

**EFFECTIVENESS OF MODELLING TECHNIQUE IN TEACHING
READING SKILL**

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

**Submitted by
Yadav Prasad Bastola**

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Prithvi Narayan Campus, Pokhara
Tribhuvan University, Kirtipur,
Kathmandu, Nepal**

2010

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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 to any university.

Date: _____

Yadav Prasad Bastola

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Yadav Prasad Bastola** has prepared this thesis entitled "EFFECTIVENESS OF MODELLING TECHNIQUE IN TEACHING READING SKILL " under my guidance and supervision.

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Yadav Prasad Bastola

ABSTRACT

This research entitled "Effectiveness of Modelling Technique in Teaching Reading skill " is an attempt to find out the effectiveness of modelling technique in teaching reading comprehension at secondary level. For this, the researcher purposively selected a government- aided school from Parbat district. The name of the school was Kalika Secondary School which is located in Khurkot VDC, Parbat. Forty students of class nine of the school were involved in the study. The tests (pre-test and post-test) were the major tools for data collection. A pre-test was administered before actual classroom teaching and a post-test was administered at last. The researcher himself was involved in the experimental teaching for the purpose of carrying out this research. After administering the pre-test, the students were ranked from the first to the fortieth positions on the basis of the result of the pre-test. Then they were divided into two groups taking the odd and even ranking. One group (group A) was taught by using modelling technique whereas another group (group B) was taught without using modelling technique. Each group attended twenty lessons. Then same test was given to both the groups. After that the results of these two tests were compared to determine the effectiveness of modelling technique in teaching reading comprehension. The study showed that teaching through modelling technique has better impact on the result. It was also found that modelling technique has better reading comprehension power.

The study consists of four chapters. Chapter one consists of brief introduction of related area of the study. It includes objectives, literature review, and significance of the study. Chapter two deals with the methodology and procedure adopted during the research work. Chapter three deals with the analysis and interpretation of data. The data have been analyzed and interpreted on the basis of the difference between the pre-test and the post-test results. Chapter four includes the findings and recommendations.

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ABBREVIATIONS AND SYMBOLS

AV	-	Average
CDC	-	Curriculum Development Centre
D	-	Difference Between the Average marks of the Pre-test and Post-test.
D%	-	Difference in Percent
ELT	-	English Language Teaching
i.e.	-	That is
OALD	-	Oxford Advanced Learner's Dictionary
PCL	-	Proficiency Certificate Level
Post -T	-	Post Test
Pre - T	-	Pre Test
S.N.	-	Serial Number
SAARC	-	South Asian Association for Regional Co-operation

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of communication. It is the unique property of human beings. According to Sapir (1921, p. 28), "Language is primarily human and non – instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols." Language is viewed to be a unique asset of human beings. It has made mankind different from other living beings. Richards et al (1985, p.196) define, "Language is the system of human communication by means of a structured arrangement of sounds." It is one of the most important characteristics of human behaviours.

Language is a man made system. No language is superior or inferior in terms of communicating ideas. However, some languages play a dominant role in society. There are innumerable languages in the world and English is one and the most indispensable of them. Language may be either written or spoken through which people of different ethnic groups communicate with each other. There might be used different languages in a particular community but no one can have the working knowledge of all. As a result, they can not communicate with each other among people of different ethnic groups. So a nation uses a variety of languages as national language in its standard form throughout the nation. Similarly, people use the English language as an international language as a second or foreign language that helps to establish good relationship among people in the community, nation and the world as a whole.

English is taught and learnt as a second or foreign language in Nepal. English language teaching has a long history in Nepal. It was Junga Bahadur Rana who introduced English language teaching in Nepal due to the influence of British education system in 1910 B.S. English is now introduced as a compulsory

subject from grade one to Bachelor level in all of the educational institutions in Nepal. English language teaching is a complicated task for Nepali learners because it is a foreign language for them.

1.1.1 Importance of English

There are several languages spoken in the world. English is one of the widely used languages, which is accepted as a lingua franca all over the world.

English is used to serve different purposes for example, to establish diplomatic relationship with most of the countries of the world by some of the internationally recognized organizations like United Nation (UN) and South Asian Association for Regional Co-operation (SAARC). In addition, half of the world's books have been written in English. If we consider media, we come to know that over 50% of the world's newspapers or scientific and technical periodicals or radio stations use English as a medium of communication. So, it is established as the most appropriate medium that plays a vital role in national and international communication. The importance of the English language in the present day world need not be overemphasized. It is a principal language for international communication and gateway to the world body of knowledge. In view of these facts, the English language is given great importance in the education system of Nepal.

