

**EFFECTIVENESS OF CONTENT-BASED INSTRUCTION
IN TEACHING READING**

**A Thesis submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Anju Kumari Chimariya**

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

DECLARATION

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

.....

Date: 2068-01-17

Anju Kumari Chimariya

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Anju Kumari Chimariya** has prepared the dissertation entitled “**Content- Based Instruction on Teaching Reading**” under my guidance and supervision.

I recommend this dissertation for acceptance.

Date: 2068-01-19

.....

Mr. Bhesh Raj Pokhrel (Guide)

Teaching Assistant

Department of English Education

Faculty of Education

Tribhuwan University,

Kirtipur, Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following ‘Research Guidance Committee.’

Signature

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

T.U., Kirtipur

Chairperson

Mr. Bhesh Raj Pokhrel (Guide)

Teaching Assistant

Department of English Education

Faculty of Education

T.U., Kirtipur

Member

MS. Hima Rawal

Teaching Assistant

Department of English Education

Faculty of Education

T.U., Kirtipur

Member

Date: 2068-1-21

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following 'Thesis Evaluation and Approval Committee.'

Signature

Dr. Chandreshwar Mishra

Professor and Head
Department of English Education
T.U., Kirtipur

Chairperson

Dr. Jai Raj Awasthi

Professor
Department of English Education
Chairperson
English and Other Foreign Languages
Education Subject Committee
T.U., Kirtipur

Member

Mr. Bhesh Raj Pokhrel (Guide)

Teaching Assistant
Department of English Education
T.U., Kirtipur

Member

Date: 2068-01-22

DEDICATION

Dedicated to

**My Husband Mr. Sarbagya Raj Kafle who has devoted to make
what I am today.**

ACKNOWLEDGEMENTS

First and foremost I would like to express my sincere gratitude to **Mr. Bhesh Raj Pokhrel**, Teaching Assistant of the Department of English Education, University Campus, Kirtipur who as my research guide provided me with all sorts of basic ideas and scholarly suggestions and directions for carrying out this research work from the beginning to the accomplishment.

I am heavily indebted to venerable to **Dr. Chandreshwar Mishra**, Professor and Head of the Department of English Education for his inspiration and valuable suggestions.

I am extremely grateful to my respected Guru, **Dr. Jai Raj Awasthi**, Professor of the Department of English Education, the dynamic personality and the Chairperson of the English and Other Foreign Languages Education Subject Committee, University Campus, Kirtipur for his kind help and regular encouragement for academic excellence.

I owe a debt of profound gratitude to **Prof. Dr. Tirtha Raj Khaniya, Prof. Dr. Govinda Raj Bhattarai, Prof, Dr. Anju Giri, Dr. Anjana Bhattarai, Dr. Bal Mukunda Bhandari, Dr, Laxmi Bahadur Maharjan, Dr. Tapasi Bhattacharya, Mr. Vishnu S. Rai, Mr. Raj Narayan Yadav, Mr. Prem Bahadur Phyak, Ms. Madhu Neupane, Ms. Saraswati Dawadi and Ms. Hima Rawal**, for their teaching, facilitation, invaluable suggestions, support and constant encouragement for this study.

I am overwhelmingly thankful to Principal **Mr. Khem Raj Lamichhane** and subject teacher **Mr. Rajan Dahal** and all the teachers of Shree Chandrodaya Higher Secondary School Kamane, Hetauda for providing me opportunity to conduct this research as well as invaluable suggestions, instruction, guidance to conduct this research. I wish to offer my thanks to the **Students of Grade Nine**

who greatly supported me taking my class during experimental teaching and remained key to concretize this thesis.

I have great sense of pleasure to express my deep sense of gratitude to **Ms. Madhavi Khanal**, the Librarian of the Department of English Education for her administrative support. Likewise, I feel pleasure to express my particular thanks to my parents **Mr. Tika Ram Chimariya** and **Ms, Kalyani Devi Chimariya** who have struggled a lot to make what I am today. I am extremely grateful to my father- in- law and mother- in -law **Mr. Madhusudan Kafle** and **Ms. Narayani Devi Kafle** respectively for their support for my study. I am very much indebted to my brothers **Mr. Dipak Raj Chimariya** and **Janardan Mainali** and **my sisters** who are source of inspiration for my achievements.

Date: 2068-01-21

Anju Kumari Chimariya

Chapter 1

ABSTRACT

The present study was conducted to examine the **“Effectiveness of Content-Based Instruction in Teaching Reading.”** The objective of the study was to find out the effectiveness of content-based instruction in teaching reading. This study was conducted in Shree Chandrodaya Higher secondary School Kamane, Hetauda. The students of grade 9 were taken as the sample of the study. First, I administered a pre-test using the test items in the beginning and on the basis of the result of pre- test, experimental teaching was started. Three progressive tests were administered in the interval of seven class periods each. I taught for 25 days using content -based instruction method. The action research was conducted to find out the strengths and weaknesses of content- based instruction on teaching reading. After the completion of teaching, a post- test was administered .The results of both the tests were compared to determine the effectiveness of content- based instruction on teaching reading. Content- based instruction was found to be effective in teaching reading.

This thesis work consists of four chapters. Chapter one is an introductory chapter which includes general background, objectives of the study, review of the related literature and the significance of the study. Chapter two provides the details of the methodology and the procedures followed by the researcher in the collection of the primary as well secondary data. It particularly consists of sources of data, sampling procedures, tools for data collection, process of data collection and limitations of the study. Chapter three consists of analysis and interpretation of the data. The data were analyzed and interpreted on the basis of the average score in the pre- test and post- test. The last chapter describes the

findings and recommendations derived from this research. This chapter is followed by the references and appendices respectively.

TABLES OF CONTENTS

	Page No.
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	viii
Tables of Contents	ix
List of Symbols	xii
CHAPTER ONE: INTRODUCTION	
1.1 General Background	1
1.1.1 English Language Teaching	1
1.1.2 Content- Based Instruction	4
1.1.2.1 What is Content	6
1.1.2.2 Objectives of Content-Based Instruction	7
1.1.2.3 Principles of Content- Based Instruction	7
1.1.2.4 Teaching Learning Activities of CBI	8
1.1.2.5 Approaches to CBI in Secondary Level	8
1.1.2. 6 Advantages of Content-Based Instruction	10
1.1.3 Language Skills	11

1.1.3.1 Reading Skill	12
1.1.3.2 Types of Reading	15
1.2 Review of the Related Literature	16
1.3 Objectives of the Study	19
1.4 Significance of the Study	19
CHAPTER TWO: METHODOLOGY	
2.1 Sources of Data	20
2.1.1 Primary Sources of Data	20
2.1.2 Secondary Sources of Data	20
2.2 Sampling Procedures	21
2.3 Tools for Data Collection	21
2.3.1 Test items	21
2.4 Process of Data Collection	22
2.5 Limitations of the Study	22
CHAPTER THREE: ANALYSIS AND INTERPRETATION	
3.1. Analysis and Interpretation of the Test Score	24
3.1.1 Holistic Comparison of Pre -Test and Post –Test	24
3.1.2 Analysis of Pre- Test Scores	25
3.1.3 Analysis of Post –Test	26
3.1.4 First Progressive Test Scores	27
3.1.5 Second Progressive Test	28
3.1.6 Third Progressive Test Scores	29
3.2 Item-wise Test Analysis and Interpretation of Test Results	30
3.2.1 Pre-Test	30
3.2.2 Post- Test	31
3.2.3 First Progressive Test	32
3.2.4 Second Progressive Test	33
3.2.5 Third Progressive Test	34

CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS

4.1 Findings	35
4.2 Recommendations	36

REFERENCES

APPENDICES

Appendix 1: Test items

Appendix 2: Summary of Lesson Plan

Appendix 3: List of Sample Population

Appendix 4: Model Answer Sheets of Test -Items

LIST OF SYMBOLS

CBI	-	Content- Based Instruction
CBLT	-	Content Based Language Teaching
CUP	-	Cambridge University Press
Dr.	-	Doctor
ELT	-	English Language Teaching
ESL.	-	English as a Second Language
et al.	-	And Others
etc.	-	etcetera
F. M.	-	Full Marks
i.e.	-	That is
M. Ed.	-	Master in Education
Mr.	-	Master\Mistress
Ms.	-	Miss\ Mistress
OUP	-	Oxford University Press
p	-	Page
P. M.	-	Pass Marks
Prof.	-	Professor
Regd. No.	-	Registration Number
S. N.	-	Serial Number

T. U. - Tribhuvan University
U.K. - United Kingdom
Viz. - Namely
Vol. - Volume

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language teaching involves teaching of both the first and second or foreign language. The purpose of teaching language is to enable the students to communicate in the target language. In the world of language teaching and learning many schools of thought have come out and gone, so have language teaching methods waxed and waned in popularity. Brown (1994. p.140) defines teaching method as 'the application of theoretical findings and positions.' They may be thought of as 'theory and practice.' There has been a variety of such applications, some in total philosophical oppositions to other. It is a cyclical pattern in which a new paradigm of teaching methodology emerged about every quarter of a century, with each new method breaking from the old but at the same time taking with it some of the positive aspects of the previous paradigms. For this Makward (1972) saw these 'changing winds and shifting sands.' (as cited in Brown, 1994, p.14). To get mastery over language everybody needs to have the ability in all skills and aspects of language. To convey our thoughts, intentions, wishes, information, etc. we need to master all four-language skills.viz. listening, speaking, reading and writing.

1.1.1 English Language Teaching

There are more than five thousand languages in use in the present world, yet the English language has gained topmost position in the sense that it is the most widely used international language. It is used as a link language because it is used to communicate with the people who speak other languages apart from English as their native languages. English is the most prominent language in almost all areas, for example, business, education, mass media, international diplomacy, science and technology, economics, politics, medicine, world marketing, law and so on. It is rich in its vocabulary, in its use, structure and

literature. According to Crystal (2003), "A quarter of the world's population speaks English." (as cited in Harmer, 2002, p.1). So, the sound knowledge of the English is the most popular demand of the current world. But, there is no consistency of using approaches, methods and techniques. Richards and Rodgers, (2009, p.1) say that language teaching came into its own profession on the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century as applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials drawing on the developing fields of linguistics and psychology.

According to change of time there is change in approach, methods and techniques. There are different approaches, methods and techniques. The relationship between approach, method and technique was proposed by Anthony (1963 as cited in Richards and Rodgers, 2009, p.19). Following Anthony, an approach was developed as a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of subject matter to be taught. Method is an overall plan for the orderly presentation of language material no part of which contradicts and all of which is based upon the selected approach. A method is procedural and within one approach there are different methods. A technique is implementational which actually takes place in a classroom.

Among different methods, the 'Grammar Translation Method' is the most traditional method, which is also called classic method, which was in fact first known in the US as the Prussian method. Since it was first used in the teaching of the classical languages, Latin and Greek, this method was widely used in 1840s to 1940s. Richards and Rodgers (2009, p.6) say, "This method was used for the purpose of helping students and appreciates foreign language literature." Among four language skills, this method gives emphasis on reading and writing. Vocabulary in the target language is learned through direct translation from the native language. Though this method is widely used in

many parts of our country, there is no natural use of language. Grammar is taught deductively. No language functions are emphasized. It lacks to create communicative competence in students. Due to these shortcomings, the new way of teaching language started. Teachers began to teach foreign language in a way that was similar to first language acquisition. So, the 'Direct Method' was launched to address all shortcomings. This method focuses on oral communication. No translation is allowed. According to Diller (1978), "The direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the student's native language." (as cited in Larsen-Freeman, 2009, p.23). Direct method advocates an integration of four language skills. Grammar is taught inductively and it develops a sense of discovery in students. The use of lot of audio visual aids make classroom interesting and lively, which is useful for the beginners.

The Oral Situational Language Teaching was developed by British applied linguists from the 1930s to 1960s. The advocates of this method was Harold Palmer and A. S. Hornby, attempted to develop a more scientific foundation for an oral approach than in direct method. Palmer (1917) mentions, "The result was a systematic study of principles and procedures that could be applied to the selection and organization of content of a language course" (as cited in Richard and Rodgers, 2009, p.36). The main feature of this approach is language teaching begins with the spoken language. New languages are introduced and practiced situationally. Items are graded from simple to complex.

There was another revolution in language teaching methodology coincided with the World War II to train Army in foreign language which was known as 'Audio Lingual Method.' It is based on descriptive linguistics and behavioral psychology. Drilling is the central technique of this method. Speech is much more focused. Reading and writing skills started after the mastery over speech. In this method, native like pronunciation is sought. So, to overcome the shortcoming of this method, 'Communicative Method' was launched in the late

1960s in British language teaching tradition. Communicative method was based on Dell Hymes (1972) notion of communicative competence. The advocates of this method are Christopher Candlin, Henry Widdowson, John Firth, M.A.K. Halliday, Dell Hymes, John Gumpres and William Labov as well as philosophers J. Austin and J. Searle. Hymes (1972) says that this method gives emphasize on the rule of use without which the rules of grammar would be useless. This method focuses on use rather than usage. The main theory behind the communicative method is 'language for communication'. According to Richards and Rodgers (2009, p.161), some of the characteristics of communicative view of language are as follows:

1. Language is a system for the expression of meaning.
2. The primary function of language is to allow introduction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features but categories of functional and communicative meaning as exemplified in discourse.

Under current communicative approaches Richards and Rodgers (2009) have mentioned the following:

- a. Communicative language teaching
- b. The natural approach
- c. Co-operative language learning
- d. Content- based instruction
- e. Task-based language teaching.

Here my concern and the area of interest is Content –Based Instruction

1.1.2 Content-Based Instruction

Content- Based Instruction (CBI) or Content Based Language Teaching (CBLT) is a communicative approach to second language teaching in which

teaching program is organized, around content rather than a linguistic syllabus. Saint Augustine was an early proponent of CBI which emerged in 1980s. It draws on the principles of communicative language teaching. Classroom should focus on real communication about the subject matter from outside the domain of language. The subject matter was not grammar, function or some other language -based unit of organization but content. Krankhe (1987) mentions, "It is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught" (as cited in Richards and Rodgers, 2009, p.204). According to Larsen–Freeman (2009, p.137), "The special contribution of content -based instruction is that it integrates the learning of language with the learning of some other content with academic subject matter." CBI is partially related to the task -based and participatory approach; they have in common that teaching is through communication rather than for it. Widdowson (1983, pp.108-109) says,

CBI represents a significant departure from traditional foreign language teaching methods (bottom-up approaches) in that language proficiency is achieved by shifting the focus of instruction from the learning of language per se to the learning of language through the study of subject matter through top-down approaches focusing on meaning.

