

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is a gift to human beings to communicate with each other. It is the most effective means of communication to exchange ideas, feelings and information. There are different languages in the world. But all these languages cannot be acquired at a time because of their nature of acquiring systems. One acquires a language in which s/he is brought up or exposed to. It happens automatically to everyone. But only the acquired language is not enough to communicate with people in the world. As a result, many people begin to learn other (second) languages as well.

English is the most important and widely used language. It is a global language which occupies a dominant position in the world. Millions of people have been learning English day by day. So the scope of English has been widening in a great speed. Now, there may arise a question like why has English got so much popularity? But the answer is easy, because many important books, magazines and newspapers are written in English; many scientific inventions and discoveries are also recorded in English. On the other hand, most of the scientists, experts, authors and professors use English to share their ideas.

According to Lewis and Hill, (1992:9) English is useful because.

- a. You can talk to lots of new people.
- b. You can use English when you are traveling.
- c. You can understand films and TV programmes.

- d. You can understand pop songs.
- e. It helps you to get a good job.
- f. You need it if you want to study at a university.
- g. People do business in English all over the world.
- h. You can understand more about the world if you can read English and American magazines and newspapers.
- i. It is the international language for most people.
- j. You can read English literature in the original language.

That is why the importance of English is increasing and it is getting popularity through out the world.

1.1.1 English Language Teaching

English is the international language. So it has been taught, both as a national or international language through out the world. But teaching language is a challenging job. This is because, language is very complex. It is a system, a code, a set of convention and a means of communication to mention only a few. So, learning a language appropriately is more important than learning about it. The success of teaching language depends upon its suitable use. It means, if the learners can use a language properly then the purpose of teaching it is fulfilled.

English language teaching is a system under which several sub-systems are included like planning, preparation, production and evaluation. The quality of language teaching is based on the best use of language teaching. In other words, the best way of language teaching is based on the best use of approaches, methods and techniques. So the language teacher

should apply and create such suitable activities on which the learners involve joyfully and develop their linguistic proficiency effectively. This activity is also regarded as an example of perfect language teaching.

Every language teacher makes his/her teaching and learning plan under a particular approach, method and technique. Approach, method and technique are most frequently used terms in the field of language teaching. These very terms are defined by different methodologists in different ways but the main theme is somehow related. Anthony (1963), as cited in Richards and Rodgers (1995:15) defines these three terms as follows:

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods.

A technique is implementational – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance use to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

In the conclusion, an approach refers to the theories about the nature of language and language learning. Method is a practical realization of an approach. It is an overall plan for the orderly presentation of language materials based on the selected approach. It is procedural. Technique is a

particular trick, stratagem or contrivance used to accomplish an immediate objective.

1.1.2 Techniques of Teaching Language

As I have already discussed, a technique is a wide variety of exercises, activities or devices used in the language classroom for realizing lesson objectives. In other words what actually happens while teaching in the classroom is a technique. A teacher can use different techniques to teach same item. These different techniques used in teaching English Language are classified into two types: Teacher-centred and Learner-Centred Techniques.

a. Teacher-Centred Techniques

Teacher-centred techniques are those techniques on which teachers remain active in the classroom. They speak a lot, read a lot and take too much time in the classroom. On the other hand, students or learners listen to the teacher and observe the teachers' activities. They just remain as a passive worker. Some examples of teacher-centred techniques are given below:

- i) Lecture
- ii) Explanation
- iii) Illustration
- iv) Demonstration

i) Lecture

This is a kind of pedagogical device in which the teacher gives lecture on the subject to be taught. The lecture technique refers to the teaching procedure involved in the clarification to the students of some major ideas. This technique gives emphasis on the presentation of the content. In this technique, teacher is more active and students are passive but he/she uses question answer to keep them attentive in the class. This technique is suitable when all or most of the students need content.

Some guidelines for the effective use of lecture:

- 1) Matter should be arranged in such a way as to leave a single clear impression on the minds of the students.
- 2) The teacher should have pauses in between the lesson so that the students may learn the new knowledge bit by bit.
- 3) The rate of exposition should be slow when the class is backward. The teacher should utilize different ways of presenting the same information.
- 4) There should be abundant repetition but it should be in a new way so that the class may not feel dullness.
- 5) Children's way of looking at things should be considered in exposition. Language used should be familiar and suitable for them.
- 6) The lesson should be divided into sections which has a logical sequence. This will enable the students to understand easily and will train them in systematic thinking besides assisting them to put their own thoughts logically.

- 7) The rate of exposition and the size of the subject matter are determined by the individual capacity of children and teachers natural rate of speech.
- 8) Proper use of the blackboard should be made.
- 9) Actual objects, models, diagrams, sketches etc should be used.
- 10) The students should be encouraged to ask questions. This will enable them to get their doubts removed.
- 11) Verbal illustration such as examples, comparison etc should be used to enable the students to grasp the exposition.
- 12) Pictorial illustrations such as pictures, maps and charts should be freely used as these help in motivating the students.
- 13) The aim of the lesson should be kept in view and the students should be fully made conversant with the aim.

ii) Explanation

Explanation refers to explicit description or definition of some concept that may include a game, a process or certain way of doing something like how to start and end a letter. This technique is used to introduce new language item or items to be taught and to give instruction on how to perform an activity. The main objective of the explanation is to enable the children to take an intelligent interest in the lesson, to grasp the purpose insight and understanding of how to do it. It is explicit description or definition of concepts or process. The success/failure largely depends upon successful explanation which is greatly influenced by factors like continuity, fluency and simplicity. Explanation can be in the form acting, defining, using antonyms etc for a successful explanation. The teacher has to

use simple language, make use of demonstration and illustration with the aid of charts, models etc where necessary.

