

**A STUDY OF TEACHING READING IN CLASSROOM  
ACTIVITIES**

**A Thesis Submitted to the Department of English Education  
in Partial Fulfillment for Master's Degree Education**

**Submitted by**

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**Tribhuban University, Kirtipur,**

**Kathmandu, Nepal**

**2009**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Krishna Prasad Ghimire** has prepared this thesis entitled “**A Study of Classroom Activities in Teaching Reading**” under my guidance and supervision.

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## **DECLARATION**

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

Date: 2065-12-30

Krishna Prasad Ghimire

## **DEDICATION**

*Dedicated to my parents Mr. Tek Raj Ghimire and Mrs. Devi Kala Ghimire who spent their entire life to make me what I am today.*

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## **ABSTRACT**

This thesis has been prepared to identify and analyze classroom activities in teaching reading at grade four of public schools. In order to carry out this study the researcher collected data from grade four students of Arghakhanchi District. Classroom observation form was used to collect the data. Ten teachers and all the students studying in the class participated in the study. To obtain relevant information the researcher observed the class himself. The findings of the study show that a majority of the teachers conducted reading activities in the classroom. All the reading passages were taught asking questions and reciting meaning in their mother-tongue. Most of the teachers just asked students to read the passage thoroughly without reading comprehension. Seventy percent of teachers commonly pointed out to their textbooks and they explained the text themselves. The teachers gave attention on reading and writing than listening and speaking. Student motivation on teaching reading was found satisfactory. A very few teachers used teaching materials. Student participation and student-student interaction seemed less and most of the classes were dominated by the teacher.

The study consists of four chapters. Chapter one deals with the introduction. It consists of the English language, importance of English language teaching in Nepal, objectives of teaching English at primary level, curriculum of reading skills in grade four, language skills, teaching reading, and review of the related literature, objective and significance of the study. Chapter two describes the methodology which includes sources of data collection and limitation of the study. Chapter three includes the analysis and interpretation of data. It deals with different classroom activities that are related and practiced to teaching reading skill. Chapter four consists of findings and recommendations made in the light of findings.

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## **LIST OF SYMBOLS AND ABBREVIATIONS**

ELT	English Language Teaching
L2	Another Term For Target Language
VOL	Volume
i.e.	That is
No.	Number
e.g.	For example



# CHAPTER-ONE

## INTRODUCTION

### 1.1 General Background

The English language is one of the most widely used languages in the world. Nepal Government has implemented it as a compulsory in basic education system. Different classroom activities are being carried out for teaching and learning of the English language. This research proposes the study of different classroom activities in teaching reading. The proposed research was carried out in public schools of Arghakhanchi district.

Etymologically the word “Language” has been derived from the Latin word ‘Lingua’ which means tongue. We use language for communication. Language serves one function i.e. communicative function. Communicative function of language is a sociolinguistic concept. Language is a means of communication, used by human beings to communicate thoughts, feelings, emotions, ideas etc. It is a complex system consisting of at least six components phonology, morphology, syntax, lexicon, speech acts and discourse. It is purely human and strongly complex. It is unique and creative. According to Sapir (1978:8), “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols.” Oxford Advanced Learner’s Dictionary (2000:721) defines language as “the use by humans or a system of sounds and words to communicate.”

Thus, language has been defined variously by various linguists. No single definition of language is perfect in itself. But it is widely accepted that language is complex human phenomenon and its main function is to communicate. From the above definitions, we can conclude that language is a social phenomenon which we use in the whole community to express our ideas and feelings by means of communications through which we establish the

relation in the society.

### **1.1.1 The English Language**

English is generally acknowledged to be the world's most important language. It is perhaps worth glancing briefly on the basis for that evaluation. There are, after all, thousands of different languages in the world, and each seem uniquely important to those who speak it as their native language, the language they acquire at their mother's knee. But there are more objective standards of relative importance. One criterion is the number of speakers of the language. A second is the extent to which a language is geographically dispersed; in how many continents and countries it is used. A third is its functional load: how extensive is the range of purpose for which it is used? In particular to what extent is it the medium for highly valued cultural manifestations such as science or literature? Fourth is the economic and political influence of the native speakers of the language.

In the present context, the English language has become the link language through which the whole world is interwoven for the sake of communication. Similarly, it has been the main gate to enter the world of the modern science and technology. Thus, the essence of English Language Teaching (ELT) in Nepal has high scope. Despite the greater scope of its necessity, and importance, the teaching aspect of English has never met the need of the learners. There may be various factors, for example, old techniques in teaching and learning process, importance on theoretical aspects, untrained teachers, lack of required materials etc. Generally the old techniques and lecture method are not enough for communicative purpose. The teacher centered techniques and methods are being applied in the classroom, which makes the learners passive for language learning. The learners do not have access to share their ideas, emotions, thoughts, and queries through this technique. On the other

hand, there arises a question in the evaluation system of Nepal, which is chiefly based on written examination system. After NESP 2028 B.S., some changes took place in the education system of Nepal. The newly invented approaches and methods which are based on the learners' potentiality, viz. functional approach OSS approach, the direct method, communicative approach etc. were emphasized. In order to realize the importance of English, the government of Nepal has already made English a compulsory subject from grade one.