Over the last decades, there has been a general movement in language teaching away from studying about language towards a focus on using the language as a real tool to communicate. As a direct consequence of this trend, CBI has become increasingly popular as a means of developing linguistic ability in a great variety of educational contexts. The philosophy of this methodological paradigm aims at encouraging students to learn a new language by using it from the first class as a real means of communication. Since the early 1990s, CBI has gained increasing popularity and prominence on the language teaching

scene in a wide range of contexts and educational settings. There are numerous references to successfully implemented models of this specific methodology in countries other than Canada and the United States, such as Russia (Leaver, 1984), Australia (Chapell and DeCourcy, 1993), Mexico (Klahn, 1997), Japan (Murphy, 1997), Hong-Kong (Chapple and Curtis, 2000), etc. Within the European framework, the need to provide a meaningful context for learning a language has been reinforced and supported by the European Commission (The Common European Framework of Reference for Languages) and consequently, content based models have become increasingly common in English foreign language settings being perceived as an excellent contribution to contemporary foreign language pedagogy.

1.1.2.1 What is Content?

To understand content -based instruction we need to be clear about content. Content is used with a variety of different meanings in language teaching. It most frequently refers to the substance or subject matter that we learn or communicate through language rather than the language used to convey it. It gives priority to meaning in language teaching. It also offers demonstration, imitation, miming, those recommending the use of objects, pictures and audio visual presentation and proposals supporting translation, explanation and definition as aids to understand meaning in language teaching. According to Edelsky et al. (1991, p.1), "The learning process will work best when students are engaged in purposeful use of language i.e. not learning linguistic form for their own sake. Whole language educators provide content- rich curriculum where language and thinking can be about interesting and significant content" (as cited in Larsen Freeman, 2009, p.141).

Wesche (1993) says that in content- based language teaching, the claim in the sense that students get 'two for one,' both content knowledge and increased language proficiency. (ibid)

1.1.2.2 Objectives of Content-Based Instruction

Language learning is proportional to the learning of content in CBI; therefore its objectives are stated as the objectives of the content course. According to Brinton et al. (1989), the objectives of CBI are as follows:

1. To activate and develop existing language skills.
2. To acquire learning skills and strategies that could be applied in future language development opportunities.
3. To develop general academic skills applicable to university study in all subject areas.
4. To broaden students understanding of English speaking people. (as cited in Richards and Rodgers, 2009, p.211)

1.1.2.3 Principles of Content- Based Instruction

CBI stands in contrast to traditional approaches to language teaching in which language form is the primary focus of the syllabus and of classroom teaching. The core principle of CBI is people learn a second language most successfully when the information they are acquiring is perceived as interesting, useful and leading to a desired goal.

According to Larsen-Freeman (2009, p.41), the principles of CBI are as follows:

1. The subject matter content is used for language teaching purpose.
2. Teacher should build on students' previous experience.
3. When learners perceive the relevance of their language use they are motivated to learn. They know that it is a means to an end rather than an end in itself.
4. The teacher 'scaffolds' the linguistic content, i.e. helps learners say what it is they want to say by building together with the students complete utterance.

5. Language is learned effectively when it is used as a medium to convey informational content of interest to the students.
6. Vocabulary is easier to acquire when there are contextual clues to help convey meaning.
7. When they work with authentic subject matter, students need language support. For instance, the teacher may provide a number of examples, build in some redundancy, use comprehension checks, etc,
8. Learners work with meaningful, cognitively demanding language and content within the context of authentic material and tasks.
9. Communicative competence involves more than using language conversationally. It also includes the ability to read discuss and write about content from other fields.

1.1.2.4 Teaching Learning Activities of CBI

They focus on teaching content and language together. The classification categories are:

1. Language skills development
2. Vocabulary building
3. Discourse organization
4. Communicative interaction
5. Study skills and
6. Synthesis of content materials and grammar

1.1.2.5 Approaches to CBI in Secondary level

According to (Brinton et al. 1989), the different approaches of CBI are used in secondary level are:

1. Theme-based approach
2. Adjunct approach

(as cited in <http://www.humnet.ucla.edu/flr/content-based/general-models/d-brinton.htm>)

1 Theme-based Approach

This model focus on learning strategies, concepts, tasks and skills that are needed in subject areas in the mainstream curriculum, grouped around topics and themes such as consumer, education map skills, foods and nutrition.

Success for this model rests on co-operative learning in heterogeneous small group settings. The main features of theme -based approach are as follows:

-) Topics in theme-based instruction are chosen to be of high interest to students.
-) The units incorporate all skills. (listening, speaking, reading, writing, grammar)
-) The teacher presents topics as a vehicle for language development. i.e. teaching language (not content) is the main goal.
-) Courses may cover a variety of topics or treat one topic more in depth.

2. Adjunct Approach

This approach is parallel to the theme based component described by W.U. was an adjunct course focusing on science. Both ESL teachers and science teachers were involved in this aspect of the course which focused on preparing students to make the transition to learn science through English. The linked classes are taught by content and language instructors respectively. The main features of adjunct approach are as follows:

-) The purpose of the content class is content mastery; in the language class, the purpose is for students to master elements of the second language which are necessary for success in the content area.
-) The syllabi of the two classes are negotiated with respect to each other; typically, the content course provides a point of departure for the language class and dictates its sequence.

-) Co-ordination between content and language teachers is essential.
-) Language teachers need to be familiar with the content material (i.e. read the content textbook and attend content lectures whenever possible).
-) The materials development load on the language teacher is heavy; this should be planned into the course assignment and teachers should be compensated or otherwise rewarded for the work load.

1.1.2.6 Advantages of Content -Based Instruction

The advantages of CBI are as follows:

1. Students will be highly motivated to learn a second language because the CBI courses and classes directly address learners' needs.
2. The use of authentic materials facilitates learning by making it meaningful.
3. This approach aims at developing communicative and practical skills in learners.
4. All the language skills are taught integrated through meaning in content.
5. Comprehensible input is much more focused.
6. In this approach learners are exposed to study skills and learn a variety of language skills which prepare them for arrange of academic tasks they will encounter.
7. CBI gives emphasis on learner autonomy because learners play active and autonomous roles in CBI classes.
8. In CBI the activities of the language classes are specific to the subject being taught and geared to stimulate students to think and learn through the target language.
9. It explores of the alternative learning strategies.

Nowadays, every language teacher gives priority to the communicative method in language teaching. Content-based instruction is also based on communicative notion which has been widely used in a variety of different settings since 1980. It offers unlimited opportunities for teachers according to

students' interests and needs with interesting and meaningful content. Richards and Rodgers (2009, pp.219-220) mention,

Its advocates claim that it leads to more successful program outcomes than alternative language teaching approaches. Because it offers unlimited opportunities for teachers to match students' interest and needs with interesting and meaningful content, it offers many practical advantages for teachers and course designers.

In this method the activities of language classes are specific to the subject being taught and are geared to stimulate students to think and learn through target language. This is student centered method. It integrates four language skills.

1.1.3 Language Skills

Language learning means able to communicate in that language in which s\he is exposed to. The choice of language depends upon the channel of communication. A language is basically used in the real life situation in order to receive information. Language exists in two forms, the spoken and written. Speaking and writing themselves are the encoding process whereby we communicate our ideas, thoughts and feelings through one or the other form of the language: and listening and reading are the parallel decoding process by which we understand either a spoken or written message. To grasp information, we have to listen to someone or something or read a written text. Therefore, these different activities are called language skills. To get mastery over language well one needs to develop all the four language skills viz. listening, speaking, reading and writing. These four basic skills are related to each other by two parameters:

-) The mode of communication: oral or written
-) The direction of communication: receiving or producing the message

We can represent the relationships among the skills in the following way:

	Oral	Written
Receptive	Listening	Reading
Productive	Speaking	Writing

In language learning receptive skills precede productive skills. The above picture displays listening and reading skills. To get master of language skills first the learners should listen that language then slowly he starts to speak then he starts to read in that language at last he can write in that language in which he is exposed to. These are not only integrated in language teaching and learning, this comes true in real life situation using language for various purposes.

