difficult for them to make their students able to discriminate the facts of the reading text from their opinion in it. It is mainly due to the inability of students to cope with these all. It will always be challenging for teachers until and unless the students become able to do these as expected and as required. Thus, the teachers have to develop reading habit on their students so that it may help them to find out and understand the intension of the writer in the text to some extent. Further, the teachers can explain the reading texts in the language intelligible and comprehensible to the students so that the students can understand what the teacher has taught them in the expected deal.

3.2 Challenges of Learning Reading

Learning of any of the reading text is as challenging as the teaching of it. Teaching of reading is challenging because there are some causes of these as discussed above. Similarly, learning of a reading text is also challenging. And there also are some causes that make the reading text really challenging for the students to comprehend intelligibly. Here, an attempt has been made to analyze some of such important causes that have made the reading really challenging and problematic for the students. This analysis is based mainly on the students' responses on the questions.

3.2.1 Feeling of Students in Learning English

Student's attitude and feelings about the learning of English keep significant values in determining and finding out their perception on it. The researcher gave a questionnaire for the response of the students. Here, an attempt has been made to analyze their responses.

Table No. 5

Student's feeling in learning English

SN	Particulars	Number of Responses	Percentage
1	Easy	2	4
2	Interesting	5	10
3	Boring	4	8
4	Difficult	25	50
5	Hard	14	28
Total		**50**	**100**

The information presented in the table above shows that learning English was difficult for 50 percent of the total informants. It was hard for other 28 percent. Rest of 8 percent perceived it as a boring activity. Learning English was interesting only for 10 percent of the total informants. Rests of other 4 percent felt that learning English was easy. As a whole, 86 percent of the total respondents felt and/or viewed learning English negatively. That is, only 14 percent informants showed their positive attitude towards learning English. Negative attitude of most of the students in learning English is itself one of the most serious challenge for learning the language because, second language learning needs adequate amount of exposure, to have so, motivating factors have vital role. That is, learning cannot take place until the learners are motivated for. The negative attitude towards learning English indicates that the learners are not well-motivated to learn the language which is very challenging for the learning of reading to take place.

3.2.2 Exposure for Language Learning

Learning a second language needs sufficient amount of exposure–the exposure of both language and time. Second language learning cannot take place if the learners do not get sufficient amount of the exposure. It means the learner has to get sufficient amount of input as well as sufficient time for their practice in order to learn a second language. The table below presents the amount of time the learners are giving for learning English language at school:

Table No. 6

Time exposure for language learning

SN	Time exposure per day	No. of respondents	percentage
1	One hour	2	4
2	Two hours	7	14
3	Three hours	32	64
4	Four hours	6	12
5	Five hours	3	6
Total		**50**	**100**

The data presented in the table above shows that 64 percent of the students have 3 hours time per day for learning English at school. There were only 12 percent of the students who gave four hours time per day. Similarly, 14 percent of them gave one hour, and rest of 6 percent of them gave 5 hours time per day to learn English both at school and at home. As the exposure of both language and time for learning English as a second language is concerned, it is not the sufficient amount. According to the teachers understudy, students' learning of the second language can be facilitated if they get the adequate target language environment at schools and constant practice of at least 5-6 hours per day at home.

3.2.3 Ways of Reading

Students have their own pace, ways, and style of (learning) reading. Some prefer to read aloud whereas some need to read silently to have reading

comprehension. The table below shows how the students generally read the text:

Table No. 7

Ways of reading text

SN	Ways of reading	No. of respondents	Percentage
1	Silent reading	7	17
2	Loud reading	13	26
3	Reading with verbalization	6	12
4	Extracting particular information	13	26
5	Extracting the gist of text	11	22
	Total	**50**	**100**

The data presented in the table above shows that 26 percent of the students read text by extracting particular information and other 26 percent of them read loudly. Twenty two percent of total students under study extracted gist of the text while reading. Rests of 12 percent students read with verbalization. There were only 14 percent of the students who read silently. The table shows that the students adopted the 5 main ways of reading while learning reading skill. Among them, majority of them used loud reading and reading for extracting particular information. It shows that student's reading is superficial and only for particular purpose. They are not enjoying the reading text in advanced.