Some guidelines for explanation are:

- 1) Preparation
- 2) Participation
- 3) Information repetition
- 4) Be brief
- 5) Illustrate with examples
- 6) Get feedback.

iii) Illustration

Illustration is an art of illustration. It is somehow related to explanation on definition but is more useful for showing what words mean. It refers to use of materials or example to help making the content interesting, understanding and clear to children. There are two types of illustration: verbal and visual illustration:

Verbal: this type of illustration includes hearing and understanding activities such as story, idioms moral verses, metaphor, dramas etc. It is useful at higher level.

Visual: Visual illustration is also called non-verbal or concrete illustration. This includes charts, models, maps, sketches and graphs. It is useful at lower level.

Some guidelines for using illustration are:

- 1) Pre-planning is needed to avoid errors.

- 2) Easy, clear and correct language should be used.
- 3) Illustration should be interesting and lively.
- 4) Time should be divided to use illustration properly.
- 5) Proper standing, posture and audible voice is necessary.

iv) Demonstration

Demonstration is a technique in language teaching. It refers to the act of showing and explaining something or how something works. The main purpose of this technique is to transmit a big picture to a relatively small number of students in short period of time. If language is taught by showing of something then it is called demonstration technique in language teaching.

Some guidelines for successful demonstration techniques are:

- 1) Plan all the activities relating to demonstration in great detail.
- 2) Ensure that all the equipment, illustration and other relevant materials are procured in time and kept ready before the demonstration begins.
- 3) Break down the demonstration into suitable steps so that it can be easily understood by the students.
- 4) Proceed with the demonstration slowly so that all the students may grasp the details.
- 5) Whenever possible, involve students in demonstration.
- 6) Give suitable verbal explanations for heightening the interest of the students.
- 7) Encourage students to analyze, record and tabulate the results of their observation.

8) Make an assignment based on the demonstration.

b. Learner-Centred Techniques

Unlike the teacher-centred technique, learner-centred technique is such a technique on which the learners are more active than teachers. Learners are given a lot of task to complete or perform. They learn by doing. It emphasizes the student and his/her individual characteristics as central in conducting instruction instead of focusing on subject matter, external authority and educational requirements. It is more psychological than logical. It highlights the process rather than product. The teacher works as a facilitator or a guide. The some examples of learner-centred techniques are as follows:

- i) Individual work
- ii) Pair work
- iii) Group work
- iv) Project work
- v) Strip story
- vi) Drama
- vii) Role play
- viii) Discovery technique

i) Individual work

Individual work is a general classroom technique of language teaching. It is the concept opposite to lockstep learning where everyone in the class is expected to do some thing at the same time in the same work. In individual technique learners are given freedom to choose how and what

they learn at any particular time and there is some attempt to adopt or select tasks and materials to suit the individuals. There is less direct teacher supervision and more learner autonomy and responsibility for learning.

For Richards et al. (1999), in this techniques objectives are based on the needs of individual learners.

- allowances are made in the design of a curriculum for individual differences in what students wish to learn, how they learn, and the rate at which they learn.

In this technique, the teacher can provide different supplementary books, tapes, cassettes and so on. In addition, the students should be allowed to choose the way they prefer to achieve mastery of the material of the unit.

ii) Pair Work

Pair work is one of the learner centered techniques. It is very suitable technique to teach language in the classroom of large number of students. The main aim of this technique is to equip the students to interact with others easily and to converse fluently.

Steps in using pair work:

Cross (1992:50) gives following steps to conduct a pair work.

Step one: Preparation

Prepare carefully, by means of presentation and practice, so that everyone is confident in using the language. Leave any needed visual support on the Blackboard.

Step two: Teacher – Student Model

Call upon one student to stand. Take one part yourself and go through the whole task. Ensure they all know what they have to do.

Step three: Public Pairs

Select two students who are sitting well apart; this makes them speak loudly enough for all to hear. Get them to repeat the task, as a second model. If necessary, get further public pair models.

Step four: Timing

Tell the class how long the activity will last, typically only two or three minutes.

Step five: Private Pairs

Tell everyone to begin. This is sometimes called simultaneous pair work. While it is going on, go around the room to monitor and assist. There should be little need to interfere.

Step six: Public Check

Stop the activity when you see that most of the class have completed the task. Choose one pair at random to stand and do the task again, publicly. This will be easy and quick if they have indeed been practicing. Choose second and third pair to do the same. This stops students chatting in their mother tongue during pair work. They work harder if they know they may be checked afterwards.

iii) Group Work

Group work is also a learner-centred technique of language teaching. It is a learning activity which involves a small group of learners working together. The group may work on a single task or on a different parts of

large task. Task for group members are often selected by the members of the group but a limited number of options are provided by the teacher.

For a successful group work a teacher has to follow some strategies which are given below:

- 1) Plan for each stage of group work.
- 2) Carefully explain to class how the groups will operate and how students will be graded.
- 3) Give students the skills they need to succeed in groups.
- 4) Create group tasks that require interdependence.
- 5) Make the group work relevant.
- 6) Create assignments fit the students' skills and abilities.
- 7) Assign group tasks that allow for a fair division of labour.

iv) Project Work

Project work is very much effective but time consuming learner-centred technique of language teaching. It has been introduced during 1970s as a part of communicative language teaching. A project work integrates all language skills involving a number of activities that require all language skills.