English in Nepal is largely treated as an academic subject in almost all the educational institutions. In other respect, most of the fields such as civil aviation, foreign trade, tourism and international relation require a working level of English proficiency. Thus, English is undoubtedly of vital importance for accelerating the modernization process in Nepal.

1.1.2 Language Skills

Actually, language learning or teaching requires the development of four skills namely listening, speaking, reading and writing. It is essential to give equal

emphasis on all four skills of language to get mastery over it. It is completely impossible to teach or learn one skill neglecting the rest. Language skills are divided into two groups: receptive and productive skills. According to this division, listening and reading are grouped under receptive skills and speaking and writing come under productive skills. Though listening and reading are considered receptive skills; sometimes they are also called passive skills. But in reality a listener or a reader during the period of listening and reading does not stay passive but, she / he receives something and it leads her / him towards productive skills. Without receiving anything, production is not possible. Information and knowledge can be received either by listening to or by reading any material. Thus, we can say that receptive skills are pre-requisites for the productive skills. So, they are interrelated to each other.

1.1.3 Reading Skills

Reading is one of the receptive skills of language. In reading process, the reader receives information encoded in the graphic form. Among the four language skills, reading is the third one. It is regarded as the most important skill for gaining more knowledge. The more we read, the more we develop our understanding ability. People can enjoy reading any text (of any book or a magazine or newspaper). They like it for getting pleasure and information. "Reading means the action of looking and understanding the meaning of written or printed words or symbols" (OALD, 2004, p. 1053).

In reading, a variety of skills are involved which can and should be developed by continuous and systematic practice. The true meaning of reading skill resembles the recognition of the script of a language, the deduction of meaning and use of unfamiliar lexical items, understanding conceptual meaning and understanding relations between parts of a text through lexical cohesive devices.

1.1.3.1 Aspects of Reading

Reading consists of two major aspects: mental and physical. So, it is not only a mental but also a physical process. Reading is mental process in the sense that it crucially involves the mind. It is a physical process as it involves vision and the movement of the eyes. The mental activity is concerned with comprehension whereas the physical activity is concerned with speed of reading.

1.1.3.2 Components of Reading

In reading, two things are involved e.g. comprehension and speed. Reading comprehension generally means understanding a written material by extracting the required information from it. Reading becomes meaningful only when the reader is able to draw the meaning behind graphic symbols. In order to be an efficient reader, one needs to draw more information within a limited time. It is also notable to trace through material.

Regarding the reading comprehension and speed, a good reader does not read a word, stop and think, check his dictionary and move onto the next word. Similarly, students will never read efficiently unless they develop their reading speed.

1.1.3.3 Types of Reading

There are the following types of reading.

- a. Extensive Reading:** The texts for extensive reading are usually larger and purpose of reading is more related to enjoy rather than to extract information or guess meaning from the context. It is wrong to assume that in order to understand the whole (e.g. a book), readers must first understand the parts (e.g. sentences, paragraphs, chapters) of which it is made up. In fact, very often they can understand a text adequately without grasping every part of it. So, extensive reading is as important

as intensive reading. Extensive reading is seldom used except in the literature class.

- b. Intensive Reading:** Intensive reading is a detailed study. In this reading, every word is taught. The students have to learn all the words, their spelling, meaning and pronunciation. They have to grasp the meaning of text. This reading is suitable for early stages. This reading is also called micro study. Intensive reading is just opposite of extensive reading.
- c. Silent Reading:** Silent reading is just opposite of aloud reading. This means reading something without producing noise or sound. In the past, it was thought to be impossible to read without noise but, now-a-days, this reading is considered a very good way of reading. Silent reading is useful for intensive and extensive reading. Silent reading not only enhances speed but also fosters better comprehension. In this stage, a good reader does not move from word to word; he does not pause (and try to look into a dictionary) if he comes across an unknown word because the meaning of the word might be clear afterwards, or its meaning has not much importance for the general understanding of the texts. His eyes move quickly from one group of the words to the other one.
- d. Reading Aloud:** Aloud or loud reading is also called oral reading. This is the process of vocalization of printed matters into an audible speech sound. Traditionally, aloud reading was the only way of reading but now-a-days, this reading is a kind of reading. It is useful for the students of early stages.
- e. Slow Reading:** Slow reading refers to the reading in relatively slow speed. It occurs in the beginning stage of reading. It is mostly useful

while teaching listening and difficult passages. It is used for the purpose of understanding in depth learning of the language system.