3.2.4 Problems in Learning Reading

Reading means understanding which needs practice and attention. In fact, the main purpose of learning reading is developing the attitude, abilities and skills in the learners for obtaining information, fostering and reacting to ideas, developing interest and finally getting pleasure by reading through understanding. But, it is not easy to achieve. There are so many problems and challenges that are affective for reading comprehension. The following table shows the main problems of learning reading which are based on the students' response on the questionnaire:

Table No. 8

Problems of learning reading

SN	Problems	Responses	%
1	Recognizing words	38	76
2	Internalizing the sense of the text	43	86
3	Meaning of the vocabulary	45	90
4	Structure of the sentence	41	82
5	Student's background knowledge	42	84
6	Pronunciation	17	34
7	Fluency	23	46
8	Lack of adequate practice	39	78
9	Traditional method of language teaching/learning	31	62
10	Inability in synthesizing the text	44	88
11	Problems in improving reading speed	43	86
12	False guessing/prediction	42	84
13	Problems in recognizing linguistic meaning	44	88
14	Problems in recognizing non-linguistic meaning	46	92
15	Lack of English language environment	50	100

The table above has presented the information about the students' response on their problems of learning reading skill. For their response, 15 clues were given to them. As their responses are concerned, all (100%) the students pointed out that the lack of the English language environment both at school and outside school was one of the main causes of reading problem. Similarly, problem in recognizing non-linguistic meaning was another problem for 92 percent of the respondents. Understanding the meaning of difficult vocabulary of the text was another problem for 90 percent of the total informants. For 88 percent of the informants, reorganization of linguistic meaning and the ability of students in synthesizing the text that was problematic while learning reading skill. Similarly, 86 percent of the informants responded that improving reading speed

and the internalizing the sense of the text were the problems while learning reading at school.

They had poor background knowledge and thus, their prediction of the text always becomes false which is really problematic for 84 percent of the total respondents. It was the complex structure of the sentences used in the text that were problematic for reading comprehension for 82 percent of the informants. As same as these, 78 percent of the informants responded that lack of adequate practice in reading a text was the problem they were facing while learning reading. It was the problems in recognizing words for 76 percent of the total informants which was problematic for them to learn reading. In relation to their problems in learning reading, it was the traditional ways of teaching and learning reading for 62 percent of the informants that was problematic for them to enhance their reading skill.

Fluency in reading was also a problem for 46 percent of the informants and pronunciation of the words in the text was for 34 percent of the informants that were creating problems in learning reading. As a whole, there were many problems for the students which were playing role to make their reading problematic and difficult. Not all the students had the same problems, i.e. individual students had different problems of their own. According to them, their reading could not be fostered until these problems associated with their reading were solved. And thus, learning reading for them is challenging due to these problems.

3.3 Overall Challenges of Teaching and Learning Reading

Teaching and learning reading at secondary level is problematic. It is problematic due to many affective factors. It is problematic, therefore it is challenging as well. The problems of teaching and learning reading skill were mainly related to both the teachers and the students. It was partly related to other physical aspects as well. An attempt has been made here to analyze some of the main factors that were responsible for making reading a challenging skill to gain a as whole.

3.3.1 Students and Challenges of Reading

Reading is an active and constant process of guessing, predicting, checking and asking oneself the questions. One of the main aims of teaching reading is to develop reading comprehension to the students. What one brings to the text is often more important than what one finds in it. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. Teaching or learning reading means students have to know the following three things after they read:

- develop reading comprehension
- foster communicative functions
- understanding meaning

As second language learners, students have difficulty in applying techniques of reading. If this happened, it hinders the comprehension. The obstacles in reading comprehension mean no reading at all. As the relationship of students with reading is concerned, there are some problems related to reading comprehension. Some of such problems are:

- Problems of pronouncing vocabulary
- Problems in recognizing the words
- Problems in internalizing the sense of the text
- Problems in dealing with the complex structures of the sentences
- Problems in improving reading speed (fluency)

Students cannot read the text well until they become free from all or many of these problems. If they read, the reading becomes 'reading with no comprehension' (i.e., reading for just reading) in the presence of these affective factors. Reading means fostering communicative functions of language as well. As language is for communication, teaching and learning of reading should aim to develop communicative competence in the learners. That is, learners should be able to use the learning from the reading in their real life communication after they read the text with comprehension.