1.1.3.1 Reading Skills

Teaching of reading is an important aspect of teaching\learning a foreign language. Reading is one of the receptive language skills. It generally means understanding or making sense of a given text. It involves extracting the required information from the text as effectively as possible. Reading opens the gates of knowledge. To open the gates of knowledge the reader should actively participate and do the activities to get the meaning out. So, reading is not a passive skill. Reading means comprehension. Without comprehension there is no significance of reading

While defining reading, the Department of Education and Science (1975) describes three types of skills involved in defining reading:

Primary, intermediate and comprehension. 'Primary skill' is seen as the response to the print by the recognizing the stage of the separate letters, group of letters and the whole words. The reader must have a reasonable mastery of the process of the seeing a letter or a group of letters before he can respond to the sequence of the words. 'Intermediate skill' is seen as the ability to handle the sequence of the letters, words and larger units of meaning. This skill involves the knowledge of the probability of meaning with which the sequence occurs. In other words, while reading a sequence, a reader has to be able to anticipate what is most likely to

follow it. Here, in this way, he can make guesses at the meaning of familiar words and also specify the meaning of the words in terms of context. 'Comprehension skill' is seen as the way a reader extracts meaning from the printed page; i.e. understanding the writers intended meaning. It is also seen as the way a reader formulates ideas associating what he understands from the printed page with the ideas he already had about the topics. In other words, it is seen as an interaction between the meanings a reader derives from the passage and his purpose in reading it. In the process of reading, s\he associates these two types of idea and modifies them (as cited in Adhikari, 2007, p.72)

Though many people say that the terms 'reading and 'a reading comprehension' are same, reading means the reader reads without understanding also. But reading comprehension is one of the most complex forms of cognition which means complete understanding of a text, which is very useful for higher level students and previous knowledge of the subject help a lot in reading comprehension. Fry (1965, p.24) writes the following words about comprehension:

It is very difficult to define comprehension. Reduced to its simplest elements we might say that comprehension is a part of the communication process of getting the thoughts that were in the author's mind into the reader's mind. This is a difficult process because it involves the transmission of an idea through several imperfect media. For example, the author must have a clear idea in his mind, then, reduce this idea to written language; this will be printed; and finally the reader looks at the printed word and forms an idea. (As cited in: <http://www.articlesbase.com/languages-articles/importance-of-reading-comprehension-in-second-language-learning-1325911.html#ixzz17o10NCET>)

According to Lado (1961, p.132), "To read is to grasp language patterns, from their written representation. In a second language, reading is usually taught to

students who are already literate in the source language." Similarly, Harmer (1991) mentions reading is an exercise dominated by the eyes and brain. The eyes receive message and the brain then has to work out the significance of these messages.

Reading offers language input, as listening does (Cross, 1992). So, reading is a receptive language skill. Similarly, Bhattarai (2006) says, reading as a mechanical skill, starting from the recognition of shapes and blocks to the movement of eyes or achieving so many words and lines per hour with accuracy, comprehension. Reading is what happens when people look at a text and assign meaning to the written symbols in that text. The text and the reader are two physical entities necessary for the reading process to begin. It is, however, the interaction between the text and the reader that constitutes actual reading.

While reading a foreign language text, the reader has to try to understand the message and information contained in the text without the help of native speakers of the language. There are a number of reasons for reading. The learners read for information, pleasure, for specific purposes too. The students read English text for career, higher study, exposure /acquisition, good model writing, language study and good reading texts etc.

Lado (1961, p.223) says, reading in a foreign language consists of grasping meaning in that language through its written representation.

1.3.2.1 Types of Reading

Reading is one of the important academic skills of language. Reading can be classified into different types on the basis of the purpose of reading and the levels of the readers. In other words, types of reading are concerned with who are the readers (experts, learners) and why they are reading (for specific information, the general information, pleasure and satisfaction etc.). The types of reading are discussed below:

i). Reading Aloud: Reading aloud is carried out to enable the learners to read with correct pronunciation, articulation, intonation and rhythm. The main aim of reading aloud is to develop a desire for silent reading to the students.

ii). Silent Reading: Silent reading is only for understanding the content. According to Richards et al. (1999), "Silent reading is the process of perceiving the written text in order to understand its content." It is appropriate for all who want to understand both implicit and explicit information contained in the text.

iii). Rapid Reading: Rapid reading is also known as faster reading which consists of the techniques to teach people to read more quickly and to achieve a greater degree of understanding of what they read. Rapid reading is not aloud because oral reading intervenes the speed of reading. So, it is always silent. For silent reading readers should not care about spelling and word but, eye should jump chunk to chunk, sentence to sentence.

iv). Extensive Reading: Extensive reading is mainly done for pleasure, satisfaction and general understanding of theme rather than the detail and deep comprehension. Extensive reading is also known as independent reading which is carried out to train the students to read directly and fluently in the foreign language for their own enjoyment, without the aid of teacher (Rivers, 1968, p. 229).

v). Intensive Reading: In this type of reading the reader should go through both implicit and explicit information and not only that they should also master the structure and vocabulary given in the text. Intensive reading is generally at a slower speed and requires a higher degree of understanding.

vi). Skimming: Skimming is a type of speed- reading in which the readers make a survey of texts to grasp central idea or general theme of the text. According to Grellet (1981, p.19), "When skimming, readers go through the

reading material quickly in order to get an idea of the tone or the intention of the writer."

vii). Scanning: In scanning, readers mainly try to locate specific information like name, date. They wonder over the text until they find specific piece of information without understanding the rest of the text or passage.

1.2 Review of the Related Literature

Many research studies have been carried out in the field of English language teaching methods in the foreign countries as in Nepal. Likewise, many research studies have been conducted in the field of reading comprehension.

Nevertheless, quite a few research studies related to content-based instruction can be found on effectiveness in teaching the English language in the foreign countries. In Nepal, among many research studies, some of them have been conducted to find out the effectiveness of TBLT and others communicative method in teaching the English language. No one has done the research on effectiveness of CBI on language skills. The research studies on CBI in teaching reading in the foreign countries are as follows:

Benson (1991) has carried out research on the three standard questions of content analysis (What? How? With what effect?) from the basis of his investigation into the reading actually done by an ESL student at a U.S. university. The texts he encountered were analyzed for their content, their use of sources of authority, and the values that underpinned them. Text type and difficulty analysis were also performed. Lastly, a piece of the student's writing was examined to ascertain to what extent, and through what processes, learning from the readings had taken place. The findings show readings more varied in content and text type than is generally imagined for such courses, together with extensive use of sources of authority. A strong Western-intellectual-progressive value system was revealed. The learning achieved by the student is best described in terms of tuning the incoming ideas to fit existing structures, rather than the wholesale adoption of new concepts. These findings support the idea

that extensive reading is central to any EAP reading course. In the same way, Kasper (1995) has carried out research on theory and practice in content-based ESL reading instruction. The ultimate result of the study advocates that content-based reading instruction as an effective way to facilitate this process. After providing a rationale for the content-based approach, the paper then offers student achievement, feedback, and retention data from a study of two variations of content-based ESL reading courses to support the practical efficacy of this approach to ESL reading instruction.

