

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the most widely used means of communicating ideas, emotions and thoughts. It can also be taken as a social phenomenon which is used in our society to establish the relation among the human beings. Human beings have the unique place in the universe due to the possession of language, which make them different from animals. So, we can perform several things by using language. We cannot think of any social, academic and artistic activities going on without language. So, it can be compared with a bridge; as a bridge connects one side of the river with another, language does with people.

According to Sapir (1963) 'Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols' (p.8). This definition makes it clear that language, the sole property of all and only human beings, is a vehicle to exchange ideas, feeling, desires and emotions via voluntarily produced symbols. Similarly, Richards et al. (1999) define 'Language is the system of human communication which consists of the structured arrangements of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances' (p.196). Similarly, for Crystal (1996), 'Language at its most specific level refers to the concrete act of speaking, writing or singing in a given situation' (p.213). In the same way, Sthapit (2000) has also maintained the view that Nepalese learners learn English for practical and instrumental purposes, i.e. for international communication and communication across communities.

Different scholars have defined language differently but none of the definitions are absolutely complete in it but they share the same theme. So, defining a language depends on the perspective a person is based on. However, different

definitions given by different scholars clearly share some common characteristics of language. It can be said that language is a set of structurally related elements for the encoding and decoding of the message. It is also voluntary vocal system of human communication. No language is superior or inferior in terms of communicating ideas, emotions and thoughts.

Similarly, language is a medium to exchange ideas with each other. Language does not remain always the same; it changes according to time and culture. Different languages share different relation of verbal order and action. Language is inevitable for living creatures, especially human being. It is said that people cannot live without language. To share the feelings and burst new ideas language is the only device which makes it possible. It is believed that language was started to be used when the human beings were created.

However, there are many languages spoken in the world. Some languages play dominant role in the society. Among them English is one which is the most prestigious and important language. It is also one of the official languages of the UN. This has also become a lingua-franca in the world today. It is the language of the business. Important books of the world are written in English. Therefore, English is not only the property of a few countries. It is a vehicle that is used globally to lead to more opportunities.

1.1.1 Language Teaching

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 thoughts have come and gone, so have language teaching methods waxed and waned in popularity. Brown, (1994,p.14) 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 as 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 paradigm. For this Marckward (1972) saw these 'changing winds and shifting sands' (as cited brown, 1994, p.14). To get mastery of 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 over all four language skills viz. listening, speaking, reading and writing.

1.1.2 English Language Teaching Approaches, Methods and Techniques

Various kinds of approaches, methods and techniques are followed in pedagogical tasks and it is no doubt that teaching English as a foreign language in non-native context like Nepal cannot be effective with no use of these. Language teachers have been using different kinds of approaches, methods and techniques in different time; some are living inside the classroom.

Grammar translation method is the oldest method of English language teaching. It emphasizes on language learning by learning grammatical rules along with their exceptions and vocabulary items and applying them into practice and translation. Reading and writing are emphasized ignoring listening and speaking. It became popular in foreign language teaching from 1840s to 1949s. Then, direct method came from the intensity of contact with the target language. It emphasized that meaning is taught by making direct connection in the mind of learners through demonstration and action. L2 utterances are directly associated with the denoted objects, actions, ideas and expressions. Grammar is taught inductively. Listening and speaking skills are emphasized. Then, oral structural and situational (OSS) approach emerged emphasizing oral presentation, oral structural drills and situational presentation. On the basis of OSS approach, audio-lingual method emerged during 1950s to. It has many advantages like it focuses on oral and situational and practice, but it lacks fluency and appropriateness so communicative approach came in the field of

language teaching in the late 1960s. It emphasizes on function and communicative categories of language rather than grammatical and structural features.

Since its inception, communicative language teaching (CLT) has passed through a number of different phases and its advocates have sought to apply its principles to different dimensions of the teaching language process. In the first phase, it focused on developing a syllabus in terms of notions and functions rather than grammatical structures (Wilkins, 1978, p. 3). In the second phase, it focused on the procedures of need analysis and produced the methodology (Munby, 1978, p. 7). In the third phase, CLT focused on the kind of classroom activities that could be used as the basis of communicative methodology, such as group work, task work and information gap activities (Prabhu, 1987, p. 3).

Anyway, various methods have been developed in language teaching. Among them, deductive and inductive methods have been widely applied in the classrooms. But these methods of language teaching differ from one another. There is a strong controversy between the supporters of these two methods regarding the effectiveness of each method.

According to Stern (1994, p.489),

Deductive refers to the presentation of rules before practice versus the inference of rules from practice (inductive). The + deductive is often attributed to the Grammar Translation while the direct method and audiolingualism are said to be inductive. While a deductive approach is necessarily explicit, the inductive approach may either end up with an explicit formulation of a rule or it may be designed so as to leave the rule implicit. The grammar translation and cognitive methods are + explicit, while the direct and audio lingual methods largely, but not entirely, rely on an implicit approach (-explicit).

A technique refers to the classroom procedure that language teachers implement to carry out certain teaching task effectively. It is a particular task/strategy used to accomplish immediate objectives. A technique is the level at which classroom procedures are described. This reflects various procedures of a language teacher while he uses his classroom teaching.

1.1.3 Language Skills

Language exists in two forms, the spoken and written. Speaking and writing themselves are the encoding processes whereby we communicate our ideas, thoughts or feelings through one or the other form of the language; and listening and reading are the parallel decoding processes by which we understand either a spoken or written message. So, to be able to use any language well, one needs to develop all the skills of a language. There are four language skills viz. listening, speaking, reading and writing. Among these skills, listening and reading are considered as receptive skills whereas speaking and writing as productive skills. In the natural order of language learning receptive skills come first and the productive skills come later. It is impossible to develop productive skills unless one masters receptive skills. Though listening and reading are considered receptive and passive skills, at the time of listening or reading the learner does not stay passive but he/she receives something and it leads him/her towards productive skills. Since our concern, here, in this research is on reading comprehension, focus is given on this skill below.

1.1.4 Reading

Reading is the most important skill to gain knowledge. The more one reads, the more knowledge s/he gains. Reading is done mainly for two purposes: pleasure and information. Reading is a process in which three activities are involved- recognizing graphic symbols, vocalizing these symbols and getting the message of the printed texts. Recognizing graphic symbols or associating spoken sounds with graphic symbols is a fundamental activity because no one

will be able to read if h/she is unable to recognize the graphic symbols.

Vocalizing of symbols is concerned with reading aloud, which has its own importance at an early stage. The third activity, getting the message of printed text, is completely concerned with the comprehension of the text.