Project work, as a technique of language teaching, can be defined as a activity which promotes co-operative teaching, reflects the principles of learner centred teaching and promotes language learning through the language for authentic communicative purpose.

It is student-centred rather than teacher-centred, the teacher may need to develop a more flexible attitude towards the students' work. The project is

not necessarily designed to suit a syllabus and the language derived is not necessarily from the text book but from the nature of the project itself. Project work also provides solution to the problem of learner autonomy of making the learner responsible for his/her own learning. By its very nature project work places the responsibility on the students, both as individuals and a member of co-operative learning group. Autonomy becomes a fact of life in project work.

A. Stages of project work

Whatever the opinions on the stages of project work are, the students generally go through the following four stages:

- 1) Setting goals
- 2) Planning
- 3) Collecting information
- 4) Reporting

v) Strip Story

This technique of language teaching is especially for developing reading skills. Strip story is a technique of presenting a story part wise on small slips of paper called strips. The strips are given to individual or group requiring them to organize the strips in a proper sequence so as to reconstruct the story, allowing them to discuss the material of the strips so as to make it known to the other of the groups.

vi) Drama

Drama as a technique is a classroom activity for language teaching, especially for developing oral skills though it helps in developing other skills

as well. It is a technique that involves looking at the world through the eyes of characters. Learning through drama in learning by doing. In this context drama activity can be regarded as one of the techniques based on the principle of the following Chinese proverb:

Tell me and I will forget.

Teach me and I will remember.

Involve me and I will learn.

vii) Role Play

Role play is a drama like activity in which the students take the roles of different participants in a situation and act out what might typically happen in the situation. In this technique the participants are given a situation plus problem or task.

Some important hints for setting up a role play are:

- Keep the activity short until students get used to it.
- Make sure your role play can be used with different numbers of participants: you can never tell how many people will be present when you enter the classroom.
- Make sure the students have understood the situation and what is on the role card before you start.
- Do not use role play that is too difficult or too emotionally loaded until your students are used to this activity and so prevent them from breaking into their native language.
- Always have follow-up activity for the groups that finish the role play before the others.

- Set a strike time limit and make every attempt to stick to it.

viii) Discovery Technique

Discovery technique is an extremely learner-centred technique for teaching language vocabulary and grammar which aims to give students a chance to take charge earlier i.e. before explaining language by the teacher. This technique invites the students to use their reasoning.

In this technique, the teacher can give the students a listening or reading text or some examples of target language sentences and ask them how the language work.

Actually, discovery technique is based on the following principles:

- Learner develops processes associated with discovery and inquiry by observing, inferring, formulating hypothesis, predicting and communicating.
- Teachers use a teaching style which supports the processes of discovery and inquiry.
- Text books are not the sole sources of learning.
- Conclusions are considered tentative and not final.
- Learners are involved in planning, conducting and evaluating their own learning with the teacher playing a supportive role.

There are four major types of activities included in discovery technique. They are:

- 1) Preview
- 2) Matching technique

- 3) Text study and
- 4) Problem solving

1.1.3 Teaching Language Skills

The main objective of teaching a language is to enable the students to communicate in language. It is essential, therefore, that every second of every language class is directed to equip students with the language skills they really need. The four main skills of language are **listening, speaking, reading and writing**. To be able to use the language, to convey thoughts, intentions, wishes, information etc a person needs a mastery of above gives language skills.

The four skills mentioned above can be classified as receptive and productive skills. Generally listening and reading fall under the category of receptive skills while speaking and writing are productive skills.

Among these four language skills, only teaching of reading skill is described in detail because this research work has been carried out on the basis of techniques of teaching reading.

1.1.4 Teaching of Reading Skill

Teaching of reading is an important aspect of teaching/learning language. Reading skill is one of the four language skills. It comes under receptive skill. Reading is a process of communication from the writers to the readers. It involves the reorganization of printed letters, words, phrases, clauses and in some respects, it can be considered a simple process than comprehension. It is a process of understanding a text in its simple sense. Understanding a text means comprehending a text. Thus reading is the total understanding of message or text.

Skills in teaching reading

There are several skills in teaching reading. It means, reading includes a variety of skills. The skills in teaching reading are:

- Recognition of script
- Deduce the meaning/unfamiliar lexis
- Understand conceptual meaning
- Understand implicit things
- Understand the communicative value
- Relation between sentence
- Interpreting the text
- Identifying the main points
- Skimming/scanning
- Transcoding information to diagrammatic display.

1.1.5 Types of Reading

There are various types of reading. Reading can be categorized on the basis of different factors like pace/speed, noise, attention and general purpose. These different types of reading are given below:

- a. Rapid reading
- b. Silent reading
- c. Reading aloud
- d. Skimming

- e. Scanning
- f. Extensive reading
- g. Intensive reading

Each type of reading is briefly described as follows:

a. Rapid Reading

Rapid reading is also known as faster or speed reading. It consists of techniques to teach students to read more quickly and achieve a greater degree of understanding of what they read. It develops students' reading speed and accumulating a lot of information.

b. Silent Reading

Silent reading is considered to be best kind of reading as the mind is fully engaged in this act. This kind of reading is required at the advanced level where students need a consolidation of all the language skills, vocabulary, structure etc. It facilitates the mastery of language and encourages the students to make use of dictionary.

c. Reading aloud

In this kind of reading, the reader reads block by block individually. S/he finishes one word, unit etc and then goes to another. Generally those types of reading is conducted to teach pronunciation, stress and intonation.

d. Skimming

Skimming is a kind of through reading to get gist of the text. While skimming the students go through the reading materials quickly in order to get the gist of it. They do not only get the gist of the text but also know how the text is organized and what the writer has intended to inform the readers.

e. Scanning

When the reader reads any text to locate specific information, it is known as scanning. The reader doesn't read the entire text but S/he lets his/her eyes wander over the text until they find what they are looking for.

f. Extensive Reading

This type of reading is independent reading. It is done to train the students to read directly and fluently in the foreign language for own enjoyment without the help of their teacher. It is intended to develop good reading habits to build up confidence in language, to build up knowledge of vocabulary and structure.

g. Intensive Reading

Unlike the extensive reading, in this reading students are expected to understand everything they read and be able to answer in detail. This type of reading encourages faster reading which in turn develops students reading habits.