According to Sthapit (NELTA, 5.1:1-17) English language is essential for the following activities:

- To participate in classroom interaction
- To study course materials and other related academic professional matters
- To use it as a medium of expression in assignments, tests and examination
- To read things for pleasure and general information
- To gain access to the world body of knowledge
- To appreciate movies, talks, plays, radios and television programs
- To keep them abreast of what is going on around the world
- To participate in international meetings, seminars, conferences etc.
- To communicate with foreigners in general
- To develop their personality and enhance their career development.

### **1.1.2 Importance of English Language Teaching in Nepal**

English is known as a key to success in science, technology and world culture for most developing countries like Nepal.

The importance of English is increasing day by day in Nepal. Now, the government of Nepal has made the English language a compulsory subject from primary i.e. grade one to bachelor's level in education. Even after one completes his bachelor's degree he has to use English as a library language or as a means of communication with the foreigners. Accordingly, it has occupied an important place in the academic world. So, it has got a high position in our curricula. Now, it has gained high prestige in both governmental and non-governmental sectors in Nepal. We use English in all products of foods, clothes, machines, equipments and manuals as a common language. Without the knowledge of English, it is very difficult to get success in higher levels of education.

Another factor for the need of the English language education in Nepal is that many other developed countries international organizations have been helping in its development providing financial assistance and technical support. Nepali people need to deal with the technicians through English. Being an international language, English has become a very important language all over the world. We need English to work in tourism, foreign affairs and international trade. Tourism is the main source of income in our country.

### **1.1.3 Objectives of Teaching English at Primary Level**

Primary English curriculum has been designed with a view to catering to the immediate needs of children learning English and building a basic foundation for their further studies in and through English. Moreover, it aims at developing a comprehensive communicative competence on the part of the learners. As listed in the curriculum of primary level (2007) the principal aims of teaching English in the primary schools of Nepal are:

- To give pupils ample exposure to the English language so that they can understand and respond in simple English with acceptable

- Pronunciation and intonation.
- To provide them with opportunities to practice their English in and outside of the classroom so that they can communicate in simple English.
- To help them develop enthusiasm for reading so that they will be responsible and knowledgeable readers.
- To develop a positive attitude towards learning English and build up confidence in using English,

#### **1.1.4 Objectives of Reading Skills in Grade Four**

Current English curriculum of grade four in Nepal has classified learning objectives to be achieved according to reading skill as:

1. Distinguish different types of texts and extract information with little help
2. Develop competence to read silently different materials (stories, letters, simple facts, speech instructions, charts and time tables)
3. Enjoy reading poems aloud
4. Use glossary

#### **1.1.5 Language Skills**

There are four basic skills in language teaching: Listening, Speaking, Reading and Writing. These four skills are related to each other by two parameters.

- Ñ The mode of communication- oral or written
- Ñ The direction of the communication-receptive and productive

### **1.1.5.1 Listening**

Listening is the receptive skill in the oral mode. Underwood (1989:1) says that “listening is an activity of paying attention to and trying to get meaning from something we hear.” It is the language modality that is used most frequently. Listeners actively involve themselves in interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information content in an aural text. Not all listening is same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making their meaning intelligible.

Listening involves a sender (a person, radio, television, etc.), a message and receiver. Listening is given importance in language learning and teaching so that students may become effective listeners. In communicative approach to language teaching, listening strategies are modeled and listening practice is given in authentic situations; the learners are likely to encounter when they use the language outside the classroom.

### **1.1.5.2 Speaking**

Language is learnt for interaction by the fact that the teaching of speaking deserves considerable attention. Speaking is a productive skill like writing and very complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking. Speaking takes place in a situation where the speaker is under pressure to produce his utterances without having much time to organize what and how they want to say. Oral interaction is very complex that even a professor of English who can speak on an academic topic for hours to an audience (monologue) may have difficulty in coping with the situation where he has to get things done orally interacting with English

speaking people. Speaking is based on successful interaction. This process involves both production and comprehension. (Khaniya, 2005:123).

Speaking is the productive skill in oral mode. Learning to speak in the foreign language seems obviously the most important skill because those who can speak the language are referred to as the speakers of that language. Speaking can be defined as an ability to express fluently in a foreign language. It is a complex and complicated skill which involves thinking of what is to be said. Speaking is especially difficult in foreign language because it requires the ability to use the language appropriately in social interaction which is more than the grammatical and semantic rules of that particular language. A major objective of the most of the language teaching programs is to prepare the learner for meaningful interaction, making them able to use and understand natural speech from the genuine interaction. Speech differs from classroom discourse in many ways. Ur (1996:120) identifies four characteristics of successful speaking activities.