According to Richards et al. (1999) reading means, "perceiving a written text in order to understand its content" (p. 306). Reading involves perceiving the written form of language, either visually or kinesthetically (using Brail). Reading refers to gathering information and increasing one's professional knowledge from the graphic symbols. Although reading is considered a passive skill, reading, obviously, is an active skill because the reader has to be actively involved in order to receive information. Reading, in fact, involves mental decoding of encoded (written) symbols to understand what communicative intent the encoder (writer) had while encoding (writing).

Reading is very important in learning a foreign language. People learn language in a natural way by reading books. Reading is the most useful method for foreign language learners because they do not get a chance to be in close contact with the native speakers and in such situation exposure they get is only through reading books available in that language. Reading is the gateway to learning. Reading skill enables the learners to further their studies, to be employed, and to entertain by reading the text as well.

Reading is a receptive skill in written mode. This skill involves a variety of other skills. The skills under reading as given by Munby (1978) as cited in Grellet (1981, pp. 4-5) are listed below.

- Recognizing the script of language.
- Deducing the meaning and use of unfamiliar lexical items.
- Understanding explicitly stated information.
- Understanding information when it is not explicitly stated.
- Understanding conceptual meaning.

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

However, reading is an active skill. It constantly involves guessing, predicting, checking and asking oneself questions. Readers require conscious efforts and practice. There are also different approaches, methods and techniques for teaching reading. There is also the necessity of trained teachers. Teachers have the main roles in social and cultural changes. A teacher has to guide not only the young children of the school but also the parents and the community to visualize their roles in educational development.

We can categorize the teachers into trained and untrained. Trained teachers are supposed to hold the knowledge of what to teach (content) as well as how to teach (methodology) where as untrained teachers are supposed to hold the knowledge of what to teach (content) only.

However, it should be considered that one time trained teachers will no longer be able to survive professionally only those teachers who continue to learn and

acquire new skills will be respected by the students and the society. Therefore, the teachers will have to be professional in every respect.

1.1.5 What Do You Read

In real life we need to read various kinds of texts for various purposes. The following list of skills will show us how varied they are:

- Literary text such as novels, stories, essays, plays poems etc.
- Newspapers and magazines.
- Specialized articles, reports, reviews etc.
- Letters, postcards, telegrams etc.
- Precise, summaries, notes etc.
- Pamphlets, advertisements, travel brochures tourist's guidebooks, catalogues and notices.
- Recipes, instructions, directions, rules and regulation, signs etc.
- Forms, price lists, menus, tickets etc.
- Puzzles, problems, limericks, nursery rhymes, cartoon etc.
- Telephone directories, dictionaries, encyclopedias and grammar books.
- Text books, handbooks, guidebooks etc.
- Identifying the main point or important information and distinguishing it from supporting details.
- Recognizing indicators and discourse
- Understanding relations within and between sentences and between different parts of the text through lexical as well as grammatical cohesion.
- Extracting points selectively for summary or other purposes.
- Basic reference skills such as understanding cross-references, using the table of contents, index etc to find required information.
- Skimming the text to see what it is about.
- Scanning the text to locate specifically required information.

- Transcoding information to diagrammatic display.
- Adjusting reading speed to suit the purpose of reading etc.

1.1.6 Importance of Reading

Reading is also a process of communication. The writer communicates with the reader and the reader interacts with the writer's assumption or intentions.

Reading is one of the basic skills of language development. It is the amalgamation of visual and non-visual experience, or behavior. Reading is decoding print, or understanding, interpreting and making sense of a given text. It is the process of understanding the message which is not merely lying in the text waiting to be passively observed but it is also the process of receiving the information from the text. The information refers to the content which is cognitive (intellectual), referential (or factual) or affective (emotional). It leads to the development of intellectual skills, so that we can more effectively manipulate ideas with the outcome of a series of operations. We read for emotional gratification of spiritual enlightenment, for pleasure and self improvement.

Therefore, reading is the action of looking at and understanding the meaning of written or printed words or symbols. Among four language skills, reading is the third language skills in order. It is the receptive skill in the sense that the reader receives some sort of information through printed words. So reading means 'Reading and understanding'. It refers to the total understanding or meaningful interpretation of a language in a text. For the learners of English as a foreign language reading is the only means of exposure. If one develops reading habit, s/he can expand his horizon of knowledge. By developing a good reading habit one may prepare herself/himself for further education especially depends upon the quality and quantity of reading. It is said that reading is keystone of the arch of education. Reading is regarded as the cheapest and best way for getting information. There are three ways of getting information or gaining knowledge. If one wants the information, say about Chinese way of life,

- a. he can go there personally and find out,
- b. he can talk with someone and get the information and
- c. he can read about in books.

The ways 'a' and 'b' talk about preferable but not possible all the time.

Therefore, reading is the best way of getting information and knowledge. One reads a lot in his life. Reading is important in the sense that the success of a man depends upon reading. If s/he reads a lot s/he can learn many things and can use them in his/her profession. Depends upon the quality and quantity of reading, reading helps a human to grasp the message the writer tries to impart.

Reading is the key to learning and personal enjoyment. Thus, the importance of reading is obvious. Reading in daily life is very important. It is important in schools, colleges, homes, libraries and in a sense everywhere, from bus stop to home or from kitchen to toilet. If a student does not acquire facilities in reading, his educational progress is blocked.

Regarding the English curriculum for school level of Nepal, the teaching and learning of reading has been emphasized much. Forty percentage marks has been allocated for the testing of reading in S.L.C. examination. The students of this level do reading more than other skills practically. At the end of secondary level, the students should be able to read in different aspects of their life. This is the foundation of college level. A student needs to read for his study as well as to handle his daily life tools. S/he reads pamphlets, newspapers, signboards and so many other things in daily life. So, reading is very important in a person's life.

Undoubtedly, we can throw light upon reading by saying that meaningful reading involves the association of written words with meanings. Reading, actually, broadens the horizon of knowledge and builds background to read any literary texts. Reading provides entertainment by supplying information to the readers. Furthermore, reading helps to develop moral and spiritual values and stimulates language development.

1.1.7 Types of Reading

Reading is one of the most effective means of language learning. It expands one's proficiency in the use of the language and gives the skills necessary to acquire more knowledge. There are various types of reading. Each of the types has its own importance and purpose. Those can be listed below:

1.1.7.1 On the Basis of Speed

On the basis of speed, there are two types of reading: slow reading and rapid reading. They are briefly described below:

i. Slow reading

Slow reading refers to the reading in relatively slow speed. Slow reading occurs in the beginning stage of reading and while reading difficult passages. It is fruitful while teaching listening (presentation stage). It is done for the purpose of understanding in-depth ideas and learning about the language system.

ii. Fast reading

Fast reading refers to the reading in relatively faster speed. Fast reading is done by native speaker and after being expert in language. It occurs while reading silently. This type of reading is used while reading simple text and for self study. The activities like summarizing and paraphrasing can be given to the student for practicing rapid reading.