1.1.6 Techniques of Teaching Reading in English

Generally, speaking there are different techniques in language teaching. Language teachers can use different techniques like Strip Story, Discovery Technique, Group Work, Project Work, Drill etc to teach reading in English. So there is not any hard and fast technique to teach reading. That's up to teachers. The more he/she makes the student read authentic item and the better the students develop their reading skill. Developing reading skill means widening the way of gaining knowledge.

The main role of language teacher is to make the reader follow different ways or technique of reading like, skimming, scanning and SQ3R

study technique. Skimming is done at a fast speed to get the gist of the text. On the other hand, scanning is a way of reading on which the reader is intended to find out a particular item such as new words for old, grammar features a specified advertisement, shopping list, newspaper heading and so on. SQ3R study technique is the most effective technique of reading, where S stands for survey, Q for question and 3R for Read, Recite and Revise respectively.

Edward Fry (1963:92) summarizes the SQ3R study technique as follows.

The S stands for Survey, which means to turn all the papers of a chapter being studied, lightly, skimming, reading subheadings and glancing at pictures to get a general idea of the length of the chapter and the scope of the material.

Q stands for Question, which means that the student should make up questions about each main point of the chapter, using subheadings of skimming to find the main ideas.

The first R means read the chapter in order to answer the questions. Reading may show new points that need questions. Note that reading is not done first.

The second R means Recite. Answer the questions, either aloud to another student or by writing answers. Use your own words and example.

The last R means Revise. At later time (after several days) revise the material by fast reading and/or reading questions and forming answers. Revision helps to retain materials longer.

1.2 Literature Review

Actually no researches have been carried out on this topic. However, very few research work, which have been carried out on effectiveness of different techniques are mentioned below:

Gyawali (2004), carried out a study on teaching poetry at secondary level. The study showed that in spite of many problems in teaching poetry, its teaching was found to be relevant. It was found without any opposition that teaching poetry helped to develop the language skills, cultural enrichment and creativity of the students.

Pant (2004), carried out a study on the, 'Effectiveness of Discovery Technique in Teaching Subject Verb Agreement.' The study showed that the Discovery technique was relatively more effective and successful than Explanation and Group Work Technique for subject verb agreement.

Regmi (2004), carried out a practical study to find out the 'Effectiveness of Group Work Technique in Teaching English Tense.' The study showed that the group work technique was relatively more effective and successful than Explanation technique for teaching English tense.

Bhandari (2005), carried a study to find out the effectiveness of Pair work and group work technique in teaching communicative function of English. It was found that the pair work technique was relatively more effective than the group work technique for teaching communicative function of English.

Humagain (2006), conducted a study on "The Effectiveness of Language Games" in learning reading comprehension. The study showed that teaching students using games was relatively more effective than

teaching them without using it (usual way) for teaching reading comprehension in general.

1.3 Objectives:

This study had its following objectives:

- i) To find out different techniques applied by the English teachers in teaching reading at primary level.
- ii) To identify most commonly applied technique in teaching reading at primary level.
- iii) To suggest some pedagogical implication.

1.4 Significance of the Study

This study will be useful for those who are involved in the field of language teaching especially in ELT. It will be very important for teachers, textbook writers, students and researchers. This work will be remarkable to the area of teaching reading skill by utilizing the findings and recommendations of this study.

CHAPTER – TWO

METHODOLOGY

This chapter deals with the methodology adopted during the study. The study was carried out as follows.

2.1 Source of Data

The researcher used and consulted following sources to achieve the intended objectives.

i) Primary sources

The primary sources of data collection for this research was the teachers of primary level of public schools.

ii) Secondary Source

Previously conducted research works and different books related to ELT were consulted as the secondary sources of data.

2.2 Population of the study

The researcher chose the teachers, teaching English at primary level of different public schools of Banke District as the population of the study.

2.3 Sampling Procedure

The researcher selected 30 teachers teaching English at primary level of different public schools of Banke district by using non-random judgmental sampling procedure.

2.4 Research Tools

In order to collect data for this study, a set of open ended questionnaire and a class observation checklist were used.

2.5 Process of Data Collection

The researcher used the following procedure to collect the data from the primary source.

At first, the researcher prepared research tools. The main research tools were questionnaire and observation check list. Then he went to the field i.e. (Public schools of Banke district). He visited the headmasters of those schools and requested them to convince the population (teacher teaching English at primary level) to participate in his study.

The researcher explained the purpose and process of the study to the sampled population and assured the subjects of the confidentiality. Then he fixed the time with sampled population to use research tools.

As the researcher prepared two main tools to collect data from the sampled population, firstly he distributed the questionnaires to thirty teachers and requested them to write their responses. He made all the teachers clarify about the demand of the questionnaire.