- f. Faster/ Rapid Reading:** It is a special habit of reading with comprehension within a reasonable time span. Vocalization and muttering of words and sentences become hindrance to faster reading. So, students should be trained in silent reading. Faster reading is a skill especially required for the students of higher or advanced level. Quick unhindered movement of eyes, unrepeated jump block by block or sentence by sentence without regression by understanding the content area are at the bottom for the success of faster reading.
- g. Skimming:** Skimming is making a rapid survey of texts, passages, articles and books to find out what they mainly consist of. Skimming can be taken simply to see what a text is about, to locate facts or comments on a particular subject or to obtain the main idea expressed in the text. A student evaluates the importance of the book by looking at the pictures, diagrams, prints, units, subheadings etc. If he finds it useful, he may further test by reading the first and the last sentence of some paragraphs. The language style and the relevance of the text will encourage or discourage him to read the book. It is testing the material at a glance.
- h. Scanning:** Scanning is a type of speed reading which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of the text or passage, for example, if someone wants to find out the date of birth of late king Birendra Bir Bikram Shah in a history book, he reads rapidly the text without paying attention to other things and when he finds the date he wanted or the things he wanted, reading is stopped. Thus, it is quickly going through a text to find a particular (specific) piece of information.

1.1.3.4 Stages of Reading Development

According to Rivers (1968), the following are the stages of reading development.

- a. **Mimicry:** The ability to copy the voice or action is referred to as mimicry. At this stage, the students imitate the reading of the teacher and take part in the drills. These activities build self-confidence in the students. The teacher is model. The students produce what they listen, and slowly they know how to read letters, words and sentences. Correct pronunciation of the utterance is more important than the meaning.
- b. **Controlled Reading:** At this stage the students read the memorized text to re-arrange and re-combine it. They recombine the materials which they have heard, learnt and developed. The teacher makes slight changes on lexical items and structures. The students practise for meaning at this stage.
- c. **Guided Reading:** At this stage of reading, the students are provided with a few questions. Introduction of new vocabulary is given for preparing students to read, and then the students read the text under the teacher's guidance.
- d. **Intensive Reading:** At this stage careful and detailed reading is done. Students try to be familiar with all lexical items and structure. More emphasis is given on recognition than production. Students do not guess but use a dictionary for pronunciation and meaning.
- e. **Extensive reading:** At this stage, students read independently. They concentrate on certain topic to comprehend general meaning. They read for over-all comprehension of the text rather than a particular lexical item and a particular structure. They usually guess the meaning of a new word from the context.

- f. Reading for Pleasure and Information:** This is the topmost stage of developing the reading skills. In fact, the learners have fully developed to read with full understanding. At this stage, the readers do not concentrate on vocabulary and structure. They do not usually use dictionary. They can very easily skim a text. Reading stories, fictions, plays, newspaper is very useful for this stage of reading development.

1.1.4 Modelling Technique

Technique is a classroom activity, a pedagogical device, a part of total classroom procedure. In other words, each part of what actually happens in the classroom is called a technique. There are different types of techniques which can be used to enhance reading skill. One of the important techniques is 'modelling'.

1.1.4.1 Modelling as a Technique in Teaching Reading

There are various techniques or activities in teaching reading. Such as drilling, pair work, project work, group work, individual work, modelling etc. Among these techniques, modelling technique is one of the useful techniques for teaching reading. While using modelling technique, the role of a teacher as a model is prominent. In this technique, the teacher presents a model before the students and asks them to follow the tasks. The process is continued until the students are able to read the text correctly.

Primarily, modelling technique was introduced by Harmer (1991). It is a technique used in teaching pronunciation, which is later on widely used in different language teaching items such as, language skills and aspects. Through this technique the teacher can effectively present the model of every word and activity. The teacher himself works as a model while teaching reading comprehension. Through this technique the students may practise questions answers and other activities of the passage individually or in group.

Barry and Ghozeil, (2010) state:

A model is any group of stimuli that serves as an example or a pattern. Usually, we think of a model as someone who demonstrates certain behaviours for a child to learn. Modelling implies that the child's responses will be altered as a result of his observation of the model's performance. So, modelling can inhibit particular responses (www.jstor.org/action/showArticleImage?...).

1.1.4.2 Meaning of Modelling

According to online Etymology Dictionary (2010) the term modelling was originated by the term model in 1630s. Its etymological meaning is 'sense of thing or person to be imitated'. It serves as an example. It is a standard or example for imitation or comparison. It is the acquisition of a new skill by observing and imitating. It is the system which focuses more on the subject matter. According to OALD (2004,p. 986) the term modelling means:- 'The work of making a simple description of a system or a process that can be used to explain it'.