The research studies in reading comprehension, in the Department of English Education, T.U., are as follows:

Subedi (2000) has carried out research entitled "Reading comprehension of the grade nine students of Kathmandu and Jhapa; A comparative study." The objective of the study was to compare the reading comprehension in newspapers and magazines of the secondary level students i.e. to compare reading comprehension of seen and unseen passages. The finding was that the students of urban school of Kathmandu had better performance in higher reading comprehension level in magazines than in newspapers whereas the students of Jhapa were better in the same. Similarly, Pokharel (2007) has carried out the research entitled "Reading comprehension ability in the English language; A case of grade nine students in Kavre district" in orthographic and paraorthographic reading texts from both sources, seen and unseen. The findings was that the reading comprehension of the students in the seen text is better than reading comprehension in unseen text and the students had better performance in paraorthographic text than in orthographic text.

In the Department of English Education, T.U., many research studies have been carried out on the effectiveness of different techniques and methods in teaching reading. But, no research has been carried out on CBI in reading skill. Kafle (2008) has made an effort to explore the "Effectiveness of strip story in teaching reading comprehension." The objective of the study was to find out

the effectiveness of strip story in teaching reading comprehension. He has come up with the conclusion that teaching reading comprehension through strip story technique was found better. He further states that students were found highly motivated. That is why; there was active participation of all students. Similarly, Bhattarai (2009) has carried out research on "Effectiveness of CL in developing vocabulary." The objective of the study was to find out the effectiveness of CL in developing vocabulary of grade nine students in Kathmandu district. The finding shows that CL method is an effective method in developing students' vocabulary in second language learning and the performance in specified items in pre-test, progressive test and the post-test was impressive. Then, Sapkota (2009) has carried out research on the "Effectiveness of jigsaw reading in developing reading comprehension." The objective of the study was to find out the effectiveness of jigsaw reading in developing reading comprehension of grade nine students in Kathmandu district. It has revealed that jigsaw technique is relatively better and more effective than non-jigsaw (conventional) teaching techniques. In the same way, Pandeya (2010) has carried out research on "Effectiveness of CL on achievement of secondary level students in English." The objective of the study was to find out the effectiveness of CL on achievement of secondary level students in English. The findings show that CL is highly beneficial and more effective than usual classroom teaching techniques in teaching English in secondary level students in Nepal. It further mentions that communicating in co-operative groups, trusting and supporting each other helped them to learn team skills and social responsibility. Then, Joshi (2010) has carried out research on "Effectiveness of Task- based approach in teaching reading." The objective of the study was to find out the effectiveness of task- based approach in teaching reading of grade nine students of Realm International School in Kathmandu district. The findings of the research show that teaching reading through TBLT was found to be better

But no research activity has been carried out on the effectiveness of content-based instruction on teaching reading. Therefore, I carried out this research to find out the effectiveness of content-based instruction in teaching reading.

1.3 Objectives of the Study

The objectives of the present study were:

- a) To find out the effectiveness of content -based instruction in teaching reading at grade nine.
- b) To suggest some pedagogical implications on the basis of the findings of the study

1.4 Significance of the Study

Despite the fact that language is primarily spoken, learning to read in mother tongue or in English is essential. It is because students will be able to understand the worlds' culture. The content-based instruction is a modern communicative approach which integrates learning of language through content and the students will be highly motivated to learn a second language because it better reflects learners' need of learning a second language

This study aims to find out the effectiveness of the content- based instruction in teaching reading which provides information in the field of English language teaching. The teacher, textbook writers and syllabus designers can modify their approach in the light of information provided by this study.

CHAPTER TWO

METHODOLOGY

Methodology here refers to the research methods. As Kumar (2006, p.11) writes, "The research process is similar to undertaking a journey having decided upon your research question or problem, you then need to think how to go about finding their answers." Thus, it is a sequence of steps to take while conducting a research. The following methodology was adopted to fulfill the objectives of the study.

2.1 Sources of Data

Sources of data are the prospective things, places, persons, where solution to the problem lies. Here, the researcher used both primary and secondary sources of data. The primary sources were used to collect required data and the secondary sources were used to facilitate the research.

2.1.1 Primary Sources of Data

The primary sources of data were collected from all the students of grade nine studying in a government-aided school of Makawanpur district. I myself was involved in teaching. Thirty- three students studying in Shree Chandrodaya Higher Secondary School, Hetauda, were selected for the purpose of carrying out the research.

2.1.2 Secondary Sources of Data

Regarding the secondary sources of data, detailed information is presented in the references. However, the secondary sources of data were collected from the related proposals, theses, articles, journals. The different websites were surfed and studied relevant research papers, books such as Lado (1961), Grellet (1981), Harmer (2002), Khaniya (2005), Larsen- Freeman (2008), Richards and Rodgers (2009),

2.2 Sampling Procedures

One of the government- aided secondary school of Makawanpur district, Shree Chandrodaya Higher Secondary School, Hetauda, was selected using purposive non -random sampling procedure. All the students of grade nine were selected as the sample of the research.

2.3 Tools for Data Collection

Test items were the main tools for data collection from the primary sources. Regarding marking scheme, pre- and post- tests were designed with ten items consisting 70 marks; each of the progressive tests was assigned 20 marks.

2.3.1 Test-Items

The pre-test and post-test consisted of the same items whereas progressive test items consisted of the test items related to evaluate progress. The test items were constructed to measure the target objectives of the study. The pre-test and post-test consisted of ten items which are as follows:

Table No. 1
Test Items

S. N.	Types of items	No. of Items	Marks
1.	Choose the best answer	10	$1 \times 10= 10$
2.	Matching	5	$1 \times 5=5$
3.	Fill in the blanks	5	$1 \times 5=5$
4.	True false	5	$1 \times 5=5$
5.	Synonyms	5	$1 \times 5=5$
6.	Rewrite the sentences in correct order	5	$1 \times 5=5$
7.	Cloze test	7	$1 \times 7=7$
8.	Answer the questions	10	$2 \times 10=20$
9.	Make sentences using given words	6	$1 \times 6=6$
10	Write experiences in two sentences	1	$1 \times 2=2$

2.4 Process of Data Collection

The process of data collection from the primary sources involved the following steps:

- I. First of all, I consulted the relevant curriculum and text book of grade nine. A set of test items were developed as a tool for taking pre-test and post- test to measure the proficiency of students in reading comprehension.
- II. Then I visited to the concerned school to meet the authority (head teacher) and the subject teacher. I informed them about my research and requested for seeking their consent.
- III. In collaboration with subject teacher and a principal I got the fixed period for carrying out the experimental teaching for a month.
- IV. After getting permission, I established rapport with the students and informed them about my purpose and process of the research.
- V. After being acquainted with them I administered pre-test to measure their initial proficiency level of reading comprehension. The test items included both the seen as well as unseen texts.
- VI. Then I taught the reading skill using the content-based instruction. They were taught for 25 class days. Each period was of forty minutes.
- VII. During this period, I administered three progressive tests in the interval of seven classes and post-test was administered after teaching twenty - five lessons. The answer-sheets were checked and the result of those tests were compared and analyzed to determine the effectiveness of CBI in teaching reading

2.5 Limitations of the Study

The present research consisted of the following limitations;

- I. The study was limited to one of the government- aided school of Makawanpur district.
- II. This study was limited to students of grade nine only.