Secondly, the researcher observed three classes each of the sampled population in different days. His observation was only based on the techniques applied by the teachers while teaching reading in English. He sat in the classroom and observed the teachers' activities and recorded them in the checklist.

Finally, the researcher collected all the questionnaire from the sampled population and arranged them with observation checklist.

2.6. Limitations of the Study

This study had the following limitations:

- a. This research was limited to the public schools of Banke district.
- b. Only thirty teachers teaching English at primary level were informants.
- c. This study was limited to the observation of the techniques applied while teaching reading items like reading story, passage and poetry.
- d. The study was only based on questionnaire and class observation

CHAPTER – THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter includes analysis and interpretation of obtained data. The data are tabulated and interpreted in the seven headings. These heading are:

- Techniques mentioned by the teachers applied in teaching reading.
- Techniques mentioned by the teachers mostly used in teaching reading.
- Percentage of techniques used in teaching reading in the first observation.
- Percentage of techniques used in teaching reading in the second observation.
- Percentage of the techniques used in teaching reading in the third observation.
- Average percentage of mostly applied techniques found in first, second and third observation.
- Comparison between techniques mentioned by the teachers and average percentage techniques found in observation.

The researcher had selected thirty teachers teaching English at primary level in different public schools of Banke district. He distributed questionnaires to the teachers and requested them to respond to them in order to find out the techniques applied in teaching reading. Similarly, the researcher observed the three classes of each teacher with observation check list to find out the mostly used technique in teaching reading.

The individual choices of each teacher for each technique obtained from observation are tabulated in percentage. The technique which got the highest percentage in average has been considered to be the most commonly used one.

In this way, the statistical approaches of percentage and average percentage are used for making the data reliable as a possible.

3.1 Techniques mentioned by the teachers used in teaching reading

The researcher had used a questionnaire as a research tool to find out the techniques applied in teaching reading. The selected teachers had been requested to mention any four techniques used in teaching reading.

The teachers were found to mention different techniques like drill (repetition) group work, pair work, demonstration, explanation, and so on in teaching reading at primary level. (see appendix 'D')

3.2 Techniques mentioned by the teachers mostly used in teaching reading

The teachers were requested to mention the technique which they mostly used in teaching reading. The percentage of the teachers who had mentioned mostly used technique is as below:

Table No. 1: Techniques mentioned by the Teachers mostly used in Teaching Reading

Techniques	Mostly used			Percentage
	Tally Marks	F.N.	T.No	
Drill		13	30	43.33
Pair work		4	30	13.33
Group work		3	30	10.00
Explanation	/	1	30	03.33
Lecture		-	30	-
Illustration		-	30	-
Demonstration		3	30	10.33
Drama		-	30	-
Role play		-	30	-
Discovery		-	30	-
Others	/	6	30	20.00

The above table shows that 13 teachers out of 30 mostly used Drill for teaching reading. This means 43.33% teachers mostly applied imitation Drill for teaching reading text. Thirteen percent teachers used Pair Work technique mostly. Ten point three-three and ten percent teachers used Group Work and Demonstration techniques respectively. Similarly, 3.33% teachers used Explanation technique mostly. Twenty percent teachers were found to use different other techniques in teaching reading at primary level. In the

Conclusion, it had been found that Drill is the mostly used technique in teaching reading at primary level in public schools.

3.3 Percentage of the technique used in teaching reading in first second and third observation.

The researcher observed the three classes of each 30 teachers. The percentage of the techniques applied by the teacher for teaching reading had been found in first, second and third observation is as below:

Table No. 2: Percentage of the technique found in first observation

Techniques	M.U.			O.U.			N.U.		
	F.N	T.N.	P	F.N	T.N.	P	F.N	T.N.	P
Drill	22	30	73.33	7	30	23.33	1	30	03.33
Pair work	5	30	16.66	16	30	53.33	9	30	30.00
Group work	5	30	16.66	22	30	73.33	3	30	10.00
Explanation	19	30	63.33	8	30	26.66	3	30	10.00
Lecture	3	30	10.00	16	30	53.33	11	30	36.66
Illustration	4	30	13.33	6	30	20	20	30	66.66
Demonstration	11	30	36.66	15	30	50	4	30	13.33
Drama	1	30	03.33	-	30	-	29	30	96.66
Role play	3	30	10.00	10	30	33.33	17	30	56.66
Discovery	4	30	13.33	15	30	50	11	30	36.66
Strip story	2	30	6.66	5	30	16.66	23	30	76.66
Others	7	30	23.33	8	30	26.66	15	30	50.00

Table No. 3: Percentage of the technique found in Second Observation

Techniques	M.U.			O.U.			N.U.		
	F.N	T.N.	P	F.N	T.N.	P	F.N	T.N.	P
Drill	19	30	63.33	10	30	36.66	1	30	03.33
Pair work	3	30	10.00	21	30	70.00	6	30	20
Group work	8	30	26.66	22	30	73.33	-	30	-
Explanation	18	30	60.00	12	30	40.00	-	30	-
Lecture	-	30	-	15	30	50.00	15	30	50
Illustration	5	30	16.66	6	30	20.00	19	30	63.33
Demonstration	11	30	36.66	16	30	53.33	3	30	10.00
Drama	-	30	-	-	30	-	30	30	100
Role play	-	30	-	5	30	16.66	25	30	83.33
Discovery	3	30	10	18	30	60.00	9	30	30
Strip story	-	30	-	1	30	03.33	29	30	96.66
Others	2	30	6.6	8	30	26.66	20	30	66.66