1.1.4.3 Theory of Modelling as an Instructional Strategy

The research done by Albert Bandura has shown that modelling is an effective instructional strategy in that it allows students to observe the teacher's thought processes. Using this type of instruction, teachers engage students in imitation of particular behaviours that encourage learning. According to social learning theorist Bandura (1977):

Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned

observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action (p. 22).

According to him, modelling can be used across disciplines and in all grades and ability level classrooms.

1.1.4.4 Types of Modelling

a. Disposition Modelling

In disposition modelling, teachers and students convey personal values or ways of thinking. Although teachers must be careful not to offend and to be inclusive when modelling dispositions, this type of modelling is important for facilitating the development of character and community. Teachers can model desired personal characteristics by acting with integrity and empathy and by setting high expectations. “Teachers who are creative, diligent, well-prepared, and organized, model the kinds of strategies needed to succeed in the workforce.”

b. Task and Performance Modelling

Task modelling occurs when the teacher demonstrates a task that students will be expected to do on their own later. This type of modelling generally precedes activities like science experiments, foreign language communication, physical education tasks, and solving mathematical equations. This strategy is used so that students can first observe what is expected of them, and so that they feel more comfortable in engaging in a new assignment.

c. Metacognitive Modelling

Metacognitive modelling demonstrates how to think in lessons that focus on interpreting information and data, analyzing statements, and making conclusions about what has been learned. This type of modelling is particularly useful in a math class when teachers go through multiple steps to solve a problem. In this type of modelling, teachers talk through their thought process while they do the problem on the board or overhead. This thinking-out-loud approach, in which the teacher plans and then explicitly articulates the underlying thinking process... should be the focus of teacher talk. This type of modelling can also be done in a reading class while the teacher asks rhetorical questions or makes comments about how to anticipate what is coming next in a story.

d. Modelling as a Scaffolding Technique

When using modelling as a scaffolding technique, teachers must consider students' position in the learning process. Teachers first model the task for students, and then students begin the assigned task and work through the task at their own pace. In order to provide a supportive learning environment for students who have learning disabilities or English language learners, teachers will model the task multiple times. According to Duplass (2006), in this modelling the teacher presents the model comprehensive questions to the students and at last he presents the model answers to them.

e. Student-centred Modelling

Teachers can often call on students to model expected behaviour or thought processes. In student-centred modelling, teachers engage students who have mastered specific concepts or learning outcomes in the task of modelling for their peers. This type of modelling makes the

class less “teacher-centred,” which, in some cases, provides a more supportive learning environment for students.

According to Bandura (1977) and Duplass (2006) , among these above listed modelling types, the last two are more effective for teaching reading comprehension.

1.1.4.5 Modelling and Different Language Skills

We can teach all the language skills by using modelling technique. The short description of modelling, in relation to different language skills, is listed as follows.

- a. Modelling and Listening Skill:** Students learn to segment an oral message and then try to recognize these groupings in graphic forms. The teacher will present the model at first. Then, the students will practise it. The teacher will use dictation way of teaching. The teacher will repeat the listening materials again and again, and the students will be familiar in listening different kinds of texts and develop listening omprehension.
- b. Modelling and Speaking Skill:** Students learn to express a few simple things in English and then to recognize the graphic symbols for the oral utterances which they have been practising. The teacher will present the model speaking of different pictures and circumstances and ask students to create similar types of description and moves ahead.
- c. Modelling and Reading:** Reading is an integrated part of language study, not a specialized activity. In this process, the readers develop not only reading aloud skill but also reading comprehension. The teacher presents the model pronunciation of each and every word, then, the students follow by drilling or by memorizing for reading aloud. The teacher can effectively teach reading comprehension by giving model

answers, words and clues. The teacher and the students develop their own idea for further questions and activities.

- d. Modelling and Writing Skill:** Students consolidate sound –symbol associations through dictation or spot dictation exercises. They confirm this learning by copying out, with correct spelling, sentences they have been learning. They will form a sentence or a paragraph by considering the presented model. They can also form a same kind of competency by observing the model presented by the teacher. For example, they can write a paragraph as described by the teacher or they can form a similar paragraph as presented by the teacher.

1.1.4.6 Modelling and its Impact in the Learners

Modelling is an interactional technique in which the teacher and the learners work together. From this, the learners develop the positive habit of reading. Studies showing its effectiveness have been documented for the past eight years. Its dynamic gaming format appeals to students, yet it provides the systematic, comprehensive coverage of phonemic awareness, phonics, fluency, vocabulary, and comprehension that struggling readers need. It is possible to disinhibit or remove the inhibitions that discourage a particular behaviour. When a traffic signal sends red light, drivers sit in their cars waiting for the signal to change. Similarly, when the students give wrong response, the teacher makes them aware and they wait and search for correct one.