1.1.7.2 On the Basis of Noise

Silent reading and loud reading are the types under the noise basis. They are mentioned below:

i. Silent reading

Silent reading refers to understanding the message from graphic symbols by our eyes. It involves mental process without making use of organs of speech. Experiment has proved that more comprehension is achieved only through silent reading. A good silent reader does not allow even the movement of lips and the use of pen and pencil on the print. The readers are not allowed to wag their heads. Silent reading is useful for self-study and library reading.

ii. Loud reading

Loud reading involves both physical and mental processes. It changes the graphic symbols into the spoken form and interprets them. It involves pronunciation and helps in relating spelling with pronunciation. It is useful especially for lower level students and for reading for others who are blind and illiterate. Reading aloud is very difficult skill. So, it is not better to ask the students to read unseen text aloud which contains new vocabulary items. The students are unable to concentrate adequately on the meaning of the text.

1.1.7.3 On the Basis of Focus of Attention

As the other bases mentioned above, this basis also includes two types of reading which are briefly described below.

i. Skimming

Skimming is the rapid type of reading in which the eyes run quickly over the text to discover the main ideas or gist of it. It entails the readers' ability to pick our main points rapidly disregarding what is not essential or relevant to that general idea of the text. Listeners often need the same skill too-listening for the main message and disregarding the repetition, false starts and irrelevances that are often features of spoken language.

ii. Scanning

Scanning is a kind of search reading in which the eyes run quickly over a text to find out a particular piece of information. It focuses its attention to see if a particular point is present in the text or to locate it. It involves the checking of specific items and can also be called as item check read. The aim of scanning is to find out specific information from a text.

1.1.7.4 On the Basis of Purpose of Reading

To classify the reading on the basis of purpose, two types are identified. They are given in the lines that follow:

i. Intensive reading

Intensive reading means students are expected to understand everything they read and be able to answer detailed vocabulary and comprehension questions. This is more an accuracy activity, involving reading for detail. Short reading extract of a moderate degree of difficulty and containing features which merit detailed study form a basis for intensive reading practice. The purpose of intensive reading is to get detailed information from the text.

ii. Extensive reading

It means students should have a general understanding of a text without necessary understanding of every word. It is a good rapid silent reading for pleasure. In extensive reading the readers have the option of skipping the whole section they find either too difficult or less interesting. This includes the reading of short stories, novels, magazines and newspaper articles. The purpose of extensive reading is for getting pleasure as well as information.

1.1.8 Reading Comprehension

Comprehension denotes the mental process by which a listener/reader takes in the sounds/words produced by a speaker/writer and use them to construct an interpretation of what they think the speaker/writer intended to convey. More simply, it is the building of meaning from sounds/words.

Reading comprehension is a process where readers perceive a written text in order to understand its content. Reading becomes meaningful only if the reader gets through the meaning behind the graphic symbols. Experiments have proved that more comprehension is achieved only through silent reading. Concentration over the subject, which one wants to learn, is necessary for comprehension. Similarly, reading comprehension simply refers to the process of extracting three levels of meaning from the graphic symbols. These three levels of meaning are 'lexical meaning', 'structural or grammatical meaning' and 'socio-cultural meaning'.

On the basis of reader's purpose on reading, there are four kinds of reading comprehension. According to Richards et al. (1999), they are as follows:

- a. Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.
- b. Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
- c. Critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.
- d. Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage. (p. 306)

In the present situation, English language curriculum has played the crucial role to develop reading comprehension ability in students focusing on reading skill. A variety of texts for reading are provided to evaluate students' knowledge

along with other skills. According to the curriculum 45 percent of the marks should be allotted to reading skill for national examination. It is here clear that reading skill is emphasized nowadays. Therefore, the students should have sound skill in reading and comprehending different types of literary and non-literary, seen and unseen texts.

1.1.9 Orthographic and Para-orthographic Text

Reading texts are divided into two types on the basis of graphic notion. They are orthographic and para-orthographic texts. The main aim of the reading text is to convey the information in a convenient way.

Orthographic texts are varied according to their orthographic writings. Para-orthographic texts are of some significance. Para-orthographic text is more vivid and practical than orthographic text. Para-orthographic text is older than orthographic text.

Now a days, para-orthographic text has been widening its shape. Simply, para-orthographic texts are just like map reading. Some diagrams and figures tell the lengthy procedure. To compare orthographic reading with para-orthographic reading, para-orthographic reading is more economical, shorter and more technical than orthographic text.

It is so vivid that illiterate people can also understand it. It needs less time to read than an orthographic text for comprehension.

According to, Richards et al. (1991, p.11) 'The term orthographic is used for spelling in general and for correct and standard spelling'. According to this definition, the text with correct and standard spelling system is said to be orthographic text. Kourouptronglou (1999, p.16) states orthographic text as 'other graphic representational systems, such as traditional orthography, represent, integrated, rule based symbolic systems, where in a fixed set of elements can be recombined to produce an almost unlimited range of novel

meanings, words and sentences in normal texts are written in an orthography whose graphic units are members of the alphabet of a natural language.

On the contrary, para-orthographic languages, according to Kouroupetroglou(1999), are graphic sets and systems for argumentatives and alter the nature of communication. The majority of para-orthographic languages are sets of line drawings, each with its own distinct and fixed meaning.’

Tetzchrer and Martinsen (1999, p.12) show that reading para-orthographic text as the technical job as in ‘A user of well established para-orthographic language combines a number of graphic symbols to formulate a sentence’. Kouroupetroglue, in his another paper (2000),writes that para-orthographic language in general belongs to Graphic Representation System(GRS) since it uses standardized graphic Symbols (ranging from photographs resembling the depicted object to abstract linear drawings with no apparent relation to the referred object) as their elements to convey communication content. He also expresses that para-orthographic languages are not always used in Graphic symbols but at times, accompany with written text.’

Keeping such an importance of comprehension in view, we have to consider the reading comprehension ability of people in any sector. Their positive and negative aspects can help to develop the new notion in reading comprehension.

1.1.10 Techniques of Teaching Reading Comprehension

Reading comprehension means to understand a written material extracting the required information from it as efficiently as possible. So, reading becomes meaningful only if the reader gets through the meaningful the graphic symbols. It is meaningful to race through graphic symbols without understanding the text. The understanding that results is called reading comprehension. One might assume that once children have learnt to decode the words in text

reasonably efficiently, comprehension will follow automatically. However, this does not always seem to be the case. Understanding the text is comprehension.

Reading and reading comprehension are interchangeably used in the language teaching literature; however, the ability to decode the letters\words in the text does not indicate proper understanding of the text material. Understanding the text results is a mental representation of the state of affairs which the text describes.