Understanding meaning of the reading text is another requirement of purposeful reading. If the students become unable to understand the meaning of what they read, the reading is worthless. Thus, the aim of reading should be to understand the meaning containing the reading text.

Teaching reading at secondary level school in Nepal is challenging in a sense that the teaching and learning of reading is worthless if it does not become comprehensible to the learners. But it is not so easy to make them read the text with comprehension due to some of the aforementioned problems associated with the students.

3.3.2 Teachers and Challenges of Reading

Teaching reading is challenging for the teachers who teach it in the secondary level schools of Nepal. It is not challenging for them due to their students but they themselves may be the cause of it. They are facing different problems due to which their teaching cannot be purposeful mainly in terms of making their children understand the text. As discussed earlier, some of such problems are:

- Teachers are not well trained regarding the strategies of teaching reading.
- They are confused in the ways and purpose of teaching reading
- Teacher centered traditional teaching methodology
- Less focus in practice and student's participation
- Use of mother tongue in teaching

School teachers are facing these problems for themselves. As a result, their teaching performance may not easily be successful making comprehension of the text to their students. Perhaps due to this, teaching reading with comprehension at school level is becoming challenging for them.

CHAPTER FOUR
FINDINGS AND RECOMMENDATIONS

On the basis of the analysis and interpretation of the collected data the findings and recommendations of the study have been presented in this chapter. The findings and recommendations of the study have been given in two separate sub-headings as below:

4.1 Findings

The major findings of the study are listed in points as below:

(i) Teaching and learning reading at school level has some challenges. These challenges are related to both the teachers and the students. Most of the challenges associated with teaching and learning of reading are related to reading comprehension.

    a. The purpose of reading, the ways of reading and the ways that assist teachers to get comprehension of the reading texts were found to be some of the challenging issues that teachers generally face while teaching reading at schools.

    b. The comprehension of reading depends on the purpose of reading, that is, why one is reading the text. Generally, reading for pleasure gets more comprehension than reading for extracting special information. It was found that the reading texts offered in the textbook are more informative than joyful. The teachers have to teach the text to make students able to extract some particular information from the text. This type of reading was found to be less interesting and more difficult than the reading for pleasure. In the view of great majority of the teachers, 80 percent of the reading texts given in the text books are informative causing students to lose interest in reading.

c. It was found that the purpose of reading and the ways of reading go together. That is, the purpose of reading determines the ways how it is read.

d. It was also found that the teachers were unaware of ways-purpose relationship during the reaching of the text. This is mainly due to the traditional way of teaching in practice. They know how to teach particular texts but rarely do so in practice which resulted in the lack of comprehension.

e. Teaching reading at secondary level in Nepal is also challenging due to the factors related to the students. It was found that teaching reading is challenging due to the following factors related to the students:

- Lack of sufficient amount of language exposure.

- Lack of sufficient amount of time exposure for learning.

- Problems in understanding linguistic meaning of the text.

- Problems in understanding non-linguistic meaning.