Table No. 4: Percentage of the technique found in Third Observation

Techniques	M.U.			O.U.			N.U.		
	F.N	T.N.	P	F.N	T.N.	P	F.N	T.N.	P
Drill	22	30	73.33	6	30	20.00	2	30	06.66
Pair work	6	30	20.00	14	30	46.66	10	30	33.33
Group work	8	30	26.66	20	30	66.66	2	30	06.66
Explanation	14	30	46.66	12	30	40.00	4	30	13.33
Lecture	2	30	06.66	8	30	26.66	20	30	66.66
Illustration	3	30	10.00	7	30	23.33	20	30	66.66
Demonstration	13	30	43.33	15	30	50.00	2	30	06.66
Drama	-	30	-	-	30	-	30	30	100
Role play	-	30	-	5	30	16.66	25	30	83.33
Discovery	-	30	-	10	30	33.33	20	30	66.66
Strip story	2	30	06.66	3	30	10.00	25	30	83.33
Others	8	30	26.66	7	30	23.33	15	30	50

The above table no: 2 shows that 73.33 percentage teachers had been found to use Drill mostly in teaching reading. Sixty three point three-three percent teachers had been found to use Explanation technique mostly. Sixteen point six-six percent teachers had been found to use group work and Pair Work respectively. Similarly, 23.33% teachers had been found to apply other techniques to teach reading in English. Only 03.33% teachers had been found to use Drama mostly in teaching reading in English at primary level.

Regarding the often used techniques, 73.33% teachers used Group Work, 53.33% teachers used Pair Work and Lecture, 50% teachers used Demonstration and Discovery techniques respectively. Twenty six point six-six teachers used other technique and Explanation respectively. Thirty three point three-three percent used Role Play and 23.33% used Drill. Sixteen point six-six percent teachers used Strip story. On the other hand, 96.66% teachers never used Drama, 66.66% teachers never used Illustration. The least number of teachers i.e. 03.33% never used Drill while teaching reading in English at primary level. (See Appendix 'E')

The above table no: 3 shows that 63.33% teachers mostly used drill technique in teaching reading at primarily level. Similarly, 60% teacher used explanation, 36.66% teachers used Demonstration, 26.66% teachers used Group Work, 10% teachers used pair work and Discovery Technique where as 16.6% and 6.6% teachers mostly used Illustration and Other techniques respectively.

Regarding the often used techniques 73.33% teachers used Group Work, 70% teachers used pair work, 60% teacher used Discovery technique, 53% teacher used Demonstration, 50% teachers used lecture and 40%, 36.66%, 26.66%, 20% teachers used Explanation, Drill, Other technique as

well as Illustration respectively. During the observation none used Drama, 96.66% teachers never used Strip story. Similarly, 83.33%, 63.33%, 66.66%, 50%, 30%, 10% and 03.33% teachers never used Role Play, Illustration, other techniques lecture, Discovery, Demonstration and Drill respectively while teaching reading in English at primary level.(See Appendix 'F')

The above table no: 4 shows that 73.33% teachers mostly used Drill in teaching reading at primary level. Likewise 46.66%, 43.33%, 26.66%, 20%, 10% and 6.66% teachers mostly used Explanation, Demonstration, Group Work, Pair Work, Illustration and Lecture respectively while teaching reading in English. 26.66% teachers mostly used other techniques as well.

The table also shows that 66.66% teachers often used group work. Similarly 50% teachers often used Demonstration 46.66%, 40%, 33%, 26.66%, 23.33%, 20%, 16.66% and 10% teachers often used Pair Work, Explanation, Discovery, Lecture, Illustration Drill, Role Play and Strip Story respectively. Likewise 23.33% teachers also used other techniques frequently. None used Drama. Eighty three point three-three percent teachers never used Strip Story. The least number of teachers i.e. 06.66% never used Drill and Demonstration.

(See Appendix 'G')

3.4 Average Percentage of the Mostly Used Techniques Found in First, Second and Third Observation.

The researcher observed the three classes of each 30 teachers. The average percentage of the techniques found in the first, second and third observation is as below:

Table No. 5: Average percentage of Mostly used Techniques of Reading

Techniques	Mostly Used			Average %
	1 st observation%	2 nd observation%	3 rd observation%	
Drill	73.33	63.33	73.33	68.14
Pair work	16.66	10.00	20.00	15.55
Group work	16.66	26.66	26.66	23.32
Explanation	63.33	60.00	46.66	56.66
Lecture	10.00	-	06.66	5.55
Illustration	13.00	16.66	10.00	13.22
Demonstration	36.66	36.66	43.33	38.88
Drama	03.33	-	-	01.1
Role play	10.00	-	-	03.33
Discovery	13.33	10	-	07.77
Strip story	06.66	-	06.66	04.44
Others	23.33	06.0	26.66	18.88

The above table shows that in average (from three class observation) 68.14% teachers found to use Drill mostly in teaching reading text at primarily level. Fifty six point six-six percent teachers used Explanation, 38.88% teachers used Demonstration. Twenty three point three two percent teachers used Group work and 18.88% teachers used other techniques. The ratio of the percentage of the teachers who had mostly used Drill as found

equal i.e. 73.33% at the first and the third observation but it was a bit less in the second observation i.e. 63.33%.

3.5 Comparison Between Technique Mentioned by the Teachers and Average Percentage Techniques Found in Observation.

Thirteen teachers 13 out of 30 mentioned drill as mostly used technique of teaching reading in English. Rest of the other teachers mentioned pair work, group work, demonstration and other technique as mostly used techniques.