- Learner's talk
- Participation is even
- Motivation is high
- Language is of an acceptable level

Speaking is crucial part of second language teaching and learning. Despite its importance for many years teaching speaking has been undervalued and English teachers have continued to teach speaking just as repetition of drills or memorization of dialogues. However, the present world requires that the goal of teaching speaking should improve students' communicative skills because only in that way students can express themselves and learn how to follow social and cultural rules appropriately in each communication circumstances.

### **1.1.5.3 Reading**

Reading is the receptive skill in the written mode. It can be developed independently of listening and speaking skills but often developed along with them. Reading, generally, means understanding or making sense of a given text. It is the total understanding of a message in a text. Though reading has traditionally been regarded as a receptive skill of absorbing printed information in a text, it is an active and productive skill where the interaction of the reader and text is central to the understanding of the text. Traditionally the purpose of learning to read in a language has been to have access to the literature written in that language. IL assumes that students learn to read a language by studying its vocabulary, grammar and sentence structure. But according to communicative approach, purpose of reading is to gain information or verify existing knowledge, or to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of this language being read.

### **1.1.5.4 Writing Skill**

Writing is the productive skill in the written mode. There is no doubt that it is the most difficult skills for L2 learners to master. It seems to be the hardest of the skills, even for native speakers of the language, since it involves not just a graphic representation of speech, but the development and presentation of the thought in a structured way. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower skills of spelling, pronunciation, word choice and so on.



### **1.1.6 Teaching Reading Skills**

Reading, one of the receptive skills of language is a way of grasping information from the graphic symbols. It is possible only when reading involves understanding. While reading a foreign language text, the reader has to try to understand the message and information contained in the text without the help of the native speakers of the language.

In many countries foreign languages are learned by number of students who will never have the opportunity of conversing with a native speaker, but who will have access to the literature and periodicals or scientific or technical journals written in that language. Many will need these publications to assist them with further studies or in their work; others will wish to enjoy them in their leisure time. (Rivers 1968; P.214)

### **1.1.7 Factors Involved in Reading**

Generally reading refers to recognition of scripts and the verbalization of letters. It involves the process of deciphering symbols into sounds. But in fact, reading is not confined to recognition of scripts and the verbalization of letters. It is the process of getting message or information imparted by the texts. For this purpose, complete understanding is required. Various factors and processes are involved in reading. Following factors and processes are involved in reading. (Subedi 2004; P.194)

- ) Intelligence,
- ) Language ability,
- ) Visual abilities,
- ) Auditory abilities,
- ) Physical factors,

- ) Environmental influence and
- ) Emotional factors,

These processes and factors are, in brief, mentioned below:

#### **1.1.7.1 Intelligence and Language Ability**

The intelligence of the students is the most important factor to learn anything. So it also affects the students' reading ability. If the students are highly intelligent, they can learn faster i.e. they can develop their reading skill quickly. The knowledge the students have acquired and their intelligence play a vital role in developing skill.

The learners of an L2 can be facilitated if their L1 is similar to the target language. For example, if same scripts are used in both L1 and L2, for instance Nepali and Sanskrit, the readers are facilitated because at least they do not have to invest extra effort for the recognition of letter/ script shapes.

#### **1.1.7.2 Visual and Auditory Abilities**

If the eye-sight of the readers is defective, their learning/ reading are hindered. Students' auditory abilities help or hinder them in hearing the sounds distinctly and consequently attaching those sound values with the process of reading. Perception of the written symbols especially scripts through visual image is the minimum requirement of reading. Through the perception the readers decode the printed symbols and letters into spoken symbols. Then they conceptualize the decoded symbols by associating them with the uttered sounds. The combination of those sounds may convey the message or information.

Similarly, the learners are expected to know how to associate auditory sounds with visual symbols. It takes much time and effort to enable the learners to make the visual discrimination. They have to practice for a long time for the

familiarization with the shapes of letters, words and sentences. For this purpose, the students need practice in recognition of similarities and dissimilarities in shapes and sizes. Generally, the learners know how to associate sounds with written symbols and they will be accustomed to find out the meaning of the words and phrases without paying attention to the shape of individual letters. A good reader takes meaning of more than three or four words at a time and moves ahead.

#### **1.1.7.3 Physical Factors and Environmental Influence**

Physical factors and environment certainly affect teaching reading and reading comprehension. A sentence is the minimum unit of thought and it would be psychologically sound if the unit of teaching also corresponds through this unit, but the thought is also related to the physical factors existed in the reading environment. The class environment can be created by using pictures, media etc.

#### **1.1.7.4 Emotional Factors**

While a student is reading a text, his understanding is related to his psychological and emotional factors. If the message imparted by the text is identical with his emotional factors, he can understand more and reading will be effective and successful.

#### **1.1.8 Process of Reading**

The process of reading can be divided into three stages as recognition, structuring and interpretation.

##### **1.1.8.1 Recognition Stage**

This is the first stage in the process of reading. At this stage, the learners simply recognize the graphic counterparts of the phonological items. The

readers recognize a spoken word in its written form. The learners will feel difficult if the spelling conventions of the target language and of the mother are different.