- III. It was limited to 25 teaching lessons only.
- IV. Among different methods of language teaching it was limited to content-based instruction only.
- V. It was limited to testing reading skill only.
- VI. The test items were seen and unseen text.
- VII. The population of this study was only thirty- three students of grade nine.
- VIII. The primary data was collected from written tests.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from the primary sources. The primary sources of data were obtained through pre- test, three progressive tests and a post- test

3.1 Analysis and Interpretation of the Test Score

The holistic comparison of the scores of pre- test and post-test is analyzed as follows:

3.1.1 Holistic Comparison of Pre -Test and Post -Test

The comparison consists of a table where the results of pre- test and post-test for 10 items are presented. Objective test- item based comparison consists of multiple choice, true false, gap filling, similar meaning, matching, ordering jumbled sentences and cloze test. Subjective test-item based comparison consists of open-ended short answer questions.

Table No. 1

Holistic Comparison of Pre -test and Post- test

S.N.	F.M.	Scores obtained in pre-test	Scores obtained in post-test	Differences between two test scores	Differences in average scores
1	2310	240	461	221	22.1

The given table illustrates the comparison between scores of pre- test and post-test. The total 33 students were involved in pre -test and post- test. Difference between the average scores is 22.1. The scores obtained in post -test is two times greater than pre-test, which proves that is the strength part of CBI in teaching reading.

3.1.2 Analysis of Pre- test Scores

The pre-test items consisted of cloze test, matching items, question answer, jumble sentences, synonyms, fill in the blanks, multiple choices and write your experiences. The further consisted of one seen and one unseen reading texts based on the level of the students of grade 9. The scores of the students on pre-test were obtained as follows:

Table No. 2

Individual Scores on Pre-Test

S. N.	F.M.	Scores	Percentage of scores	No. of Students	Percentage of students
1	70	37	52.9 %	4	12.1%
2	70	34	48.6%	3	9.1%
3	70	30	42.9%	5	15.2%
4	70	28	40.0%	6	18.2%
5	70	27	38.6%	4	12.1%
6	70	25	35.7%	2	6.1%
7	70	21	30.0%	1	3.0%
8	70	17	24.3%	5	15.2%
9	70	12	17.1%	1	3%
10	70	9	12.86%	2	6.1%

Average score =24

The above table shows that 4 (i.e. 12.1%) students have obtained 37 marks out of 70 full marks. It is the highest score on the pre-test. The lowest score is 9, which is obtained by 2 (i.e. 6.1%) students. The average score is 24. Around 75% students obtained above average scores and 25% of students are below the average scores. It clearly shows that the class consists of mixed ability groups. Some of them are very weak some of them are medium on reading proficiency.

3.1.3 Analysis of Post -Test

Post -test was administered after teaching 25 class days using CBI method on reading text from the textbook of grade nine. The Individual scores on post-test are given below:

Table No. 3
Individual Scores on Post- Test

S. N.	F. M.	Scores	Percentage of scores	No. of Students	Percentage of student
1	70	57	81.43%	3	9.09%
2	70	55	78.57%	4	12.12%
3	70	53	75.71%	3	9.09%
4	70	52	74.29%	5	15.15%
5	70	49	70.00%	3	9.09%
6	70	48	68.57%	3	9.09%
7	70	46	65.71%	5	15.15%
8	70	40	57.14%	2	6.06%
9	70	31	44.29%	3	9.09%
10	70	30	42.86%	2	6.06%

Average score = 46.1

The given table reveals the fact that 81.43% of full marks is the highest score obtained by 3 (i.e. 9.09 %) students. About 43 % was the lowest score obtained by 2 (i.e. 6.06 %) students. Table shows 46.1 (65.8%) is the average score while it was only 24 in pre- test. Twenty- seven (85%) students are above the average score. The average scores and number of students obtaining average score is increased in comparison of pre- test.

In comparison to the marks in pre-test, post- test score reveals the development of the reading proficiency in students. In pre- test, the scores were distributed around 30 – 52 %. Although it was around average score, it was not

satisfactory. In post -test more than 85% of students obtained more than average score and only about 15 % of students acquired less than average. The average score is increased by 22.1% than that of pre-test.

The increment in the average score is the result of the content-based instruction method used while teaching. Therefore, it can be claimed that CBI method is an effective method to develop students reading proficiency.

3.1.4 First Progressive Test Scores

After the interval of the teaching of the first seven classes, I administered the first progressive test. The aim was to find out how the classes are in progress and what further improvements in teaching strategy were necessary.

Table No. 4
Individual Scores on First Progressive Test

S .N.	F.M.	Scores	Percentage	No. of students	Percentage
1	20	17	85%	4	12.12%
2	20	15	75%	2	6.06%
3	20	14	70%	5	15.15%
4	20	13	65%	4	12.12%
5	20	11	55%	6	18.18%
6	20	10	50%	5	15.15%
7	20	9	45%	4	12.12%
8	20	8	40%	2	6.06%
9	20	7	35%	1	3.03%

Average score =11.56

As the above table clearly reveals that 4 (i.e. 12.12%) students have scored 85% which is the highest score in this test and 1 (i.e. 3.03%) of the students has scored 35% which is the lowest mark. The average mark obtained by the students is 11.56. More than 64% students have obtained above the average score and about 36% students have obtained below the average score.

Comparing the results of the pre-test with first progressive test result students have shown satisfactory progress in reading which is the effect of CBI method.

In pre- test the highest score obtained by 12% of the students was only 52%, where in the first progressive test, 12% of the students scored 85% which is satisfactory increments. Difference of the highest scores between pre-test and first progressive test is 33%. Students obtaining the lowest score are 35% which is greater than pre-test value (23%).

3.1.5 Second Progressive Test

After taking the first progressive test on 10th Magh, two texts were provided to the students for reading purpose. After teaching for fourteen days, a second progressive test was administered on 18th Magh, The results of second progressive test are as follows:

Table No. 5

Individual Scores on Second Progressive Test

S. N.	F.M.	Scores	Percentage	No. of Students	Percentage
1	20	18	90%	3	9.09%
2	20	17	85%	4	12.12%
3	20	15	75%	2	6.06%
4	20	13	65%	5	15.15%
5	20	12	60%	6	18.18%
6	20	11	55%	3	9.09%
7	20	9	45%	4	12.12%
8	20	8	40%	5	15.15%
9	20	6	30%	1	3.03%

Average score = 12.33

The given table illustrates that 3 (i.e. 9.09%) students have scored 18 marks out of 20, which is 90 % of full marks. It is the highest score and 1 (i.e. 3.03%) student has scored 6 marks which is the lowest score in this test. In the first progressive test, the highest score was 17 but in this test the highest score is 18. In the first progressive test the average score was 11.56 but in this test the average score is 12.33 and the lowest marks also has increased in the second

progressive test than the first progressive test by 5 %. This shows the remarkable progress of students on reading. It has added more expectation on my hope to continue the use of CBI on language teaching.

3.1.6 Third Progressive Test Scores

After teaching 21 class days the third progressive test was administered. The given table reveals the score of the students on the third progressive test.

Table No. 6

Individual Scores on Third Progressive Test

S.N.	F .M.	Scores	Percentage of Score	No. of students	Percentage of Students
1	20	19	95%	4	12.12%
2	20	18	90%	5	15.15%
3	20	16	80%	3	9.09%
4	20	14	70%	4	12.12%
5	20	13	65%	2	6.06%
6	20	12	60%	5	15.15%
7	20	11	55%	7	21.21%
8	20	9	45%	1	3.03%
9	20	8	40%	2	6.06%

Average Score= 13.33

As the above table shows that 4 (i.e. 12.12%) students have obtained the highest scores of 95% in full marks 20. The lowest score is 8 (40%) same as in a second progressive test. The average score is 13.33 which is 66.65% of full marks which is 1% greater than the second progressive test, about 2% greater than the first progressive test and 32% greater than the pre -test score. In comparison to the pre-test, average score has been increased in the third progressive test. The analysis of five tests scores has shown that CBI plays significant role in teaching reading proficiency.