1.1.4.7 Modelling and Comprehension

The studies done by Baunmann et al. (1993) have shown that the modelling strategy improves reading comprehension on tests. Through this lesson, the teacher will model this strategy for students. Components of modelling will be introduced, as well as type of text interactions. Students will develop the ability to use modelling to aid in reading comprehension tasks.

According to Baumann et al. (1993), the intent behind the modelling lessons was to help students develop the ability to monitor their reading comprehension and employ strategies to guide or facilitate understanding. This requires a reader to stop periodically, reflect on how a text is being processed and understood, and relate orally what reading strategies are being employed. According to Oster (2001, p. 64), "It is a technique in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text."

This metacognitive awareness (being able to think about one's own thinking) is a crucial component of learning, because it enables learners to assess their level of comprehension and adjust their strategies for greater success. These above studies have shown that students who verbalize their reading strategies and thoughts while reading, score significantly higher on comprehension tests.

1.2 Review of Related Literature

Several researches have been carried out in teaching reading comprehension and the effectiveness of modelling technique. Some of them are as follows.

Bhatarai (2004) carried out a research work on reading comprehension and speed of PCL first year and grade eleven students. On the whole, it was found that the eleventh Grade students have better reading comprehension ability and speed than those of PCL first year students.

Pandey (2004) carried out a practical study to find out the effectiveness of games in teaching English. The finding showed that teaching students using games is more effective than teaching them without using it for teaching grammar in general.

Regmi (2004) conducted a practical study to find out the effectiveness of group work technique in teaching English tenses. The findings showed that the group

work technique proved to be relatively more effective in teaching English tenses.

Rimal (2005) conducted a practical study to find out the effectiveness of group work in learning writing skill. The finding showed that the group work technique proved to be relatively more effective in teaching writing skill.

Humagain (2006) carried out a research work on the effectiveness of language games in learning reading comprehension. He found that games are more effective to develop reading comprehension.

Chhetri (2009) carried out a research on 'the effectiveness of modelling technique in pronunciation'. It was found that modelling technique was more effective for teaching pronunciation than the other.

Although a number of attempts have been made in order to find out the effectiveness of different methods and techniques, none of the studies deal with the effectiveness of modelling technique in reading comprehension in English. This research attempts to assess the effectiveness of modelling technique in reading comprehension. This research explores new prospect of teaching technique.

1.3 Objectives of the Study

The objectives of this research were:

- a) To find out the effectiveness of modelling technique in teaching reading comprehension.
- b) To suggest some pedagogical implications.

1.4 Significance of the Study

The study is mainly useful and fruitful to the English teachers who are teaching at secondary level. The study is also useful for those teachers and researchers who want to undertake researches on reading skill. Besides, the findings of the study will be significant and an important aid for the teachers, policy makers, curriculum designers and text book writers too.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology:

2.1 Sources of Data

In order to carry out the research, the researcher used the primary as well as the secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data were the students of grade nine studying in Kalika Secondary School, Khurkot, Parbat. The study was basically based on the Primary sources of data.

2.1.2 Secondary Sources of data

The secondary sources of data for the study were the books such as Bandura (1977), Rivers (1968) etc. text books, research reports, journals (Oster 2001: The Reading Teacher), articles etc. related to the present research.

2.2 Population of the Study

The total population of the study was students of grade nine studying in Kalika Secondary School, Khurkot, Parbat.

2.3 Sampling Procedure

The researcher selected a government-aided school purposively from Parbat district. The name of the school was Kalika Secondary School which is in Khurkot, Parbat. Forty students of class nine were selected by using simple random sampling. For, making research effective the researcher applied the

fishbowl technique to select the students so that each and every student got the equal and independent chance to be selected. In this study, the selected students were divided into two groups: experimental group (A) and controlled group (B) by using the same procedure. Hence, the researcher tried to maintain almost equal proficiency level of the both groups.

2.4 Tools for Data Collection

The researcher prepared a set of test items (see appendix-1). It carried 50 marks and was used for both tests (Pre-t and Post-t).

Before preparing the set of test items four reading texts were selected from grade nine text book and test items contained different(activities) types- such as, find similar / opposite meaning, write short answer, tick the best answer etc.

2.5 Process of Data Collection

The researcher followed the following procedures while collecting data.