#### **1.1.8.2 Structuring Stage**

This is the second stage in the process of reading. The learners see the syntactical patterns and can understand the structural meaning of the utterances of the syntactical units. At this stage, the learners are unable to convey socio cultural meaning of the syntactic structures.

#### **1.1.8.3 Interpretation Stage**

This is the highest level in the process of reading. At this stage, the readers are able to comprehend the significance of a word, a phrase or a sentence in the overall context of the entire discourse. Now, the readers can read any text for information or for pleasure.

### **1.1.9 Types of Reading**

#### **1.1.9.1 Reading Aloud**

This is also called oral reading and taught by the teacher in the early stages. Reading aloud trains students to link the written/printed symbols with the spoken word together with the meaning/sense. It helps to improve pronunciation and also gives confidence to speak English.

#### **1.1.9.2 Silent Reading**

Silent reading is the most important skill a learner of any language should acquire. We do not need to read aloud very often. Reading silently saves both time and energy. Comprehension is effective in silent reading. Silent reading does not disturb others.

There are different ways of reading silently. Their purpose is also different.

**Skimming** It is a kind of silent reading which is done to get the gist of the whole passage.

**Scanning** This kind of reading is done to get the facts, date or data in silent reading.

**Intensive reading:** This is another type of silent reading. This type of reading is very important because the reader reads the text with comprehension.

**Extensive reading** In this type of reading the reader reads the text for pleasure. The reader tries to expand his/her knowledge and vocabulary.

#### **1.1.10 Some Reading Activities:**

There are different activities in teaching reading on which the teacher has to conduct while teaching for effective teaching in the primary level. (Teachers' Resource Material: 2004)

##### **1.1.10.1 Odd one out (Pre-reading):**

In this activity the teacher draws a set of shapes or simple pictures on the chalkboard and points at each shape in turn. If it matches, the children shout "yes". If it is different, they shout "no."

##### **1.1.10.2 Reading with Flash-cards/Picture Cards**

In the early stages, before students are taught to read sentences, the teacher can use flash/picture cards as suggested below.

The teacher needs some pairs of cards: one with picture and another with word. Let students look at the picture of a bird and also the word 'bird'. Say the word. Students listen and say it linking the visual cue with the written form of the word. Having done some practice, remove the picture and ask students to

read the word card. After learning with some pairs of flashcards, students can read when you flash the card with the word. Later the teacher does not need picture card any more. In the same way the teacher can practice phrase and short sentences.

### **1.1.10.3 Read in Chorus (after the teacher)**

This activity is also suitable for the beginners. The teacher selects a text and read aloud the sentence block by block. Students follow the teacher in chorus. In a large class it is useful because all the students are engaged in reading together.

### **1.1.10.4 Read and Recall**

The teacher displays 8/10 words on the board or on a cardboard paper. The teacher needs to select familiar words for the students. Display the words for Just 1 or 2 minutes. During this period assign them to read carefully. Then remove the cardboard or wipe out the words if he has written On the board. Ask the student turn by turn how many words they can produce. The one/ones who produce more word win. For higher-grade students the teacher can display short paragraphs or stories. And let them read the text to find the answers of pre-questions.

### **1.1.10.5 Changing Sentences**

The teacher writes a short sentence on the chalkboard and helps them read it by pointing out the words as the teacher says them. When all the children can read the sentence confidently, the teacher tells them 'close your eyes' then the teacher change one word in the sentence. He tells the children to open their eyes. Can they read the changed sentence? This is my leg. This is my nose.

### **1.1.10.6 Mime**

The teacher writes some simple commands like dance, walk, write, smile, ride a bike on each piece of paper separately. Put them face down on the table. Then call a child to the front and ask him/her to pick up one piece of paper that says a simple activity to do. The child reads and mimes the activity and rest of the students tries to guess the situation.

### **1.1.10.7 Questions on a Text**

Questions should check comprehension and also help students to read the text by focusing their attention on the main points. To achieve this, all the students should be involved in answering the questions and know why answers are right or wrong. Ways of involving the class:

The teacher should ask the students to write short answers to the questions, and then discuss them together. Divide students into groups to discuss the questions, and then go through the answers together.

Asking questions is not the only way to check comprehension. We can also ask student to do a simple reading task: for example, students read the text and note down information in a table. As well as straightforward comprehension questions, we can ask questions that require students to respond to the text.

Possible types are:

Asking students to match what they read against their own experience. Asking students to imagine a situation related to the text.

Asking students to express their feelings or opinions.

## **1.2 Review of the Related Literature**

There are various researches carried out language teaching study in different fields. Some of the researches studied in classroom situations to this study are as follows:

Siwakoti (1996) studied on 'Reading proficiency of the secondary school students of Jhapa district.' In his study, he analyzed the reading proficiency of the students of Government aided and private schools and found that private schools performed better than the government aided schools on all the items of textbook and non-textbook materials.