3.2 Item -wise Analysis and Interpretation of the Test Results

The pre-test and post-test consisted of the same ten items such as multiple choice, true false, gap filling, similar meaning, matching, ordering jumbled sentences, cloze test. Subjective test–item based comparison consists of open-ended short answer questions.

3.2.1 Pre-Test

The following table shows the item -wise correct and incorrect responses to the pre-test

Table No.7
Item-wise Responses to Pre- Test

S.N.	Items	No. of the items	Correct Responses	Percentage of correct responses	Incorrect Responses	Percentage of incorrect Responses	Total responses
1	Multiple choice	10	170	51.52%	160	48.48%	330
2	Matching items	5	75	45.45%	90	54.55%	165
3	True false items	5	60	36.36%	105	63.64%	165
4	Make sentences	6	60	30.3%	138	69.7%	198
5	Cloze test	7	50	21.65%	181	78.35%	231
6	Rearrange the sentences	5	70	42.42%	95	57.58%	165
7	Fill in the blanks	5	47	28.48%	118	71.52%	165
8	Question answer	10	75	22.73%	255	77.27%	330
9	Write your experiences	1	14	42.42%	19	57.58%	33
10	Synonyms	5	79	47.88%	86	52.12%	165

As the above table shows, multiple choice item has the highest number of correct responses i.e. 51.52%. Cloze test item has the lowest number of correct responses i.e. 21.65%. Most of the items have the lower number of correct responses except that of multiple choice which has the greater number of correct responses than incorrect responses. The number of correct responses of

matching item, true false item, make sentences, rearrange the sentences in correct order, fill in the blanks, question answer, write your experiences and synonyms are 45.45%, 36.36%, 30.3%, 42.42%, 28.48%, 22.73%, 42.42% and 47.88% respectively. The distribution of responses show that learner's proficiency on reading comprehension and giving answer is not so satisfactory.

3.2.2 Post- Test

After teaching reading skill selected from the textbook of grade for 25 class days and administering three progressive tests in the interval of seven classes. I administered a post-test. The post-test items were same as assigned in pre-test. The following table reveals the item-wise correct and incorrect responses obtained by the students in post-test.

Table No. 8

Item-wise Responses to Post –Test

S.N.	Items	No. of the items	Correct Responses	Percentage of correct responses	incorrect responses	Percentage of incorrect responses	Total Responses
1	Multiple choice	10	200	60%	130	40%	330
2	Matching items	5	73	44.24%	92	55.76%	165
3	True false items	5	100	60.60%	65	39.40%	165
4	Make sentences	6	85	42.92%	113	57.07%	198
5	Cloze test items	7	49	21.21%	182	78.78%	231
6	Fill in the blanks	5	84	50.90%	81	49.09%	165
7	Rearrange the sentences	5	65	39.39%	100	60.61%	165
8	Question answer	10	67	20.30%	263	79.70%	330
9	Write your experiences	1	16	48.48%	17	51.51%	33
10	Synonyms	5	150	89.28%	15	9.09%	165

The above table reveals that synonym has the highest number of correct responses i.e. 89.28% and question answer has the lowest number of correct response i.e. 20.30%. In comparison to pre-test the correct responses of multiple choice has been increased, which is 9% greater than pre-test. The number of item-wise correct responses of pre-test in multiple choice was 51.52%, in matching 45.45%, in true false 36.36%, in making sentences 30.3%, in rearrange the sentences in correct order 42.42%, in fill in the blanks 28.48%, in question answer 22.73%, in write your experiences 42.42% and in synonyms 47.88%. But contrarily in post-test, the number of correct responses are 60%, 44.24%, 60.60%, 42.92%, 21.21%, 50.90%, 39.39%, 20.30%, 48.48% and 89.28%. Analysis of these data proves that students have made better progress in post-test, but they are weak in cloze test items, making sentence and question answer. Except three items the use of CBI is effective in teaching reading.

3.2.3 First Progressive Test

First progressive test contained five categories and eighteen items. They were multiple choice, fill in the blanks; matching items rearrange the sentences and question answer. The following table shows the item-wise correct and incorrect responses.

Table No.9
Item-wise Responses to First Progressive Test

S.N.	Items	No. of the items	Correct Responses	Percentage of correct responses	incorrect responses	Percentage of incorrect responses	Total Responses
1	Multiple choice	4	100	75.75%	32	24.25%	132
2	Matching items	4	97	73.48%	35	26.52%	132
3	Fill in the blanks	4	90	68.18%	42	31.82%	132
4	Rearrange the sentences	4	83	62.87%	49	37.13%	132
5	Question answer	2	34	51.52%	32	48.48%	66

The above table displays that the item multiple choice has the highest number of correct responses i.e.75.75%. Question answer has the lowest number of correct responses i.e. 51.52%. Comparing the item- wise correct responses in progressive test with that in pre-test, there was the number of correct responses in multiple choice 51.52%, in matching 45.45%, in rearrange the sentences in correct order 42.42%, in fill in the blanks 28.48%, in question answer 22.73% but in first progressive test they are 75.75%, 73.48%, 62.87%, 51.52.% respectively.

Comparing two tests reveals that progress made by the students in each items is satisfactory because of the use of CBI method.

3.2.4 Second Progressive Test

Second progressive test contained five categories, i.e. single meaning, multiple choice, true false, write the name of animals and question answer with 17 items consisted twenty full marks. The following table shows the item- wise correct and incorrect responses.

Table No. 10

Item- wise Responses to Second Progressive Test

S.N.	Items	No. of the items	Correct Responses	Percentage of correct responses	incorrect responses	Percentage of incorrect responses	Total Responses
1	Multiple choice	5	116	70.30%	49	29.70%	165
2	True false	5	120	72.72%	45	27.28%	165
3	Single meaning	4	93	70.45%	39	29.55%	132
4	Write the name of two animals	1	14	42.42%	19	57.58%	33
5	Question answer	2	39	59.09%	27	40.91%	66

The above table shows that true false items has the highest number of correct responses i.e. 72.72%. Write the names of two animals has the lowest number of correct responses i.e. 42.42%. It shows that most of the students have given the number of correct responses more than 50%. This results asserts that the classroom teaching through CBI has been more effective.

3.2.5 Third Progressive Test

Third progressive test consisted of five categories with 20 full marks. The following table presents the item- wise correct and incorrect responses to third progressive test.

Table No. 11
Item- wise Responses to Third Progressive Test

S.N.	Items	No. of the items	Correct Responses	Percentage of correct responses	incorrect responses	Percentage of incorrect responses	Total Responses
1	Multiple choice	4	125	94.69%	7	5.31%	132
2	Matching items	4	119	90.15%	13	9.85%	132
3	Cloze test	4	84	63.63%	48	36.37%	132
4	Rearrange the sentences	4	91	68.88%	41	31.12%	132
5	Question answer	2	42	63.64%	12	36.36%	66

As the table shows, multiple choice has the highest number of correct responses i.e. 94.69%. Cloze test has the lowest number of correct responses i.e. 63.63%.