The researcher observed the three classes of each thirty teachers. He found drill as mostly used technique in average but the researcher was surprised from his study because the selected teacher did not mention some important techniques like **Discovery, Strip Story, Demonstration in Teaching Reading in English**, however some of them were found to use such technique while teaching reading in English.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretations, the findings of this study are:

1. Drill, Explanation, Group work, Pair work, Demonstration etc are the techniques used while teaching reading at primary level.
2. Thirteen teachers, out of thirty, mentioned drill as the mostly applied technique in teaching reading at primary level.
3. Drill is the mostly used technique while teaching reading because 68.14% teachers used it in average.
4. The percentage of teachers used drill in the first observation was 73.33%. It decreased in the second observation i.e. 63.33 but it remained the same in the third observation as it in first i.e. 73.33%.
 - i. Besides Drill, 56.66% teachers mostly used Explanation, 38.88% used Demonstration, 23.22% used Group work. Similarly, 15.55%, 13.22% and 07.77% teachers had been found using Pair Work, Illustration and Discovery techniques respectively.
 - ii. This study found that only 5.5% teachers mostly used Lecture, 04.44% teachers used strip story, 03.33% one used Role Play, 01.1% used Drama and 18.88% teachers mostly used other techniques as well while teaching reading in English.

4.2 Recommendations

The recommendations have been made on the basis of these findings. The findings of this study have the following pedagogical implications:

1. Drill (especially imitation drill) is preferable technique for teaching reading to the beginners to recognize new letter, words, phrases and clauses but reading is not only that. So it would be better if the teachers use other techniques also.
2. The beginners are very curious to know a new thing. Therefore, it would be better if the language teachers make them read the text by creating interesting situation instead of making them depend on teachers.
3. Reading is the most important skill to gain knowledge. So to make reading purposeful, the readers should read authentic materials.
4. This research has been limited to only primary level of public school. So other researches are recommended to be carried out in other level as well.

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APPENDICES

Appendix 'A'

QUESTIONNAIRE FOR TEACHERS

Name of School:

Date:

Teacher's Name:

Level:

1. How long have you been teaching English?
a)
2. What is your qualification?
.....
3. Have you taken any English teaching training?
.....
4. If you have , which one?
.....
5. Have you studied curriculum of English at primary level?
.....
6. Do you study teacher's guide?
.....
7. Write any four techniques that you use to teach reading skill.
a)
b)
c)
d)
8. Among these techniques which one do you mostly use?
.....
9. Which one is occasionally used?
.....

Thank you for kind Co-operation!

Appendix 'B'

CLASS OBSERVATION CHECK LIST

Teacher's Name:

Name of School:

Class:

Section:

Subject:

Period:

Date:

Techniques	Mostly Used	Often Used	Never Used	Remarks
Drill				
Pair work				
Group work				
Explanation				
Lecture				
Illustration				
Demonstration				
Drama				
Role play				
Discovery				
Strip story				
Others				

Observed by

Appendix 'C'

Name List of the Teachers and Schools

S.N.	Teachers' Name	Name of Schools
1	Miss Sharada Upadhyay	Shree Fultekra Secondary School Nepalgunj-7 (Banke)
2	Mohd Aqbal Khan	Shree Sharadha L.S. School, Aadarshnagar Banke
3	Sandhya Thapa	Shree Balmandir Primary School, Banke
4	Shanti Mahat	Shree Ne.Ra. Primary School, Baniya Gaun
5	Niraj Kumar Aryal	Shree L.S. School, Ladhawa
6	Sheela Shah	Shree L.S. School, Ladhawa
7	Pushpa Sharma	Shree Bageswori Primary School, Belashpur
8	Kumari Puspa Das	Shree Saraswoti S. School, Nepalgunj
9	Shyama Tiwarie	Shree Balmiki Primary School
10	Sunita Joshi Pant	Shree Bageswori Primary School, Belashpur
11	Manbir Pun	Shree Ne. Ra. Primary School, Karmohana
12	Shashi Kala Jha	Shree Ne. Ra. Primary School, Gharbari tok
13	Yashodha Nepali	Shree Ne. Ra. Primary School, Gharbari tok
14	Kalpana Subedi	Shree Narayan H. S. School, Nepalgunj
15	Yam Kumari Oli	Shree L. S. School, Basudevpur
16	Punam Shah	Shree Maharaja Secondary School, Banke
17	Bhirkuti Tara Shahi	Shree Rastriya Pateswori Primary School, Bhujegaun

18	Urmila Shah	Shree Yuddha Secondary School
19	Manju Sharma	Shree Ne. Ra. Primary School, Ranitalow
20	Devaki Aryal	Shree Ne. Ra. Primary School, Puraini
21	Shanti Shrestha	Shree L.S. School, Salayani Bagh
22	Deepak Mishra	Shree Hanuman Ne. Ra. Primary School, Gosain gaun
23	Sushma Karn	Shree Mahendra H.S. School, Nepalgunj
24	Ibadat Hussain Zarger	Shree Gyan Sagar Secondary School, Paraspur
25	Krishna Kumar Sharma	Shree Saraswoti Primary School, Banke gaun
26	Rajendra Tharu	Shree Dhumboji H.S. School, Nepalgunj
27	Afsana Ausari	Shree Mahendra H.S. School, Nepalgunj
28	Prativa Shrestha	Shree Mangal H.S. School, Nepalgunj
29	Bimala Sharma	Shree Ne. Ra. Primary School, Bageswori Tole
30	Urmila Shrestha	Shree Yaddha Secondary School, Nepalgunj