1. First of all, the researcher visited the selected school and the authority for permission to carry out the research and explained the process and purpose of the research to them.
2. The researcher developed the test items for pre-test and post-test and lesson plans for teaching. The pre-test was administered to identify the level of proficiency in reading comprehension.
3. The students were divided into two halves 'Group A' and 'Group B' on the basis of odd/even ranking of the results of the pre-test. The ranking procedure and group divisions were as follows:

Table No.1

Students' Ranking Procedure

Pre-test rank	Group A	Group B
1-20	odd	even
21-40	even	odd

4. The researcher taught the experimental group (A) using modelling technique and taught the controlled group (B) by using conventional technique. The researcher ran altogether 20 classes.
5. Post-test was administered to both the groups and the result was analyzed by comparing it with the performance of the pre-test.
6. Then, the obtained data were compared to determine the effectiveness of modelling technique in teaching reading comprehension.

2.6 Limitations of the Study

The study had the following limitations:

-) The study was limited to only one school.
-) The study was based on only 40 students of grade 9.
-) The study was limited only to reading comprehension.
-) It was further limited to only 20 classes.
-) It was limited to reading comprehension questions.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. The data have been classified under the two main headings and they are analyzed separately.

3.1 Holistic Analysis

The scores obtained by the students in pre and post-test were tabulated group wise. After that, average scores of the pre-test were computed out of the individual scores tabulated. Then average scores of the pre-test were subtracted from the average scores of the post test to find out the differences and those differences were converted into percentage. If it is higher than zero, it shows the progress of the students. The group that has got a higher percentage is thought to have better proficiency than the one, which got a lower percentage.

In this study 'Group A' refers to 'Experimental Group' which was taught using modelling technique and Group 'B' refers to 'Controlled Group' which was taught in conventional way, i.e. without using modelling technique. The analyses are as follows:

Table No. 2
Holistic Comparison of Post-test

Items	Av. score of group A in post-test	Av. score of group B in post-test	Differences between group A and B
Similar word	11.50	9.50	2.0
Multiple choice	6.75	5.40	1.35
Opposite word	3.90	3.05	0.85
True/false	3.55	2.80	0.75
Short answer	13.30	11.25	2.05
Total	39	32	7

The above table shows that group A has an average score of 39 in post test and group B has an average score of 32 in post-test. The average difference between group A and B is 7 in the post test. It is the significant increment of group 'A'.

Table No. 3
Holistic Comparison of Post-test in Percentage

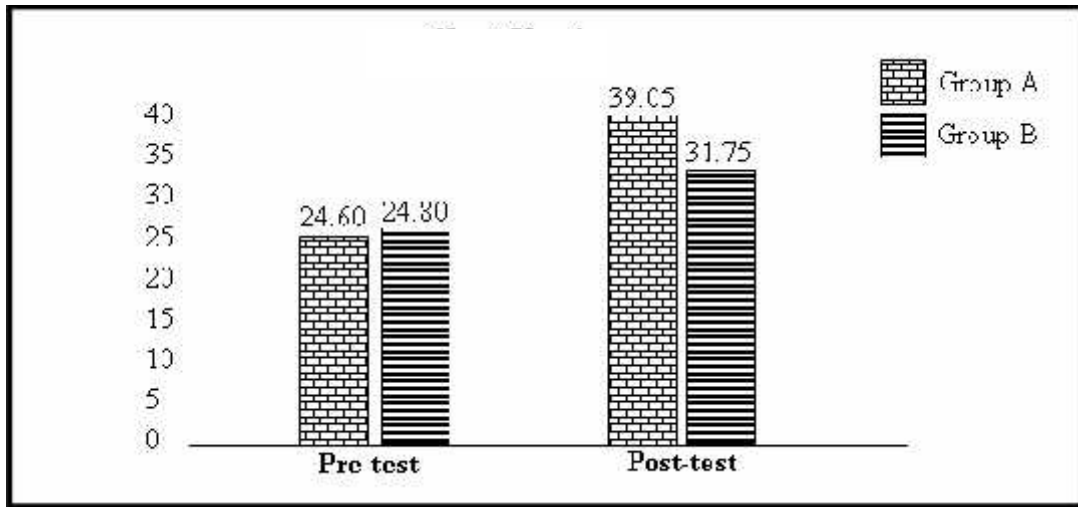
Item	Av. increment in percentage of group A	Av. increment in percentage of group B	Difference between group A and B in %
Similar word	53.34	27.52	25.82
Multiple choice	42.11	12.50	29.61
Opposite word	62.50	24.49	38.01
true/false	65.12	24.45	40.67
Short answer	70.52	42.41	28.11
Total Increment	293.59	131.37	162.22
Average Increment	58.72	26.28	32.45

The above table exhibits that the average increment percentage in 5 categories of group 'A' is 58.72 where as group B has 26.28 average percentage. The average increment difference between group A and B is 32.45. This above description shows that group A 's holistic percentage is higher than that of group B. There is significant difference between the performance level of both the groups.