- Problems to cope with the vocabulary items used in the text.

f. Among a dozen of techniques for effective reading, the teachers and the students were found to be using only half of them in the classroom. The status of techniques used were as below:

- Skimming- 100%

- Contextual use of words and Guessing- 80%

- Deducing meaning through context and predicting- 60%

- Previewing the theme- 40%

- Linking sentence and ideas- 40%

g. It was found that it was very challenging for the teachers to make their students aware of the intention of the writer in the text. Even it was difficult for them to make their students able to discriminate the facts of the reading text from their opinion in it. The study shows that it is mainly due to the inability of students to cope with these all.

h. Teaching reading was found to be challenging for the teachers who teach it in the secondary level schools of Nepal. It is not challenging for them due to their students only but they themselves may be the cause of

it. The study found that they were facing different problems due to which their teaching could not be purposeful mainly in terms of making their children understand the text. some of such problems were found as:

- Teachers are not well trained regarding the strategies of teaching reading.
- They are confused in the ways and purpose of teaching reading
- Teacher-centered traditional teaching methodology
- Less focus in practice and student's participation
- Use of mother tongue in teaching

(ii) The study has found some of the causes of these problems to occur in teaching and learning reading skill at high school level. The main ones were:

a. Learning of any of the reading text is found as challenging as the teaching of it. The study found the following four main causes of it:

- Feeling of Students in Learning English,
- Exposure for Language Learning,
- Ways of Reading, and
- Problems in Learning Reading. The study has also found the following problems of learning reading:

Problems	%
Recognizing words	76
Internalizing the sense of the text	86
Meaning of the vocabulary	90
Structure of the sentence	82
Student's background knowledge	84
Pronunciation	34
Fluency	46
Lack of adequate practice	78

Traditional method of language teaching and learning	62
Inability in synthesizing the text	88
Problems in improving reading speed	86
False guessing/prediction	84
Problems in recognizing linguistic meaning	88
Problems in recognizing non-linguistic meaning	92
Lack of English language environment	100

b. The study has shown that the students were facing the following main problems of learning reading skill due to which it has become a challenging enterprise:

- Problems of pronouncing vocabulary

- Problems in recognizing the words

- Problems in internalizing the sense of the text

- Problems in dealing with complex structures of sentences

- Problems in improving reading speed (fluency)

c. It has also been found that the teachers also have following main problems due to which it has become a challenging enterprise:

- Teachers are not well.

- They are confused in ways and purpose of teaching reading

- Teacher centered traditional teaching methodology

- Less focus in practice and student's participation

- Use of mother tongue in teaching

4.2 Recommendations

On the basis of the major findings of the study, the following suggestions have been recommended

(i) It is necessary to find out and solve the main problems and challenges related to teaching and learning reading skill at secondary level school in Nepal for purposeful reading to develop in the students.

(ii) The teacher has to find out the purpose of reading text clearly before starting teaching the content to the students.

(iii) The teaching of reading should be on the basis of purpose-ways relationship so that students can easily understand the text what is taught for them.

(iv) Student have to get sufficient amount of exposure of both the language and time to learn the English language. As learners of second language, the students have to be highly motivated for learning it which is impossible if they do not get sufficient amount of exposure to learn language.

(v) It is suggested to use the techniques of reading according to the nature of the text. It becomes easy for both the students and the teachers to learn and teach the text if appropriate techniques of reading are applied.

(vi) The teacher has to focus on adequate practice of learning reading skill to the students. For this, it is seen necessary to develop positive attitude to the students towards the learning of the English language.

(vii) The teacher has to follow inductive teaching methodology to teach reading communicatively so as to make the pupils learn it in a system.

(viii) The study shows that the teachers need extra training and competency to teach at schools as in some of the cases their performance has seemed very poor.

(ix) As all the problems were related to teachers, students and classroom management, it is necessary to solve them from their respective level. If not, teaching and learning of reading at school becomes always challenging.

REFERENCES

Bista, P. (2008). *Reading strategies employed by ninth grade students*. An
    unpublished M.Ed. thesis. Department of English Education, TU,
    Kirtipur.

Brown, H. D. (1994). *Principles of language learning and teaching*. New
    Jersey: San Francesco State University.

Chapagain, K.P. (2006). *Problems in teaching and learning listening skill: A
    case of lower secondary level*. An unpublished M.Ed. thesis.
    Department of English Education, TU, Kirtipur.