Pokharel (1999) carried out a research teaching communicating functions inductively and deductively in the private schools of Kathmandu. It was found that the inductive method is relatively more effective than the deductive method for teaching the communicative functions of English in general.

Sharma (2002) carried out a comparative study to find the effectiveness of role play technique in teaching communicative function. It showed that role play technique had relatively impact in teaching the functions on the whole.

Chamling (2004) carried out a study to find out the problems in applying communicative approach. He found out that lack of physical facilities large size of the class and lack of sound knowledge on communicative approach was the serious problem for applying communicative approach.

Oli (2005) carried out a research to find out the effectiveness of task based teaching grammar. He found out that task based teaching is very effective in teaching simple present tense than theoretical or form based technique.

Timsina (2005) carried out a research to determine the students' ability to communicate orally in English and to compare the achievement of the students



in terms of different variables. He found out that although the syllabus of compulsory English was not satisfactory. There was not significant difference between male and female students' skills in communicating in English. The students of urban setting produced more appropriate sentences than the semi-urban and rural informants.

Neupane (2006) carried a research on 'Reading proficiency of grade X students of Kathmandu and Gorkha.' She found that students of Gorkha performed better in skimming, scanning and guessing meaning except in inferring than the students of Kathmandu. She also discovered the fact that the average performance by both districts' students in comprehending text is 64.40%. Similarly students from both districts performed best in scanning (70.26%) whereas same students performed least in guessing meaning (55.50%).

The present research is different from above mentioned review. The researcher tried to find out the teaching processes used at public schools by observing the class directly to suggest for better techniques.

### **1.3 Objectives of the Study**

The objectives of the study were:

- 1 To identify the activities used for teaching reading at grade four.
- 2 To investigate practical constraints faced by the teachers in conducting reading activities in the classroom.
- 3 To point out some pedagogical implications.

### **1.4 Significance of the Study**

This study attempts to find out teaching and learning strategies employed to teach reading skill to the grade four students in reading skill. So, the findings of study will be significant in the field of language teaching. The study will be significant to language students, teachers, and textbook writers and to those

who are involved in the field of English language learning.

## **1.5 Specific Terms**

**Activities:** The works to involve the students in reading.

**Discussion:** A goal focused conversation involving either groups of students or the whole class, and which usually involves interaction about subject matter between a teacher and students.

**Group Work:** A learning activity which involves a small group of learners working together.

**Language Skills:** The mode or manner in which language is used. Listening, speaking, reading and writing are generally called the four language skills.

**Motivation:** Enthusiasm for doing something.

**Recitation:** A teacher directed and highly structured discussion in which the teacher checks to see if students have learned certain facts.

## **CHAPTER TWO**

### **METHODOLOGY**

To fulfill the objective of the study, the following methodology was adopted:

#### **2.1 Sources of Data**

The researcher used both primary and secondary sources of data. The primary sources were used for collecting data and the secondary sources were used to facilitate the research.

##### **2.1.1 Primary Sources of Data**

The teachers teaching in grade four in public school of Arghakhanchi district were the primary sources of data for this research.

##### **2.1.2 Secondary Sources of Data**

The researcher has used different books, journals, text book of grade 4 (compulsory English) and Teachers' Resource Material. Apart from this, journals on methods of teaching learning were consulted. Some of them are: Bhattarai (1994), Brown (1994), Journal of NELTA (2000).

#### **2.2 Population of the Study**

The teachers teaching in grade four were population of this study.

#### **2.3 Sampling Procedure**

The sample was selected using non-random accessible procedure. Ten English teachers and all the students present in their class of ten different schools in Arghakhanchi were selected.

## **2.4 Tools for Data Collection**

The researcher prepared a checklist for the class observation.

## **2.5 Process of Data Collection**

The researcher collected data from the primary sources using observation. He developed a form to record the observed behavior. He got permission from the authorities to enter the classroom to observe the teaching reading activities practiced in the class. Then he met the concerned teachers, explained them the purpose of research and requested them to allow him to observe their classes. The researcher observed eighty classes from the selected schools. After that he observed the classes with the help of a checklist. He tabulated and analyzed data obtained from the class observation form.

## **2.6 Limitation of the Study**

The study had the following limitations:

- a. The study was limited to observation of the English classes in primary public schools.
- b. The study was limited to only ten public schools.
- c. The population of the study was only ten teachers teaching English in Grade IV.
- d. The study was limited to Arghakhanchi district.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter mainly deals with the analysis and interpretation of the data collected from primary sources. The purpose of this study was to identify the activities used by teachers understanding for teaching reading in class four. Classroom activities that are related and practiced to teaching reading skills are analyzed. The researcher tabulated the information and analyzed the data in detail. He used simple statistical tools such as tables, bar diagrams and pie charts to analyze and interpret the tabulated data.