The comparison between the effectiveness of modelling technique and the conventional technique or usual classroom technique of teaching reading has shown by the following diagram.

Figure No. 1

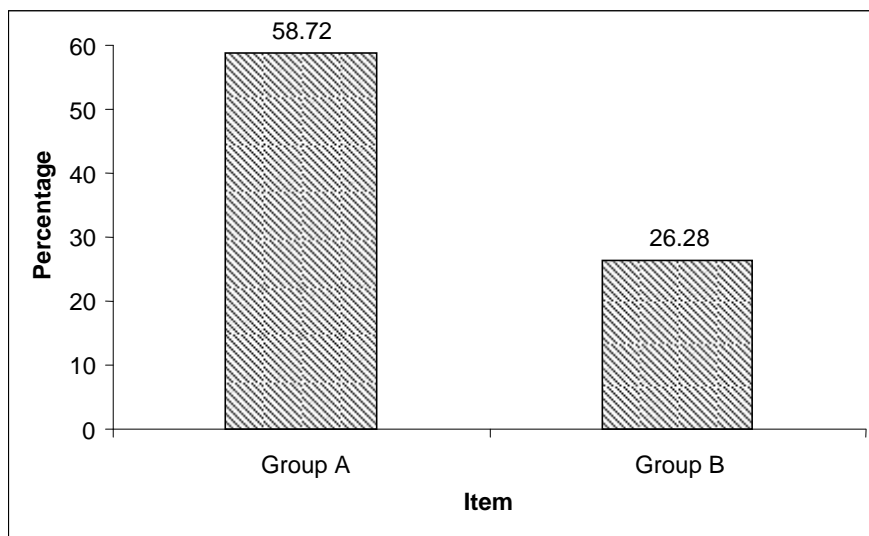
Comparison between Modelling and Conventional Technique



This chart shows that the average score of group 'A' is 24.60 in pre-test and 39.05 in post test. Group B has an average score of 24.80 in pre-test and 31.75 in post test. Group A has increased its mark by 14.45 where as group B has increased its mark by 6.95. Therefore, it is proved that group A performed better than group B.

Figure No. 2

Difference Percentage Between the Average Score of Pre-test and Post-test



This chart shows that group A has increased its mark by 58.72% whereas group B has increased its mark by 26.28%. It is therefore, proved that modelling technique of teaching reading comprehension is more effective than that of conventional technique.

3.2 Item-wise Analysis

The data under this heading are grouped as follows:

- 1) Result in similar word items.
- 2) Result in multiple choice items.
- 3) Result in opposite meaning items.
- 4) Result in true/false items.
- 5) Result in short answer questions.

This result was based on.

- a) Content
- b) Subject verb agreement / concord
- c) Spelling and punctuation.

3.2.1 Result in Similar Word Items

This category consisted of 13 items. Each item carried 1 mark

Table No. 4
Result in Similar Word Items

Group	AV. score in pre-T	AV. score in post-T	D	D%
A	7.5	11.50	4.0	53.34
B	7.45	9.50	2.05	27.52

This above table shows that group 'A' has the average score of 7.50 in pre- test and 11.50 in the post test. This group has increased its average mark by 4.0 or by 53.34%. Group 'B' has the average score of 7.45 in the pre-test and 9.50 in

the post test. This group has increased its mark by 2.05 or by 27.52%. This shows that group A made better progress than group 'B' in this item.

3.2.2 Result in Multiple Choice Items

This category consisted of 8 items. Each item carried 1 mark.

Table No. 5
Result in multiple Choice Items

Group	A.V. score in pre- T	A.V. score in post-T	D	D %
A	4.75	6.75	2	42.11
B	4.80	5.40	0.6	12.50

This table shows that group A has obtained average score of 4.75 in pre-test and 6.75 in post-test. This mark has increased by 2 or by 42.11%. Group 'B' has obtained average score of 4.80 in the pre-test and 5.40 in the post-test. This mark has increased by 0.60 or by 12.50%.

It shows that group A made better progress than group 'B' in this item.

3.2.3 Result in Opposite Word Items

This category consisted of 5 items. Each item carried 1 mark.

Table No. 6
Result in Opposite Word Items

Group	A.V. score in pre-T	A.V. score in post-T	D	D%
A	2.40	3.90	1.50	62.5
B	2.45	3.05	0.60	24.49

This table shows that group 'A' has obtained average score of 2.40 in the pre-test and 3.90 in the post test. This mark has increased by 1.50 or by 62.50%. Group 'B' has the average score of 2.45 in the pre-test and 3.05 in the post test. This mark has increased by 0.60 or by 24.49% .