Doff, A. (1988). *Teach English*. Cambridge: Cambridge University Press.

Gaulee, U.K. (2001). *English reading speed of Nepalese students: A practical
    study.* An unpublished M.Ed. thesis. Department of English Education,
    TU, Kirtipur.

Harmer, J. (2003). *English language teaching*. London: Longman.

Harmer, J. (2007). *How to teach English*. Longman: Pearson education limited.

Hornby, A.S. (2006). *Oxford advanced learners dictionary (7th ed.)*. New York:
    Oxford.

Jesrerson, O. (1994). *Language and its nature, development and origin*.
    London: Gerge Allen & Unwin Ltd.

Joshi, P.R. (2008). *The problems in teaching and learning listening skill*. An
    unpublished M.Ed. thesis. Department of English Education, TU,
    Kirtipur.

Littlewood, W. T. (1981). *Communicative language teaching*. UK: CUP.

Munby, J. (1987). *Communicative syllabus design*. Cambridge: CUP.

Neupane, B. (2005). *Proficiency in listening comprehension of PCL and HSL students: A comprehensive study*. An unpublished M.Ed. thesis. Department of English Education, TU, Kirtipur.

Nunan, D. (1992). *Research methodology in language learning*. Cambridge: CUP.

Nunan, D. (2001). *Designing tasks for the communicative classroom.* UK: CUP.

Richards et al. (1985). *Longman dictionary of applied linguistics*. London: Longman.

Richards, J. C. and Rodgers, T. S.. (2001). *Approach and methods in language teaching.* Cambridge: Cambridge University Press.

Subedi, H.L. (2000). *Reading comprehension of the grade IX students of Kathmandu and Jhapa districts: A comprehensive study.* An unpublished M.Ed. thesis. Department of English Education, TU, Kirtipur.

Ur, P. (1996). *A course in language teaching*. Cambridge: CUP.

APPENDICES

CHALLENGES OF TEACHING AND LEARNING READING SKILL AT SECONDARY LEVEL

This questionnaire is designed to seek necessary information about the challenges of teaching and learning reading skill at secondary level school in Nepal. It is an academic research conducted to fulfill the academic requirements of the M.Ed. English course. These questions are for the school teachers. Please kindly answer the following questions.

Teacher's name:

School:

Qualification:

Work experience:

Date:

1. Do you think all language skills are equally important?

    (a) Yes   (b) No

2. Why is teaching reading necessary?

3. What are the purposes of teaching reading?

4. What are the ways of teaching reading?

5. How do you start a reading lesson?

6. What different techniques do you use while teaching a reading lesson?

7. If techniques of reading are not followed, what are the causes of not using the techniques of reading while teaching?

8. How can a reading lesson (text) be made effective and interesting?

9. What different activities do you conduct after teaching a reading lesson?

10. What types of reading texts are there in the textbooks of secondary level? Tick your answer in the column below.

Informative only	
Informative and joyful	
Joyful only	

11. How do you evaluate student's reading proficiency?

12. List out the materials that you usually use in teaching reading at class.

13. How often do you use those materials?

    (a) Always   (b) Usually   (c) Sometimes   (d) Never

14. Is teaching of reading problematic to you?

    (a) Yes   (b) No

15. Teaching reading is challenging. Point out the challenges that you face while teaching reading at secondary level within the following 3 headings:

(i) Challenge Regarding the Ways of Reading:

(ii) Challenge Regarding the Understanding of Meaning:

(iii) Challenge Related to Techniques of reading:

16. What are the causes of those problems to occur while teaching reading?

17. What are the practical problems that you face while teaching reading?

18. What do you suggest as the means that can be used to make reading text purposeful?

19. Do you have any new idea to teach reading at high school level?

Thank You

CHALLENGES OF TEACHING AND LEARNING READING SKILL AT SECONDARY LEVEL

This questionnaire is designed to seek necessary information about the challenges of teaching and learning reading skill at secondary level school in Nepal. It is an academic research conducted to fulfill the academic requirements of the M.Ed. English course. These questions are for the secondary level students. Please kindly answer the following questions.