Observation of the above distribution of responses on each of the specified test items shows that most of the students have given most of the responses correctly. The number of correct responses in each item reveals that the use of CBI in teaching reading is beneficial.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The findings of this study have been identified on the basis of the results of the pre-test, progressive test and post-test. It is based on the results of the group rather than the responses of the individual students. On the basis of analysis and interpretation of the data, the following findings have been drawn:

1. On the basis of holistic comparison of pre-test and post-test, the finding is as follows:

a). The comparison of score obtained by the students in pre-test and post-test reveals that teaching reading through CBI is an effective method in developing students' reading skill. The scores of the students' were distributed around the average score of 24 in pre-test whereas, in post- test their score were distributed around the average score of 46.1. The average score in post-test is increased by 22.1. So, it can be said that it is effective to teach reading through CBI.

2. On the basis of individual scores of progressive tests and item-wise analysis of tests, the findings are as follows:

a). Regarding the scores on progressive test, the progress is seen in every progressive test; students obtained average score of 11.53, 12.33 and 13.33 in first second and third progressive tests respectively.

b). The student's performance in specified items in pre-test, progressive tests and post-test was impressive. In most of the items their number of correct responses was greater in post –test than that of pre-test. In pre-test their correct responses were in multiple choice 51.52%, in matching 45.45%, in true false 36.36%, in making sentences 30.3%, in rearrange the sentences in correct order 42.42%, in fill in the blanks 28.48%, in question answer 22.73%, in write your experiences 42.42% and in synonyms 47.88%.

However, in post –test there correct responses were 60%, 44.24%, 60.60%, 42.92%, 21.21%, 50.90%, 39.39%, 20.30%, 48.48% and 89.28% respectively Their progress in all specified items proves the effective contribution of the method.

- c). The student’s performance in objective test items is better than in subjective test items. In both test the highest correct responses are in objective test i.e. the correct responses of multiple choice is 52.51% in pre-test and the correct responses of synonyms is 89.89% in post test but the correct responses of question answer is about 23% in pre-test and 21% in post-test. It proves that CBI is more effective in objective test- items
- d). Among ten questions, CBI was found to be effective in eight questions the correct responses are also increased in post-test than in pre-test.
- e). After the analysis of the correct and incorrect responses in different items in progressive tests, it is found that the multiple choice and true false items were easier for them than the other items.

4.2 Recommendations

The following recommendations are presented on the basis of findings:

- a). Post- test yielded better result compared to pre- test. From this we can say that teaching reading through CBI is better than usual way of teaching. So it should be applied in teaching reading for better results.
- b). CBI is found to be more effective in teaching reading skills in the sense that students get ' two for one' both content knowledge and increased language proficiency. So the planners, education experts should incorporate various types of reading exercises in the text book.
- c).The present study proves that CBI is an effective method in teaching reading. So, all the language teachers involved in teaching English at secondary level throughout the country should apply CBI in their teaching,

so that English language teaching in general and teaching of reading in particular will be improved.

- d).** The content should be interesting and motivating according to the students' level, so that they can be highly motivated and interested in their study. Consequently, they can be creative to solve their problems by themselves.
- e).** The teacher should be trained to apply this method as per the need, requirement and context.
- f).** The present study was carried out in a government-aided school within a section of a class. The result of this study is insufficient to decide the effectiveness of CBI in teaching reading. Thus, more action research in other schools and classes should be carried out.

REFERENCES

- Adhikari, M. (2007). Methods of teaching reading. *Young voices in ELT*. Vol. 6:74.
- Benson, M. J. (2002). University ESL Reading: A content analysis; *English for Specific Purposes*, Pages 75-88.
- Bhattarai, A. (2005). Action research. *Journal of NELTA* .Vol.1:1-2.
- Bhattarai, J. R. (2009). *Effectiveness of CL in developing vocabulary*. An unpublished M.Ed. thesis T.U. Kathmandu.
- Bhattarai, T. (2008). *Reading comprehension ability of the Bible colleges*. An unpublished M.Ed. thesis T.U. Kathmandu.
- Bitchener, J. (2010). *Writing an applied linguistics thesis or dissertation*, Palgrave: Macmillan
- Brown, H.D. (1994). *Principles of language learning and teaching*. London: Prentice Hall.
- Cross, D. (1992). *A practical handbook of language teaching*. London: Prentice Hall.
- Crystal, D. (2003). *A dictionary of linguistics and phonetics*. UK: Blackwell.
- Doff, A. (2003). *Teach English*. Cambridge: CUP.
- Garretson, K. (2010), *Being allowing and yet directive: Mindfulness Meditation in the Teaching of developmental Reading and Writing*. *New Directions for Community Colleges*, 2010: 51–64. doi: 10.1002/cc.15
- Grellet, F. (1981). *Developing reading skill*. Cambridge: CUP.
- Harmer, J. (1991). *The practices of English language teaching*. London: Longman.
- _____ (2002). *The practices of English language teaching (fourth Edition)*. London: Longman.

- Hymes, D. (1972). *On communicative competence*. In Pride and Holmes
- Joshi, G. (2010). *Effectiveness of Task- Based Instruction in Teaching Reading*.
An unpublished M.Ed. thesis T.U. Kirtipur.
- Kafle, D.P. (2008). *Effectiveness of strip story in teaching reading comprehension*. An unpublished M.Ed. thesis T.U. Kirtipur.
- Kasper, L.F. (1995). Theory and practice in content-based ESL reading instruction, *English for Specific Purposes*. Vo1.4: 223-230
- Khaniya, T.R. (2005). *Examination for enhanced learning*.Kathmandu;np;
- Kumar, R. (2006). *Research methodology*. Delhi: Pearson.
- Lado, R. (1961). *Language teaching*. London: Longman.
- Larsen-Freeman, D. (2009). *Techniques and principles in language teaching*.
Oxford: OUP.
- Lyons, J. (1981). *Language and linguistics*. Cambridge: CUP.
- Nuttal, C. (2000). *Teaching reading skills in foreign language*. UK: Macmilian
Heinemann.
- Pokharel, L. (2007). *Reading comprehension ability in English language. A case of grade nine students*. An unpublished M.Ed. thesis T.U. Kirtipur.
- Pandeya, S. (2010). *Effectiveness of co-operative learning on achievement of secondary level students in English*. An unpublished M.Ed, thesis, T.U.
- Richards, et al. (1999). *Longman dictionary of language teaching and applied linguistics* .Cambridge: CUP.
- Richards, J.C. and. Rodgers, T.S. (2009). *Approaches and methods in language teaching*. Cambridge: CUP.
- Rivers, W.M. (1978). *Teaching foreign language skills*. Chicago: The university of Chicago Press.
- Sapkota, R. S. (2009). *Effectiveness of jigsaw reading for reading comprehension*. An unpublished M.Ed. thesis T.U. Kirtipur.

- Sealey, A. (2010). *Researching English Language*. London: Routledge.
- Sinha, R.S. (2008). Understanding essence of action Research in teaching profession. *Journal of EPMAN*. Vol.1:77-82.
- Subedi, H.L. (2000). *Reading comprehension of the grade nine students of Kathmandu and Jhapa district. A comparative study*. An unpublished M.Ed. thesis T. U. Kirtipur.
- Subedi, H. L. (2010). *English language teaching methods*. Kathmandu: Pradhan Book House.
- Widdowson, H. (1983). *Learning purpose and learning use*. Oxford: OUP.
- Yule, G. (1985). *The study of language*. Cambridge: CUP.
- <http://www.articlesbase.com/languages-articles/importance-of-reading-comprehension-in-second-language-learning-1325911.html#ixzz17o10NCEt>
- <http://www.humnet.ucla.edu/flr/content-based/general-models/d-brinton>
- <http://www.tesl-ej.org/wordpress/issues/volume4/ej13/ej13r7/>