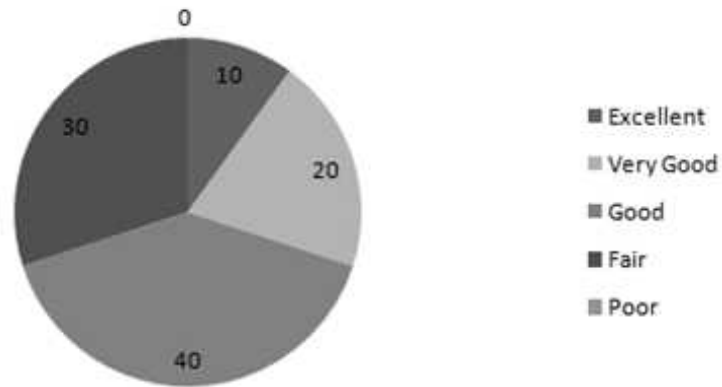
#### **3.1 Information Collected Through Class Observation**

This section deals with the classroom observation. The researcher prepared an observation checklist and tried to observe and record the activities accomplished by the teachers while teaching reading. He tried minutely to analyze the activities used in teaching reading. For this the researcher used five rating scale Excellent, very-good, good, fair, and poor. He also used frequently, sometimes and seldom to observe the language functions and the reading activities. This is discussed under different heading.

##### **3.1.1 Classroom Management**

The researcher observed the classes to see how far the teachers were able to manage their classes for successful teaching of reading. Out of total 10 teachers 10% were found excellent, 20% were very-good, 40% were good, and 30% were found fair in classroom management.

**Chart 1: Classroom Management**



Thus, it is clear that classroom management for the teaching of reading was satisfactory in the classroom under study.

### 3.1.2 Student Motivation and Interest

**Table 1: Student Motivation/ Interest**

Rating	No. of Teachers	Percentage
Excellent	1	10
Very Good	2	20
Good	3	30
Fair	1	10
Poor	3	30

The above table clarifies as to how far the students were motivated in learning reading, 10 percent were found excellent in motivating students and creating interest among them. Similarly, 20 percent were found very good, 30 percent were found good, 10 percent were found fair and 30 percent poor. Hence,

motivation and interest of the students for the teaching of reading was not very satisfactory.

### **3.1.3 Use of Teaching Materials**

Teaching materials play a significant role in the teaching of reading. The researcher observed how often the teachers use the teaching materials in the classroom.

**Table 2: Use of Teaching Materials**

Rating	No. of Teachers	Percentage
Excellent	-	-
Very Good	-	-
Good	2	20
Fair	3	30
Poor	5	50

The above table shows that 50 percent teachers were poor, 30 percent were fair and 20 percent were good in the use of teaching materials in the classroom.

The result shows that very less numbers of teachers use extra materials in the classroom though they are very useful in motivating students in learning and creating interest upon them.

### 3.1.4 Discipline in the Language Classroom

**Table 3: Discipline in the Language Classroom**

Rating	No. of Teachers	Percentage
Excellent	2	20
Very Good	3	30
Good	3	30
Fair	2	20
Poor	-	-

Above table shows how far the teachers were able to maintain the discipline of the students in the classroom. Among 10 teachers, 20 percent were found excellent, 30 percent were found very good, 30 percent good and 20 percent fair. None of the teachers were found poor.

The result shows that discipline in the classroom was satisfactory.

### 3.1.5 Teacher's Attention to Develop All the Four Skills

The four major language skills are Listening, Speaking, Reading and Writing. These are very important to develop the competence in the language in question. Hence, the researcher observed the attention of the teachers to develop all the four language skills.

**Table 4: Teacher's Attention to Develop All the Four Skills**

Language Skill	Excellent	Very Good	Good	Fair	Poor
Listening	-	10 %	10 %	80 %	-
Speaking	-	20 %	20 %	60 %	-
Reading	10 %	30 %	40 %	20 %	-
Writing	-	40 %	30 %	30 %	-



The above table shows that writing is far more emphasized than the other three skills. Reading is given more emphasis than listening and speaking. Teachers seemed aware of using all the four skills.

### 3.1.6 Teaching Reading with Other Three Skills

**Table 5: Teaching Reading with Other Three Skills**

Language Skill	Excellent	Very Good	Good	Fair	Poor
Listening	-	10 %	30 %	30 %	30 %
Speaking	-	10 %	30 %	30 %	30 %
Writing	10 %	20 %	40 %	20 %	10 %

From the above table teaching of writing skill seems far better than the other two skills listening and speaking. Teaching of listening is poor in public schools than other skills.

### 3.1.7 Amount of Warm up Question on the Teaching of Reading

While teaching, it is very important to make the students motivated in learning. Different strategies can be used to motivate the students in learning. Asking warm up questions is one of them. Teachers were observed to find out the use of warm up questions in grade IV. The table below shows the use of warm up questions used in the class.

**Table 6: Use of Warm up Questions**

Rating	No of Teacher	Percentage
Excellent	2	20
Very Good	2	20
Good	3	30
Fair	2	20
Poor	1	10

This table makes clear that 20 % teachers were found excellent, 20 % were found very good, 30 % were good, 10 % were found fair and 10 % were found poor in the use of warm up questions in the teaching of reading. Hence, it is known that the use of warm up questions in teaching reading was found satisfactory.