Language teachers are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead they seem to think reading means starting at the beginning and going word by word stopping to look up every known vocabulary items until they reach the end. When they do this students are relying exclusively on their linguistic knowledge, a bottom up techniques. One of the most important functions of the language instructor, then, is to help students move pass this ideas and use top down strategies as they do in their language.

Effective language teachers show students how they can adjust their reading behavior to deal with a variety of situations, types of inputs and reading purposes. They help students a set of reading techniques and match appropriate techniques to reading situation.

Techniques that can help students read more quickly and effectively includes:

- a. Previewing: reviewing titles, section headings, and photo captions to get a sense of the structures and content of a reading.
- b. Predicting: using knowledge of the subject matter to make predication about content and vocabulary and check comprehension: using knowledge of the text type and purposes to make predictions about discourse, structure: using knowledge about the author to make predictions about writing style, vocabulary and content.

- c. Skimming and scanning: Using a quick survey of the text to get the main ideas identify text structure, confirm or questions, predictions.
- d. Guessing of the text: Using prior knowledge of the subject and the ideas in the text as clues to the meaning of known words instead of stopping to look them up.
- e. Paraphrasing: Stopping at the end of a section to check comprehension by restarting the information and ideas in the text.

When language learners use reading techniques, they find that they can control the reading experience and they gain confidence in their ability to read the language.

1.1.11 Testing Reading

In teaching and learning, the term testing is always associated with it because it is a tool to measure the learner's ability in learning. The term testing in teaching and learning refers to testing of various skills of language viz. listening, speaking, reading and writing, whereas reading means a process of retrieving and comprehending some kinds of information and ideas. Teaching and testing are so closely interrelated that it is virtually impossible to work in either field without being concerned with the other. Testing is a device to reinforce, motivate and assess the students and their performance. It gives the teacher a measure of progress and helps to supplement necessary feedback if it is applied properly.

According to the type of reading materials, the purposes of reading and the level of the learners, various tests items such as true/false, multiple choice, cloze procedures, c-test, short questions answers, completion items, rearrangement etc. can be constructed to assess the reading proficiency of the students. One of the purposes of testing reading proficiency is to assess the students' understanding capacity. Among them the famous and most widely used techniques are:

- Multiple choice questions
- Short answer questions
- True/false item
- The cloze test.

i.) Multiple choice questions

In this type of test, a question is given with 3 or 4 options. Students/learners have to select one that is absolutely true answer of the questions.

ii.) Short question answer

Based on the text, short comprehensive questions are prepared to check the reading proficiency of the students. These questions help the teacher to evaluate his students and to measure how much the learners have known of whatever was taught.

iii.) True/false item

It is one of the most widely used tests to check reading comprehension. These tests items are easy to construct than multiple choice items. In true/false items, statements are given relating to the message of the text. Students have to write 'true' or 'false' comparing the statement with the text.

iv.) The cloze test

In recent years, the cloze test has become popular among ESL/EFL teachers. In this test some words are deleted at a regular interval. Generally a fifth or seventh word from the text is deleted and students have to fill the blanks using their ability or capacity. They have to fill exact word or appropriate word without destroying the meaning.

1.2 Review of the Related Literature

A numbers of researches directly or indirectly related to teaching reading comprehension had been carried out in the Department of English Education. Some of them are as follows:

Giri (1981) carried out a research on 'Comparative Study of English Language Proficiency of the Students Studying in Grade X in the Secondary School of Doti and Kathmandu' and the objective of his finding was to compare the proficiency of the students studying in grade X in the secondary school of Doti and Kathmandu. He found that the students of Kathmandu are more proficient than those of Doti both in language use and language comprehension.

Similarly, Siwakoti (1996) had conducted a research entitled 'An Analysis of the Reading Proficiency of Secondary School of Jhapa district.' The objectives were to analyze the reading proficiency of the students of government-aided and the private schools to test their comprehension ability a lexical, textual, and contextual levels in reading a text. His study showed that the students of private schools were better than the government aided schools. Likewise, Shrestha (1998) made a research report on 'Reading Comprehension in the English Language of the Students of Grade VIII.' She studied on the students of Lalitpur district and found that the students could perform better on seen passage than on unseen passage. She also found that the performances on seen and unseen passages are positively corelated. In the same way, Subedi (2000) carried out a study on 'Reading Comprehension of the Grade Nine Students of Kathmandu and Jhapa'. The objective of the study was to find out the comparative reading comprehension ability of the grade nine students of Kathmandu and Jhapa. He found out that the students of Kathmandu at urban area had a better performance in higher reading comprehension level in magazines than in newspapers; whereas rural students of Jhapa were also better in the same. Then, Poudel (2005) carried out a research on 'TOEFL Based Reading Comprehension Ability of Bachelor Level Students'. He found out

that the students of TU were very poor in reading comprehension ability in terms of the TOEFL standard. He also found out that the students of institute of medicine were in the highest rank and the students of faculty of management were in the lowest rank in reading comprehension of English Texts. After that, Neupane (2006) carried out a research entitled 'Reading Proficiency of Grade Ten Students on Kathmandu and Gorkha District'. The objectives were to find out the reading comprehension in terms of skimming, scanning, inferring, and guessing meaning and compare the achievements between the students of those districts. This study found out the reading proficiency of the students in grade ten is good in terms of scanning and reading proficiency of the students is not adequate in terms of guessing meaning. It showed that there is no significance different between the performance of the students of Kathmandu and Jhapa districts. Again, Pokhral (2007) conducted a research entitled 'Reading Comprehension Ability in the English Language; A Case Study of Grade Nine Students' to find out the ability of grade nine students in reading comprehension in Kavreplanchowk district. He found that students of grade nine seemed to be good in their reading comprehension. Similarly, Khadka (2008) conducted a research titled 'Reading Comprehension Ability of Differentially Able and Able Students.' His objectives were to find out the reading comprehension ability of the differentially able and able students of secondary level and compare their abilities interms of informant-oriented and content-oriented variables. He found that the able students (AS) were higher than the differentially able(DAS) both in seen and unseen reading texts. In the same way, Bhandari (2008) carried out a research entitled 'Reading Comprehension of Poetry and Prose'. His objective was to compare the reading proficiency in English poetry and prose. He found that the students had better comprehension ability in prose texts than in poetry at B.ED. first year. Then, Koirala (2008) conducted a research entitled 'Reading Comprehension of Poetry and short Story'. To find out the comprehension level of the students in Poetry and Short story and make comparison. He found that the comprehension level of the students is better in Poetry than in short story.

The present study differs from the former studies because no one has carried out a research on ‘techniques of teaching reading comprehension by trained and untrained teachers’. This study provides many ideas regarding teaching reading comprehension in teaching learning field.