Appendix 'D'

Table No. 1: Techniques Mentioned by the Teachers

S. N.	Teacher's Name	Imitati on drill	Grou p work	Pair wor k	Expla nation	Demo nstrati on	Disc over y	Lectur e	Dram a	Rol e pla y	Stri p stor y	Illustr ation	Other s
1	Sharada Upadhyay	√	√	-	-	√	-	-	-	-	-	-	√
2	Mohd Aqbalk Khan	√	√	-	-	-	-	-	-	-	-	-	√
3	Sandhya Thapa	√	√	-	-	√	-	-	-	-	-	-	√
4	Shanti Mahat	√	√	-	√	-	-	-	-	-	-	-	√
5	Niraj Kumar Aryal	√	-	-	√	√	√	-	-	-	-	-	-
6	Sheela Shah	√	-	-	√	√	√	-	-	-	-	-	-
7	Puspa Sharma	√	√	-	-	-	-	-	-	-	-	-	√
8	Kumari Puspa Das	-	√	√	-	√	-	-	-	-	-	-	√
9	Shyama Tiwaree	-	-	√	-	√	-	-	√	√	-	-	-
10	Sunita Joshi	-	-	-	-	√	-	-					√
11.	Manbir Pun												√

12	Yashodha Nepali	√								√			√
13	Shashikala Jha	√							√				√
14	Yam Kumari Oli	√				√							√
15	Kalpan Subedi	-			√	√							√
16	Punam Shah	-			√	√				√			√
17	Bhirkuti Tara Shahi	√	√		√								√
18	Urmila Shah	√			√								√
19	Manju Sharma	-											√
20	Devika Aryal	-											√
21	Shanti Shrestha	-							√				√
22	Dipak Mishra	√					√						√
23	Sushma Karn												√
24	Ibadat Hussain Zarger												√
25	Krishna Kumar Sharina	√											√

26	Rajendra Tharu	√	√											√
27.	Afsana Ansari													√
28	Pratibha Shrestha	√			√									√
29	Bima Sharma	√	√	√	-				√					√
30	Urmila Shrestha	√		√	-									√

Appendix 'E'

Table No.2: First Observation

Techniques	M.U.		O.U.		N.U.		Total
	T.M.	F.N	T.M.	F.N	T.M.	F.N.	
Drill	### ### ### ### //	22	### //	7	/	1	30
Pair work	###	5	### ### ### /	16	### ###	9	30
Group work	###	5	### ### ### ### //	22	///	3	30
Explanation	### ### ### ###	19	### ///	8	///	3	30
Lecture	///	3	### ### ### /	16	### ### /	11	30
Illustration	////	4	### /	6	### ### ### ###	20	30
Demonstration	### ### /	11	### ### ###	15	////	4	30
Drama	/	1	-	-	### ### ### ### ### ###	29	30
Role play	///	3	### ###	10	### ### ### //	17	30
Discovery	////	4	### ### ###	15	### ### /	11	30
Strip story	//	2	###	5	### ### ### ### ///	23	30
Others	### //	7	### ///	8	### ### ###	15	30

Appendix 'F'

Table No. 3: Second Observation

Techniques	M.U.		O.U.		N.U.		Total
	T.M.	F.N	T.M.	F.N	T.M.	F.N.	
Drill	HTI HTI HTI IIII	19	HTI HTI	10	/	1	30
Pair work	III	3	HTI HTI HTI HTI /	21	HTI /	6	30
Group work	HTI III	8	HTI HTI HTI HTI II	22	-	-	30
Explanation	HTI HTI HTI III	18	HTI HTI II	12	-	-	30
Lecture	-	-	HTI HTI HTI	15	HTI HTI HTI	15	30
Illustration	HTI	5	HTI /	6	HTI HTI HTI IIII	19	30
Demonstration	HTI HTI /	11	HTI HTI HTI /	16	III	3	30
Drama ✓	-	-	-	-	HTI HTI HTI HTI HTI HTI	30	30
Role play	-	-	HTI	5	HTI HTI HTI HTI HTI	25	30
Discovery	III	3	HTI HTI HTI III	18	HTI IIII	9	30
Strip story	-	-	/	1	HTI HTI HTI HTI HTI HTI	29	30
Others	//	2	HTI III	8	HTI HTI HTI HTI	20	30

Appendix 'G'

Table No.4 : Third Observation

Techniques	M.U.		O.U.		N.U.		Total
	T.M.	F.N	T.M.	F.N	T.M.	F.N.	
Drill	HTT HTT HTT //	22	HTT /	6	//	2	30
Pair work	HTT /	6	HTT HTT HTT	14	HTT HTT	10	30
Group work	HTT III	8	HTT HTT HTT HTT	20	//	2	30
Explanation	HTT HTT ////	14	HTT HTT //	12	////	4	30
Lecture	//	2	HTT III	8	HTT HTT HTT HTT	20	30
Illustration	///	3	HTT //	7	HTT HTT HTT HTT	20	30
Demonstration	HTT HTT III	13	HTT HTT HTT	15	//	2	30
Drama	-	-	-	-	HTT HTT HTT HTT HTT HTT	30	30
Role play	-	-	HTT	5	HTT HTT HTT HTT HTT	25	30
Discovery	-	-	HTT HTT	10	HTT HTT HTT HTT	20	30
Strip story	//	2	///	3	HTT HTT HTT HTT HTT	25	30
Others	HTT III	8	HTT //	7	HTT HTT HTT	15	30