### 3.1.8 Teacher's Control over Class

Teacher should be a facilitator in the class. Grade IV of Government-aided schools were found noisier in the class. The table below shows the control of the teacher in their classes in the grade IV.

**Table 7: Teacher's Control over Class**

Rating	No of Teacher	Percentage
Excellent	1	10
Very Good	2	20
Good	3	30
Fair	2	20
Poor	2	20

From the above table, it is known that 10 % were excellent, 20 % were very good, 30 % were good, 20 % were fair and 20 % were poor in controlling the class.

From the table we can see majority of the teachers were found satisfactory to control their students as a facilitator in the class.

### 3.1.9 Interaction in the Classroom

Interaction is very important for teaching reading. In the language class, interaction can be between teacher and students as well as students and

students. The following table presents the type of interaction that took place in the classroom.

**Table 8: Interaction in the Classroom**

Interaction	Excellent	Very Good	Good	Fair	Poor
Student-Students	-	10 %	30 %	30 %	30 %
Teacher-Students	-	20 %	30 %	40 %	10 %

Among the teachers under study 10 % teachers were found very good, 30 % were found good, 30 % were fair and 30 % were found poor in making the students interaction with the other students. Similarly, 20 % were found very good, 30 % were found good, 40 % were found fair and remaining 10 % were found poor in interaction with the students in the class room. None of them were found excellent.

Form this it is clear that grade IV teachers were not quite good in making the class interactive.

### **3.1.10 Task Specification for the Teaching of Reading**

Written or oral form can be used for the task. While the classes were observed some teachers were found giving tasks, sometimes written and sometimes in oral form.

### **3.1.11 Students' Involvement**

It is necessary for all the language skills. Unless the students are involved practically teaching reading cannot be meaningful. Students' involvement in Government aided schools seemed relatively less in learning a second language.

**Table 9: Student's Involvement**

Rating	No of Teacher	Percentage
Excellent	2	20
Very Good	3	30
Good	3	30
Fair	2	20
Poor	-	-

The chart clarifies that all of the teachers at least tried to involve the students in reading practice.

### 3.1.12 Language Functions

**Table 10: Language Functions Taught in the Reading Classes**

Language Function	Frequently	Sometimes	Seldom
Warning	30	40	30
Expressing surprise and pleasure	20	40	40
Talking about habits and facts	30	50	30
Giving times of habit	20	60	20
Describing frequency	40	40	20
Using ordinal numbers	30	40	30
Narrating the past	40	50	10
Giving directions	30	40	30
Checking and correction	40	30	30
Expressing likes and dislikes	50	40	10
Expressing knowledge	20	20	60
Asking/answering about countable and uncountable	50	40	10

Linking ideas	20	30	50
Expressing obligations	30	50	20
Asking for and giving a range of information	20	40	40

The researcher listed 15 different functions to be taught while teaching reading in grade IV, from the curriculum of grade IV. He found out that question answer and narrating the past were frequently used in the classroom. The teachers were found to use the above functions according to the lesson.

We can clarify from the table that the grade four teachers in Government aided schools used story reading and reciting meaning, doing question answer frequently than the other activities.

### 3.1.13 Focus on Activities

**Table 11: Reading Activities and Their Frequency**

Activities	Frequently	Sometimes	Seldom
Odd one out	20	30	50
Reading with flash cards/picture cards	30	40	40
Read in chorus	40	40	20
Read and recall	40	30	30
Changing sentences	30	40	30
Mime	20	30	50
Question on a text	50	40	10

The researcher listed seven different activities to teach reading. He found out that questions on a text were more frequently used at grade IV. The teachers

were found to use read in chorus, read and recall and change in sentences more frequently. Sometimes they were found to use odd one out, reading with flash cards and mime activities.

### **3.1.14 Suitability of the Activities According to the Level of Students**

Activities used in language learning should be appropriate to the level of students. If they were not appropriate to their level, they might lose their interest and could not learn what they were supposed to. The following table shows how far the teachers were able to deliver the suitable activities to their students.

**Table 12: Suitability of the Activities According to the Level of Students**

Rating	No of Teacher	Percentage
Excellent	-	-
Very Good	3	30
Good	4	40
Fair	3	30
Poor	-	-