1.3 Objectives of the Study

This study had the following objectives:

- a. To identify the techniques used by trained and untrained teachers in teaching reading comprehension in grade seven.
- b. To compare and contrast the techniques used by the trained and untrained teachers.
- c. To suggest some pedagogical implications on the basis of the findings of the study.

1.4 Significance of the Study

This study is related to the teachers who have very important role in English language teaching, especially, related to teaching reading comprehension. The importance of reading is obvious, only by reading we can acquire the skills and speed needed for practical as well as general purposes. The success of further education, especially higher education depends upon the quality and quantity of reading. So this research will be significance for all the readers for the development of their reading skills. Trained teachers are necessary in the teaching of reading and it is also necessary to find out the techniques used by them. So, this research has manifold significance. Especially, it will be significant for the prospective researchers, language teachers, learners, textbook writers, subject experts, curriculum designers, and language trainers in particular and for others who are directly on indirectly related and are interested in the field of ELT in general.

1.5 Definitions of the Specific Terms

1. **Trained Teachers:** It refers to these teachers who have done intermediate in Education taking English as major subject.
2. **Untrained Teachers:** It refers to these teachers who are not trained teachers.
3. **Techniques:** It refers to the specific activities used by the teachers in the classroom for reading comprehension.
4. **Comprehension:** It refers to reading comprehension which is gained by the students of 7th grade from the reading text of their English textbook. It is the process by which a person understands the meaning of written or spoken language.
5. **Inferring:** It means making use of syntactic, logical and cultural clues to discover the meaning of known elements. If there are words, then word formation and derivation will also play an important part.
6. **Textbook:** It refers to an English textbook specially assigned for the 7th grade students i.e. 'English for Grade 7"published by JEMC'.
7. **Non-textual Materials:** It refers to any other materials which have the same readability as the 7th grade text has.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology adopted during the study.

2.1 Sources of Data Collection

In this study, both primary and secondary sources were used for the collection of data.

2.1.1 Primary Sources

The primary data for this study were collected by observing the eighty classes of ten trained teachers and untrained teachers each.

2.1.2 Secondary Sources

The researcher consulted various books, journals of NELTA, English Teaching Forum, theses, reports etc. related to this topic to facilitate his study. Some are Richards et al. (1985), Crystal (1998), Anthony (1993) and Kumar (1999).

2.2 Sample Population

The population of this study was the English teachers from ten non-randomly selected schools of Chitwan district.

2.3 Sampling Procedure

In this study, the sample population consisted of twenty English teachers who were teaching in ten non-randomly selected schools of Chitwan district. The teachers had been teaching in the 7th grade. Among them, ten were trained teachers and ten were untrained teachers.

2.4 Tools of Data Collection

Every study requires tools to collect data; the main tool of the present study were the in-depth class observation forms and class observation checklist forms.

a) In-depth observation (App. I)

This form was prepared only with the heading.

b) Observation Checklist (App. II)

This set was divided into three groups for the ease of analysis:

- i. Comprehension
- ii. Vocabulary
- iii. Grammar

While preparing the observation checklist forms, fourteen techniques were chosen under comprehension section. They are prediction, reading to get the main ideas, reading to locate the required information, explanation of the text in English, explanation of the text in Nepali, translation of the text sentence by sentence, create a title, create a title of each paragraph, read and find, comprehension by Yes/No question, checking comprehension by w/h question, silent reading, loud reading, fast reading. Similarly, under grammar section, explanation of special grammatical features, retention of grammatical features using drills, teaching grammatical features through the inductive method and teaching grammatical features through deductive methods are the techniques used while teaching reading comprehension. Again, make sentence using the difficult words, find new words for old ones, inferring, translation in Nepali, synonymous terms, antonyms terms were selected under vocabulary section.

2.5 Process of Data Collection

For data collection, the researcher went to the non-randomly selected schools of Chitwan district for collecting data. First of all, he took permission with the concerned authorities of the schools. Then, he talked with the concerned teacher and made him aware of the purpose of the research. He sat at the back of the class and observed and wrote each and every activity of the concerned teachers on the in-depth observation form. He observed the four classes of each teacher in teaching reading. Then, he also filled in the checklist form on the basis of in-depth class observation forms. He observed altogether eighty classes. Therefore, there were altogether eighty in-depth observation forms and observation checklist forms.

2.6 Limitations of the Study

This study had the following limitations:

- a. This research was limited in class seven only.
- b. The research was limited to the techniques used by trained and untrained teachers in reading comprehension only.
- c. The research was limited to ten schools (private and government-aided) of Chitwan district.
- d. The sample population was the twenty English teachers of Chitwan district.
- e. This research observed four classes of each teacher regarding reading comprehension.
- f. The primary data for the research was collected by class observation forms and observation checklist forms.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation. The data taken from class observation were processed, analyzed and interpreted. The number of the techniques used by trained and untrained teachers were counted from observation checklist forms under each sub headings and the numbers were multiplied by four to make the total number of observation checklist forms. The data were analyzed with a view to make the study more objectives and clear. The data had been grouped under three main headings, sub headings and they were analyzed separately.

3.1 The Techniques Used by Trained Teachers

This heading deals with the techniques used by trained teachers. It had been divided into three sub-headings: comprehension, vocabulary and grammar. Under comprehension, fourteen techniques were taken. Similarly, six techniques were taken under vocabulary and five techniques were selected under grammar. Thus, they were analyzed separately.

3.1.1 Comprehension

The following table presents the techniques used by trained teachers in the teaching of reading comprehension and analyzed these techniques in terms of its use, which had shown in the table briefly. The table comprises three different subheading i.e. Techniques, observation and percentage.

Table No. 1

The techniques used by trained teachers in teaching of reading comprehension

	Techniques	Observation	Percentage
1.	Prediction	18	11.32
2.	Reading to get the main Ideas	8	5.03
3.	Reading to locate the required information	8	5.03
4.	Explanation of the text in English	24	15.09
5.	Explanation of the text in Nepali	-	-
6.	Translation of the text sentence by sentence	-	-
7.	Create a title	8	5.03
8.	Create a title of each paragraph	6	3.77
9.	Read and find	8	5.03
10.	Checking comprehension by yes/no question	26	16.35
11.	Checking comprehension by w/h question	24	15.09
12.	Silent reading	8	5.03
13.	Loud reading	15	9.43
14.	Fast reading	6	3.77
	Grand Total	159	100.00

The table indicates that the trained teachers were found using the techniques 'checking comprehension by yes/no question (i.e.16.35%)' and 'explanation of the text in English (i.e.15.09) most and 'create a title of each paragraph' (i.e.3.77%) and 'fast reading' (i.e.3.77%)' least. During the observation period, only six classes were found using the techniques 'create a title of each paragraph' and 'fast reading'. But no teacher was found using the techniques

'translation of the text in Nepali' and 'translation of the text sentence by sentence'. Trained teachers were found using the techniques 'reading to get the main ideas' (5.03%), 'reading to locate the required information' (5.03%), 'create a title' (5.03%), 'read and find' (5.03), and 'silent reading' (5.03%) in teaching of reading comprehension which were unsatisfactory aspect. Trained teachers were also found using the technique 'loud reading' (9.43%) more neglecting the importance of 'silent reading'.