Student's Name:

Address:

School:

Class:

Roll No:

Age:

Date:

1. How do you feel learning English?

(a) Interesting

(b) Difficult

(c) Easy

(d) Boring

(e) Other (please specify)………………………………..

2. How much time do you spend in learning English per day?

(a) Two hours

(b) Three hours

(c) Four hours

(d) Five hours

(e) Other (please specify)………………………………..

3. Do you know all the language skills?

    (a) Yes   (b) No

4. Which language skill do you feel easy to learn?

(a) Listening

(b) Speaking

(c) Reading

(d) Writing

(e) Other (please specify)…………………………………..

5. Which language skill do you feel interesting to learn?

(a) Listening

(b) Speaking

(c) Reading

(d) Writing

(e) Other (please specify)…………………………………..

6. Do you feel learning reading is important?

        (a) Yes   (b) No

7. How often do you read a text?

(a) Once a day

(b) Twice a day

(c) Once a week

(d) Sometimes

(e) Other (please specify)…………………………………..

8. What do not you usually do before start reading a text?

(a) Learn vocabularies

(b) Focus on guiding questions

(c) Make summary of text

(d) Guess the context

(e) Other (please specify)…………………………………..

9. How do you read a text?

(a) Silently

(b) Loudly

(c) With verbalization

(d) Extracting information

(e) Other (please specify)…………………………………..

10. What do you do after reading a text?

(a) Memorize vocabularies

(b) Guess the context of reading

(c) Summarize the text

(d) Read the text silently

(e) Other (please specify)………………………………….

11. What problems and difficulties do you feel in reading a text? Tick in the points in the right column.

SN	Problems	Responses
1	Recognizing words	
2	Internalizing the sense of the text	
3	Meaning of the vocabulary	
4	Structure of the sentence	
5	Student's background knowledge	
6	Pronunciation	
7	Fluency	
8	Lack of adequate practice	
9	Traditional method of language teaching and learning	
10	Inability in synthesizing the text	
11	Problems in improving reading speed	
12	False guessing/prediction	
13	Problems in recognizing linguistic meaning	
14	Problems in recognizing non-linguistic meaning	
15	Lack of English language environment	

12. Give your opinion on how can learning of reading text be easy, effective and interesting?

Thank You

CHALLENGES OF TEACHING AND LEARNING READING SKILL AT SECONDARY LEVEL

This Observational Check-list is designed to seek necessary information about the challenges of teaching and learning reading skill at secondary level school in Nepal. It is an academic research conducted to fulfill the academic requirements of the M.Ed. English course. This Check-list is for the researcher himself. It is used to record the status of teaching and learning while observing the class of reading lesson.

```
School's Name:
Teacher's Name:
Student's No.:
Class:
Subject:
Unit:
Topic:
Time:
Date:
Signature of the observer:
```

[The best answer is indicated in the number 5 column and others are accordingly in the descending order]

S.N.	Activities	Result					remarks
		1	2	3	4	5	
1	**Subject matter**						
	Presentation						
	Sequencing						
	Exemplification						
	Contextualization						
	Summarization						

2	**Use of language**						
	Target language by teacher						
	Target language by students						
	First language by teacher						
	First language by students						
3	**Teaching learning process**						
	Student's participation						
	Teacher's role						
	Teaching strategies						
	Systematicness						
	Teaching methodology						
	Reinforcement and feedback						
	Evaluation						
4	**Classroom activities/management**						
	Classroom environment						
	Classroom management						
	Physical aspects						
	Setting						
5	**Use of aids and materials**						
	Preparation of materials						
	Visual materials						
	Visual aids						
	Audio-visual aids						
	Supplementary materials						
	Appropriate use of materials						
	Sufficiency of materials						

6	Attitudes of teachers and students					
	Interested to teach					
	Interested to learn					
	Eye contact					
	Class control					
	Expected behavior					