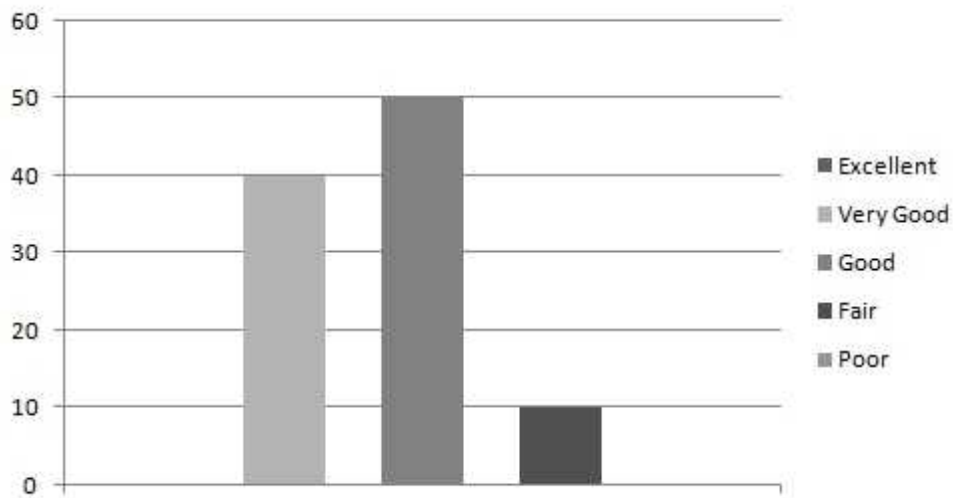
The activities done by the teachers were found 30 % very good, 40 % good and 30 % fair in terms of suitability.

Hence, it is found that suitability of the activities done by the teacher were satisfactory.

### **3.1.15 Amount of Time and its Management for Teaching Reading**

The time provided to the reading activities should be according to the syllabus. The table below shows the time provided by the teachers.

**Chart 2: Amount of Time and its Management for Teaching Reading**



The above chart shows that 30% teachers were found very good in managing time, 50% were found good and 20 % were found fair. None of them were found to be excellent and poor.

## **CHAPTER IV**

### **FINDINGS AND RECOMMENDATIONS**

On the basis of analysis and interpretation of data, the following findings have been made.

#### **4.1 Findings**

1. Classroom management for teaching reading was found satisfactory.
2. Teachers have conducted reading activities in the classroom. Among them sixty percent teachers were trained for the teaching of reading.
3. Students' motivation in teaching reading was found satisfactory.
4. A very few teachers were found using teaching materials in the teaching of reading activities.
5. Discipline in the language classroom was found satisfactory.
6. Reading is given more emphasis than the listening, speaking and writing in the teaching of reading.
7. Language functions included in the textbook were given less emphasis by the teachers.
8. Most of the teachers asked students to read the passage thoroughly without reading comprehension.
9. The teachers gave attention on reading and writing than listening and speaking.
10. Student participation and student-student interaction seemed less and most of the classes were dominated by the teachers.



11. Students were asked questions on texts more frequently.
12. Read in chorus and read and recall activities were frequently used.
13. Activities according to the level of the students in the teaching of reading were found satisfactory.
14. Time provided for the teaching and learning of reading was found good.

#### **4.2 Recommendations**

On the basis of the above findings the following recommendations are made.

1. The activities included in the textbooks were not sufficient for reading. So the curriculum designer and textbook writers should include more activities for the teaching of reading.
2. Before entering into the lesson the teacher should motivate the students and arouse their interest towards the content.
3. All the four language skills have to be equally emphasized.
4. The teacher in the primary school should be trained.
5. Teachers should make students read the text themselves and to find out the answer of the questions from the given text.
6. Teachers should encourage the students to play different games to facilitate the reading activities. Teacher's role should only be facilitator.
7. Time allocated for the reading is satisfactory. Activities should be performed by the teacher and student participation should be made more creative.
8. Training should be conducted by the concerned authorities periodically to the teachers to equip them with skills for effective teaching of reading so

that they can involve a large number of students in reading activities without hesitation.

9. Research studies related to the teaching of reading should be conducted to find out the effective method of teaching in the related area.
10. Teachers should be encouraged to use more teaching materials in the classroom for effective teaching.
11. Teachers should make the students take part in student-student interaction and teacher-student interaction.
12. Students should be encouraged by the teacher to speak in English while they are in the classroom.

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## APPENDIX I

<b>S. No.</b>	<b>Name of School</b>	<b>Address</b>
1.	Shree Dyaurali Ma. Vi.	Nigali, Patauti, Arghakhanchi
2.	Shree Devi Prava Ma. Vi.	Deuralidanda, Patauti, Arghakhanchi
3.	Shree Jana Kalyan Pra. Vi.	Chillyachaur, Patauti, Arghakhanchi
4.	Shree Thula Pokhara Pra. Vi.	Thulapokhara, Patauti, Arghakhanchi
5.	Shree Arunodaya Ni. Ma. Vi.	Kudapani, Patauti, Arghakhan
6.	Shree Krishna Ma. Vi.	Dhada, Maidan, Arghakhanchi
7.	Shree Shiddha Ni. Ma. Vi.	Simle, Pokharathok, Arghakhanchi
8.	Shree Dangre Pra. Vi.	Dangre, Pokharathok, Arghakhanchi
9.	Shree Sharada Pra. Vi.	Aafra, Patauti, Arghakhanchi
10.	Shree Vidya Vikash Pra. Vi.	Dandathok, Patauti, Arghakhanchi