While using the techniques 'prediction', 'reading to get the main ideas', 'reading to locate the required information', 'create a title', 'read and find' and 'silent reading', students were active. But the teachers were active, while using other techniques. Especially the teachers were active than usual while explaining the reading text in English.

3.1.2 Vocabulary

The following table shows the techniques used by trained teachers in teaching of vocabulary related to reading text and analyzed these techniques in terms of their uses, which is shown in table briefly. The table comprises three different subheadings i.e. techniques, observation and percentage.

Table No. 2

The techniques used by trained teachers in teaching of vocabulary

	Techniques	Observation	Percentage
1	Make sentence using the difficult words	16	24.24
2	Find new words for old ones	10	15.15
3	Inferring	-	-
4	Translation in Nepali	8	12.12
5	Synonymous terms	20	30.30
6	Antonymous terms	12	18.18
	Grand Total	66	100

Vocabulary plays a vital role while comprehending texts by readers. In this research, the trained teachers were found using the techniques 'synonymous terms' (30.30%) the most and 'translation in Nepali' (12.12%) the least. The teachers did not use the technique 'Inferring' at all. The above table showed that 'make sentence using the difficult words' (24.24%) and 'find new words for old ones' (15.15%) were popular among trained teachers.

While using the technique 'make sentences using the difficult words' and 'find new words for old ones' students were active. But teachers were active while using the techniques 'translation in Nepali' and 'synonymous terms'.

3.1.3 Grammar

The following table presents the techniques used by trained teachers in the teaching of grammatical items related to reading and analyzed these techniques in terms of their uses, which is shown in table briefly. The table contains three different subheadings i.e. techniques, observation and percentage.

Table No. 3

The techniques used by trained teachers in teaching of grammatical items

	Techniques	Observation	Percentage
1.	Locate special grammatical features.	6	13.63
2.	Explanation of special grammatical features.	8	18.18
3.	Retention of grammatical features using drills.	7	15.90
4.	Teaching grammar through the inductive method.	16	36.36
5.	Teaching grammatical features through deductive methods.	7	15.90
	Grand Total	44	100

Grammar is the skeleton of the language which shouldn't be ignored in teaching of reading comprehension. So, the researcher took five techniques under grammatical items. The table above shows that the trained teachers used the techniques 'teaching grammar through the inductive method' (36.36 %), 'explanation of special grammatical features' (18.18 %) and 'teaching of grammar through deductive method' most whereas 'retention of grammatical features' (15.90 %) and 'locate of special grammatical features' (13.63) were less popular among the trained teachers.

The teachers were active while using the techniques 'explanation of special grammatical features' and 'teaching grammar through deductive method'. Whereas students were active when the techniques 'locate special grammatical features', 'retention of grammatical feature using drills' and 'teaching grammar through inductive method' were used.

3.2 The Techniques Used by Untrained Teachers

This heading deals with the techniques used by untrained teachers. It had further been divided into three sub headings: comprehension, vocabulary and grammar. In the same way, fourteen techniques were selected under comprehension. Six techniques were taken under vocabulary and five techniques were under grammar. Then, they were analyzed separately.

3.2.1 Comprehension

The table presents the techniques used by untrained teachers in the teaching of reading comprehension and analyzed these techniques in terms of their use, which is shown in the table no.4 briefly. The table comprises three different subheadings i.e. techniques, observation and percentage.

Table No. 4

The techniques used by untrained teachers in teaching of reading comprehension

	Techniques	Observation	Percentage
.	Prediction	14	10.21
2.	Reading to get the main Ideas	-	-
3.	Reading to locate the required information	6	4.37
4.	Explanation of the text in English	25	18.24
5.	Explanation of the text in Nepali	12	8.75
6.	Translation of the text sentence by sentence	5	3.64
7.	Create a title	6	4.37
8.	Create a title of each paragraph	4	2.91
9.	Read and find	5	3.64
10.	Checking comprehension by Y/N question	20	14.59
11.	Checking comprehension by w/h question	16	11.67
12.	Silent reading	8	5.83
13.	Loud reading	10	7.29
14.	Fast reading	6	4.37
	Grand Total	137	100

The above table shows that untrained teachers used the techniques, 'explanation of the text in English' (18.24%) most and 'create a title of each paragraph' (2.91%) the least. During the observation period, no teachers were found using the techniques 'reading to get the main ideas'. The researcher also found that untrained teachers were found using the techniques 'Translation of the text sentence by sentence' (3.64%), 'create a title' (4.37%), 'read and find' (3.64%) and 'fast reading' (4.37%). On the contrary, untrained teachers were also found using the techniques 'prediction' (10.21%), 'explanation of the text in Nepali'

(8.75%), 'checking comprehension by w/h question' (11.67%), 'silent and loud reading' (5.83 & 7.29%) in teaching of reading comprehension classes.

Students were active, while using the techniques 'prediction', 'reading to locate the required information', 'read and find', 'create a title', 'create a title of each paragraph', 'silent, fast and loud reading'. But the teachers were active while using rest of the techniques. Especially, all teachers were found active while using the techniques 'explanation of the text in Nepali' and 'explanation of the text in English'.

3.2.2 Vocabulary

The following table presents the techniques used by untrained teachers in teaching of vocabulary items related to reading text and analyzed these techniques in terms of their use. The table comprises three different subheadings i.e. techniques, observation and percentage.

Table No. 5

The techniques used by untrained teachers in teaching of vocabulary in teaching of reading comprehension

	Techniques	Observation	Percentage
1.	Make sentence using the difficult words	10	13.15
2.	Find new words for old ones	4	5.26
3.	Inferring	3	3.94
4.	Translation in Nepali	30	39.47
5.	Synonymous terms	18	23.68
6.	Antonymous terms	11	14.47
	Grand Total	76	100

The table illustrates the fact that untrained teachers used the techniques 'translation in Nepali' (39.47%) the most and the technique 'inferring (3.94%)' the least in teaching of vocabulary related to reading texts. The techniques 'synonymous terms' and 'make sentence using the difficult words' also found popular among them.

While using the technique 'make sentence using the difficult words', 'find new words for old ones' and 'inferring', students were active whereas the teachers were active while using the other techniques.

3.2.3 Grammar

The following table presents the techniques used by untrained teachers in teaching of grammatical items related to reading and analyzed these techniques in terms of its use, which had shown in table briefly. The table contains three different subheadings i.e. techniques, observation and percentage.