It shows that group 'A' made better progress than group B in this item.

3.2.4 Result in True / False Items

This category consisted of 4 items. Each item carried 1 mark.

Table No. 7

Result in True / false Items

Group	A.V. score in pre-T	A.V. score in post-T	D	D%
A	2.15	3.55	1.40	65.12
B	2.25	2.80	0.55	24.45

This above table shows that group 'A' has the average score of 2.15 in pre-test and 3.55 in post-test. This group increased its average mark by 1.40 or by 65.12%. Group 'B' has the average score of 2.25 in the pre-test and 2.80 in the post-test. This group has increased its mark by 0.55 or by 24.45%

It shows that group 'A' made better progress than group 'B' in this item.

3.2.5 Result in Short Answer Questions

This category consisted of 10 items. Each item carried 2 mark.

Table No. 8

Result in Short Answer Questions

Group	Av. score in pre-T	Av. score in post-T	D	D %
A	7.80	13.30	5.50	70.52
B	7.90	11.25	3.35	42.41

This above table shows that group A has obtained average score 7.80 in the pre-test and 13.30 in the post-test . This mark has increased by 5.50 or by 70.52%. Group 'B' has the average score of 7.90 in the pre-test and 11.25 in the post test. This mark has in creased by 3.35 or by 42.41%. It shows that group 'A' made better progress than group 'B' in this item.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The researcher carried out this practical Study to find out the effectiveness of modelling technique in teaching reading comprehension. In this study, two groups were taught to develop the reading comprehension skill with same objectives and using the same teaching materials but the only difference was in teaching techniques. As group 'A' was taught using modelling technique whereas group B in a conventional way using the explanation and lecture techniques. The pre-test and post-test were administered before and after the real teaching respectively. The result of both the groups were computed and tabulated. After the comparative analysis and interpretation of the data obtained from pre and post- test, the following findings are recorded and some recommendations are listed

4.1 Findings

The Finding of the study is based on the result of the group rather than the response of the individual students. The result of the post- test shows that both group are benefited. Comparatively, the group taught using modelling technique (Group A) was found to perform better in all of the cases.

- a. In the holistic comparison as shown in table no. 3 and figure no. 2 Group 'A' has increased its average score by 58.72% in the post test where as group B has increased its average score by 26.28%. It shows that group 'A' showed better performance than Group B.
- b. The item-wise findings are as follows:-
 - i. In the result in similar word, group 'A' has an average increment of 53.34% whereas group 'B' has 27.52%. The above average increment in

percentage shows that teaching through modelling technique has better impact on the result.

- ii. In the result of multiple choices, group 'A' has an average 42.11 in percentage where as group B has the average increment percentage of 12.50, It shows that modelling technique worked more effectively than the conventional one.
- iii. In the result in opposite word, group 'A' has an average increment of 62.5%. On the other hand, group 'B' has an average increment of 24.49%. It shows that modelling technique is effective than the conventional one.
- iv. In the result in true/false, group 'A' has an average increment of 65.12% where as group 'B' has 24.45% the above average increment in percentage shows that teaching through modelling technique has better reading comprehension power.
- v. In the result in short answer, group A has average increment of 70.52% where as group B has 42.41%. It means modelling technique helped the students more effectively in reading comprehensions.

4.2 Recommendations

The following recommendations have been made on the basis of the findings:

- i. This research shows that group 'A' performed relatively better in every cases of teaching reading comprehension. Therefore, the modelling technique can be brought into practice for teaching reading comprehension on the whole.
- ii. Modelling technique is effective for secondary level.

- iii. It can be used with the students of all ages and reading abilities of students.
- iv. In general, the researcher would like to suggest that if all English teachers involved in teaching English in secondary level through out the country apply modelling technique in the whole English language teaching in general and teaching reading comprehension in particular will be more effective.
- v. The teacher should be trained to apply this technique as per our need, requirement and context.
- vi. The text book writer should include the texts, which can be taught through modelling technique. So that, the teacher can model the reading text more effectively and the learner can learn better.
- vii. It might be a good idea to allocate much time for this technique.
- viii. The research was limited only to the forty students of a public school. Therefore, it can not be claimed that the findings of this study are applicable for all schools of Nepal or they are complete in themselves. In order to test the validity of this research findings, it is desirable to carry out further research in this area involving more and more number of schools and students.
- ix. This experiment was conducted only for 20 days, 45 minutes per day. If the time of experiment can be lengthened, varied result can be observed.
- x. This research was limited for reading comprehension only. Similar type of research can be carried out on the other areas of language teaching.

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