

# TEACHING READING COMPREHENSION BY TRAINED AND UNTRAINED TEACHERS

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

Submitted by  
Raj Kumar Silwal

Faculty of Education  
Tribhuvan University, Kirtipur,  
Kathmandu, Nepal  
2010

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2010**

**T.U. Regd. No.: 9-1-240-1179-99  
Second Year Examination  
Roll No.: 280425/064**

**Date of Approval of the Thesis  
Proposal: 2065/04/19  
Date of submission: 2067/04/17**

## RECOMMENDATION FOR ACCEPTANCE

This is certify that **Raj Kumar Silwal** has worked and prepared this thesis entitled "**Techniques of Teaching Reading Comprehension by Trained and Untrained Teachers**" under my guidance and supervision.

I recommend this thesis for acceptance.

.....

**Mr. Bhesh Raj Pokheral**

Teaching Assistant

Department of English Education

Faculty of Education

T.U., Kirtipur

Date: .....

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following  
'Research Guidance Committee'.

Signature

**Dr. Chandreshwar Mishra**

Professor and Head

Department of English Education

T.U., Kirtipur

-----

Chairperson

**Mr. Bhesh Raj Pokheral (Guide)**

Teaching Assistant

Department of English Education

T.U., Kirtipur

-----

Member

**Mr. Prem Bahadur Phyak**

Teaching Assistant

Department of English Education

T.U., Kirtipur

-----

Member

Date: .....

## EVALUATION AND APPROVAL

This thesis has been 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 Pokheral (Guide)**

Teaching Assistant

Department of English Education

T.U., Kirtipur

-----  
Member

Date.....

## 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: \_\_\_\_\_

.....

**Raj Kumar Silwal**

# **DEDICATION**

**To**

**My Parents and Family Members**

## ACKNOWLEDGEMENTS

I really felt happy and proud of getting lots of help from the side of my respected Gurus, colleagues and others for their kindness for preparing this thesis. But, I must confess in advance the inadequacy of my words to give vent to my heartfelt gratitude to them.

I am pleased to take this opportunity to record my sincere gratitude to **Mr. Bhesh Raj Pokhral**, Teaching Assistant of the Department of English Education, T. U., Kirtipur, for his invaluable guidance and support in this study. It was under his guidance that the present study was carried out. Similarly, I would like to extend my sincere thanks to my teacher **Dr. Chandreshwar Mishra**, Professor and Head of the Department of English Education for giving valuable suggestions.

I am really very much indebted to my highly respected guru **Prof. Dr. Jai Raj Awasthi** for his constant suggestions, co-operation and inspiration. In the same way, I am extremely grateful to **Prof. Dr. Govind Raj Bhattarai**, **Prof. Dr. Tirth Raj Khaniya** and **Prof. Dr. Anju Giri**. In the same way, I would also like to express my sincere gratitude to **Dr. Anjana Bhattarai**, Reader, Department of English Education, and the other faculty members **Dr. Bal Mukunda Bhandari**, **Dr. Laxmi Bahadur Maharjan**, **Dr. Tapasi Bhattacharya**, **Mr. Prem Bhadur Phyak**, **Mrs. Madhu Neupane**, **Mrs. Hima Rawal** and other respected teachers of Department of English Education. I am obliged to the Department of the English Education and Central Library for providing library facilities.

Similarly, I would like to thank all the respondents and informants for providing me with valuable time as well as information and suggestion while carrying out this research.

I am also thankful to **Mr. Hemanta Kandel** and my friends **Babu Ram**, **Gyanendra**, **Subash** and **Tirtha** for their help.



Last but not the least, my thanks are due to those names which are not mentioned here because of lack of space, however for their kind support and contribution, I will never forget them.

**Raj Kumar Silwal**

## **ABSTRACT**

In the present study entitled '**Techniques of Teaching Reading Comprehension by Trained and Untrained Teachers**', I have attempted to find out the techniques used by trained and untrained teachers to teach reading comprehension in grade seven. This study was carried out using both primary and secondary sources of data. For primary data, I took the sample of ten trained and ten untrained teachers teaching in grade seven. The teachers were from ten schools of Chitwan district. Two types of tools were used for data collection: in-depth observation forms and observation checklist forms. Eighty classes of the English teachers were observed. Then, the data were tabulated and compared. On the completion of all procedures, I came to conclude that trained teachers are rather student-centered and skill oriented whereas untrained teachers are teacher-centered and knowledge oriented.

The study consists of four usual chapters. The first chapter deals with general background, importance of reading, review of the related literature, objectives of the study, significance of the study and definitions of the specific terms. Chapter two describes the methodology applied to carry out this research. Similarly, the third Chapter consists of the analysis and interpretation of the techniques used by trained and untrained teachers to teach reading under different headings and sub-headings. The last chapter presents the findings derived from the analysis and interpretation of data. It also consists of recommendations to teach reading skill in English. Finally, the references and appendices are also included.

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## LIST OF ABBRIVATIONS AND SYMBOLS

%	Percentage
B.Ed.	Bachelor of Education
e.g.	Example
ELT	English Language Teaching
e-mail	Electronic Mail
et al.	and other people
etc.	Etcetera
F.M.	Full Mark
i.e.	that is
M.Ed.	Master of Education
NELTA	Nepal English Language Teachers' Association
No.	Number
R.N.	Roll Number
S.L.C.	School Leaving Certificate
TU	Tribhuvan University
UN	United Nations
V.	Verb