Table No: 6

The techniques used by untrained teachers in teaching of grammatical items

	Techniques	Observation	Percentage
1.	Locate special grammatical features.	4	9.08
2.	Explanation of special grammatical features.	10	22.72
3.	Retention of grammatical features using drills.	-	-
4.	Teaching grammar through the inductive method.	10	22.72
5.	Teaching grammatical features through deductive method.	20	45.45
	Grand Total	44	100

The above table shows that 'teaching grammatical features using through the deductive method' and 'explanation of special grammatical features' were popular among the untrained teachers. These teachers used the techniques (45.45 % & 22.72%) respectively. During the observation, I found that no teachers was using the technique 'retention of grammatical features using drills'. But only ten and four teachers were found using the technique 'locate special grammatical features through the deductive method'.

The teachers were active while using the techniques 'teaching grammatical features through deductive method' and 'explanation of special grammatical features'. The students were active the remaining techniques.

3.3 A Comparative Analysis of the Techniques Used by Trained and Untrained Teachers

This is a comparative analysis of the techniques used by trained and untrained teachers. In this comparison, the data were analyzed into three sub headings: comprehension, vocabulary and grammar.

3.3.1 Comprehension

The following table presents the comparative study of the techniques used by trained and untrained teachers in teaching of reading comprehension.

Table No. 7**Comparison of the techniques used by trained and untrained teachers in teaching of reading comprehension**

Techniques		Trained teachers		Untrained teachers		Difference in percentage
		Total	Percentage	Total	Percentage	
1	Prediction	18	11.32	14	10.21	T 1.11
2	Reading to get the main idea/s	8	5.03	-	-	T 5.03
3	Reading to locate the require Information	8	5.03	6	4.37	T 0.66
4	Explanation of the text in English	24	15.09	25	18.24	U-3.15
5	Explanation of the text in Nepali	-	-	12	8.75	U-8.75
6	Translation of the text sentence by sentence	-	-	5	3.64	U-3.64
7	create a title	8	5.03	6	4.37	T 0.66
8	create a title of each paragraph	6	3.77	4	2.91	T 0.86
9	Read and Find	8	5.03	5	3.64	T 1.39
10	Checking Comprehension by Yes/No question	26	16.35	20	14.59	T 1.76
11	Checking comprehension by w/h question	24	15.09	16	11.67	T 3.42
12	Silent reading	8	5.03	8	5.83	U-0.8
13	Loud reading	15	9.43	10	7.29	T 2.14
14	Fast reading	6	3.77	6	4.37	U-0.6
Grand Total		159	100	137	100	

The table shows that trained teachers used the techniques ‘checking comprehension by yes\No and W/h question’ the most and untrained teachers used the technique ‘explanation of the text in English’ the most. Trained

teachers preferred to use the technique ‘loud reading’ more whereas untrained teachers used the techniques ‘explanation of the text in Nepali’ and ‘explanation of the text sentence by sentence’ which were not used by trained teachers. Similarly, trained teachers used the technique ‘reading to get the main ideas’ which was not used by untrained teachers in teaching of reading.

The teaching of reading comprehension by trained teachers is student-centered whereas the teaching of reading comprehension by untrained teacher is rather teacher-centered.

3.3.2 Vocabulary

The following table presents the comparison study of the techniques used by trained and untrained teachers in teaching of vocabulary related to reading texts.

Table No. 8

Comparison of the techniques used by trained and untrained teachers in teaching of vocabulary

Techniques		Trained teachers		Untrained teachers		Difference in percentage
		Total	Percentage	Total	Percentage	
1	Make sentence using the difficult words	16	24.24	10	13.15	T 11.09
2	Find new words for old ones	10	15.25	4	5.26	T 9.99
3	Inferring	-	-	3	3.94	U-3.94
4	Translation in Nepali	8	12.12	30	39.47	U-27.35
5	Synonymous terms	20	30.30	18	23.68	T 6.62
6	Antonyms terms	12	18.18	11	14.47	T 3.71
Grand Total		66	100.00	76	100.00	

The above given table shows the techniques used by trained and untrained teachers in teaching of vocabulary related to reading texts, the trained teachers preferred the techniques 'synonymous terms' and 'make sentences using the difficult words' most whereas the untrained teachers preferred 'translation in Nepali'. The technique 'inferring' was only used by untrained teachers. These teachers used other five techniques more or less in their classes.

The teaching of vocabulary related to reading text by trained teachers is rather student-centered whereas teaching of vocabulary by untrained teachers is rather teacher-centered.

3.3.3 Grammar

The following table presents the comparative study of the techniques used by trained and untrained teachers in teaching of grammatical items related to reading texts.

Table No. 9

Comparison of the techniques used by trained and untrained teachers in teaching of grammatical items

Techniques		Trained teachers		Untrained teachers		Difference in percentage
		Total	Percentage	Total	Percentage	
1	Locate special grammatical features.	6	13.63	4	9.08	T-4.55
2	Explanation of special grammatical features.	8	18.18	11	22.72	U-4.54
3	Retention of grammatical features using drills.	7	15.90	-	-	T-15.90
4	Teaching grammatical features through the inductive method	16	36.36	10	22.72	T-13.64
5	Teaching grammatical features through deductive methods	7	15.90	20	45.45	U-29.55
Grand total		44	100.00	45	100.00	

The above table deals with the comparison of techniques used by trained and untrained teachers in teaching of grammatical items related to reading texts. Trained teachers liked the technique 'teaching grammatical features through the inductive method' most whereas the untrained teachers preferred the technique 'teaching grammatical features through deductive method'. No untrained teachers were found using the technique 'retention of grammatical features uses drills' in teaching grammar.

The figures given in the above table indicates that the teaching of grammatical items related to reading texts by trained teachers is rather student-centered, but by untrained teachers is rather teacher-centered.

CHAPTER FOUR

FINDINGS AND RECOMENDATIONS

4.1 Findings

The main focus of this research was to identify the techniques used by trained and untrained teachers in teaching of reading comprehension and to compare these techniques. The findings of the present study obtained from the analysis and interpretation of data are summarized as follow.

1. Most frequently used technique by the trained teachers were 'checking comprehension by yes/no questions' whereas most frequently used technique by untrained teachers were 'explanation of the text in English'.

- i. Trained teachers often used the technique 'checking comprehension by yes-no questions' (i.e. 16.35 %), while observing the classes, the researcher found the use of the many cross questions to check reading comprehension in the trained teacher's classes.

But untrained teachers used the techniques 'explanation of the text in English' (i.e. 18.24%) most. Similarly, untrained teachers used the techniques 'explanation of the text in Nepali' and 'translation of the text sentence by sentence' which were not used by trained teachers.

- ii. The use of 'synonymous terms' (i.e. 30.30 %) was applied by trained teachers most. Trained teachers were found teaching the difficult words of the passage by the help of 'synonymous terms' as follows:

Broad	-wide
Appearance	-face

- iii. The technique 'translation into Nepali' (i.e. 39.47%) was used by untrained teachers most. These teachers translated the difficult vocabulary in Nepali as follows:

Estates -cheetraharu
Folded -pattyayo

- iv. Only one untrained teacher used the technique 'inferring' to teach vocabulary related to reading texts which was not used by trained teachers.
- v. The technique 'locate special grammatical features' (i.e.13.33%) was used by trained teachers more than untrained teachers (i.e.8.88%) . A trained teacher was found writing the following phrases on the blackboard and asking the students to locate them in the passage:
 - i. You are supposed to.....
 - ii. You are (not) allowed to.....

Untrained teachers liked to use the technique 'explanation of special grammatical features' more than trained teachers. An untrained teacher wrote the following structures on the blackboard:

Should+ root veb
Ought+ root verb
Why don't you + root verb

And helped the students to understand them making the following sentences:

Your friend is angry with you.
You should talk with him politely.

Trained teachers used the technique 'locate special grammatical features' to teach grammatical items related to reading texts more than untrained teachers. Similarly, trained teachers used the technique 'retention of grammatical features using drills' which was not used by untrained teachers.

- vi. 'Teaching grammatical features through the inductive method' (i.e.36.36%) was used the most by the trained teachers in the classroom whereas 'Teaching grammatical features through deductive method (i.e.45.45%)' was used most by the untrained teachers.

- vii. The teaching techniques of reading comprehension by trained teachers were student-centered and skill-oriented whereas the teaching of reading comprehension by untrained teachers were rather teacher-centered and knowledge-oriented..

4.2 Recommendations

Having summarized the findings of the present study, the researcher would like to make the following recommendations:

- a. The English teachers should use student-centered techniques to teach reading comprehension. Similarly, the teaching of reading comprehension should be skill-oriented rather than knowledge-oriented. The Student should be encouraged to be able to read in different situations. They should not be encouraged to memorize the information of the reading text. So, it can be useful for the concerned people, i.e. the teachers, course designers, methodologists, examiners, etc. should use the appropriate methods and techniques in place of the oldest grammar translations method and techniques.
- b. The teacher training programs, work-shops, seminars and teacher gathering should be conducted regularly for sensitizing the teacher's knowledge of techniques.
- c. Trained teachers should be given priority in teaching English than untrained teachers and the English teacher should give emphasis on knowledge-oriented rather than exam oriented teaching with giving focus on appropriate teaching materials as far as possible.
- d. Students should be asked to read as many books as they can which are of their interest and reading should always be followed by comprehension questions.

- e. Various extracurricular activities such as quiz contest; vocabulary games etc. should be conducted regularly to increase vocabulary power.
- f. It is necessary to have well managed libraries having plenty of simplified and interesting books in any educational institution.
- g. Further researchers are to be carried out in this field. That will contribute to the improvement of the present situation in reading comprehension ability of the students.

[Note: The findings of this research are limited only to the eighty classes of ten trained and untrained English teachers of ten schools of Chitwan district. Therefore, it cannot be claimed that the findings of the study are applicable for all the schools of Nepal. To test the validity of these findings, it is desirable to carry out further research in this area taking more and more number of lower secondary schools.]

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APPENDICES

Appendix A: List of Schools and Teachers for the Study

S.N.	Name of the Teachers	S.N.	Name of the Schools
1	Mr.Khem Narayan Poudel(I.Ed.)	1	Shree Buddha Shanti S.S., Piple
2	Mr. Dilli Ram Dhakal (I.A.)		
3	Miss Manju Chaudhary (I.Ed.)	2	Shangrila Eng.S.S.,Bhandara
4	Mr.Gokul Silwal (I.A.)		
5	Miss Sudha Upreti (I.Ed.)	3	Shree National L.S.S., Piple
6	Mrs.Sarswati Duadi (I.A.)		
7	Mr.Bishnu Mani Thapaliya(I.Ed.)	4	Aadarsha Bidhya Ashram Bhandara
8	Mr.Rishi Lama(I.A.)		
9	Mr.Hemanta Kandel(I.Ed.)	5	Sakura Academy ,Birendranagar
10	Mr.T.P. Pariyar(I.A.)		
11	Mr.Kedar Khanal(I.Ed.)	6	Shree Khairani S. S.,Khairani
12	Mr.Sada Shiva Joshi(I.A.)		
13	Mr.Komleshwar Pd. Das(I.Ed.)	7	Shree Bhandara S.S.,Bhandara
14	Mr.Bal Ram Silwal(I.A.)		
15	Mr.Hari Prasad Upreti (I.Ed.)	8	Shree Kapiya S.S.,Kumroj
16	Mrs. Laxmi Thapa(I.A.)		
17	Mrs.Bhawani Lohani (I.Ed.)	9	International E.B.S.,Parsa
18	Mrs. Pratima Gautam(I.A.)		
19	Mrs. Sarswati Sedhain (I.Ed.)	10	Irish Academy ,Piple
20	Mrs. Reeta Pokharel (I.A.)		

APPENDIX-I

In-Depth Class Observation Form

Name of the School :-

Date:-

Name of the teacher:-

Period:-

Passed Level:- (I. Ed./I.A.)(Year 20....)

Title of the lesson:-

No. of the students:-

Pre-teaching activities

While teaching activities

Post teaching activities

Appendix-II

Observation Checklist

Name of the School :-

Date:-

Name of the teacher:-

Period:-

Passed Level:- (I.Ed./I.A.)(Year 20....)

Title of the lesson:-

No. of the students:-

S.N.	Techniques	Stage	Tick	Remark
01	Comprehension			
	a. Prediction			
	b. Reading to get main ideas			
	c. Reading to locate the required information			
	d. Explanation of the text in English			
	e. Explanation of the text in Nepali			
	f. Translation of the text sentence by sentence			
	g. Create a title			
	h. Create a title of each paragraph			
	i. Read and fin			
	j. Checking comprehension by yes/no question			
	k. Checking comprehension by w/h question			
	l. Silent reading			
	m. Loud reading			
	n. Fast reading			
02	Vocabulary			
	a. Make sentence using the different words			
	b. Find new words for odd ones			
	c. Inferring			
	d. Translation in Nepali			
	e. Synonymous terms			
	f. Antonyms terms			
03	Grammar			
	a. Locate special grammatical features			
	b. Explanation of special grammatical features			
	c. Retention of grammatical features using drills			
	d. Teaching grammatical features through the deductive method			

	e. Teaching grammatical features through the inductive method			
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