

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 can not be acquired at a time because of the nature of language acquiring system. One acquires that language in which s/he is brought up or exposed to. It happens automatically to everyone. But only 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, p. 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 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 throughout the world.

1.1.1 English Language Teaching

English is an international language. So, it has been taught, both in a national and international language throughout 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. So, learning language appropriately is more important than learning about language. The success of teaching language depends upon its suitable use. It means if the learners can use language properly then the purpose its teaching is regarded to be fulfilled.

The 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 proper selection of the techniques. 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 language learning effectively. This activity is also regarded as an example of perfect language teaching.

Every language teacher makes his/her teaching 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 linguists in different ways but the main theme is somehow related. Richards and Rodgers (cited in Anthony 1963, p. 63-67) define 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 implementation—that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

In 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 immediate objective.

1.1.2 Techniques of Teaching Language

As already mentioned, 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 the same item. These different techniques used in teaching English are classified into two types: Teacher-centred and Learner-centred Techniques.

a. Teacher-Centred Techniques

Teacher-centered 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 teachers and observe their 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, the 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 knowledge.

Some guidelines for the effective use of lecture are given below:

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 with 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 a 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 listed below:

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

Some guidelines for using illustration are as follows:

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 mentioned below:

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 result 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 tasks 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. Some examples of the 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 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 selection of 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 technique objectives are based on the need 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 suitable technique to teach language in the classroom where a large number of students study together. 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, p. 49) gives the 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 has 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 part 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 labor.

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 an 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 derives 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.

Stages of Project Work

Whatever the opinions on the stage of the 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 is 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 works.

According to Richards et al. (1985) 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
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, that 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 given 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 basic of the 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:

-) Reorganization of script
-) Deduce the meaning/unfamiliar lexis
-) Understand conceptual meaning.
-) Understand implicit things
-) Understand the communicative value
-) 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 types 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 the 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 are conducted to teach pronunciation, stress and intonation.

d. Skimming

Skimming is a kind of thorough reading to get gist of the text. While skimming the students go through the reading materials quickly in order to get the gist or 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 does not 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 their 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. The more he/she makes the students 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 techniques 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.

Fry (1963, p. 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 reciting loudly or by writing the answer. 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 replying answers. Revision helps to retain materials longer.

1.2 Review of Related Literature

Actually not many research works have been carried out on this topic. However, a very few research work, which have been carried out on the 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, it was found to be relevant. It was found without any opposition that teaching

poetry helps 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 on 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.

Jaisi (2008) carried out a research on the Techniques of Teaching Reading in English at primary level. In this study he concluded that the drill was the mostly used technique in teaching English at primary level.

All above-mentioned studies were concerned with the analysis of the effectiveness of various techniques in teaching English. The present study is different as no study has been done yet on this topic. It attempted to find out the techniques used in reading English in secondary level. Thus, it was a new venture in itself.

1.3 Objectives of the Study

This study had the following objectives:

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

1.4 Significance of the Study

This study is significant in several respects. The different techniques of teaching reading in English stand important from pedagogical point of view. Furthermore, the study will be beneficial to the language teachers of English language, text book writers, syllabus designers, methodologists, trainees and also those who are directly or indirectly involved in teaching and learning English as a second/ foreign language especially in the context of Nepal.

CHAPTER-TWO

METHODOLOGY

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

2.1 Sources of Data

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

- i. Primary sources:** The primary sources of data collection for this research were the English teachers of secondary level of public schools.
- ii. Secondary Sources:** Previously conducted research works and different books related to ELT such as ELT Methods and Practices were consulted. Similarly, the researcher used books such as Richards et al. (1999), Nuttall, (1966) etc as the secondary sources of data.

2.2 Population of the Study

The researcher chose forty teachers, teaching English at Secondary level of different public schools of Banke district were as population of the study.

2.3 Sampling Procedure

The researcher selected 40 teachers teaching English at secondary level of different public schools of Banke district by using non-random judgmental sampling procedure.

2.4 Data Gathering Tools

In order to elicit the data for this study, a set of questionnaire consisting of twenty one open ended questions and class observation checklist were used (see Appendix 'E', 'F' and 'G').

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 or developed 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 him to convince the population (teacher teaching English at Secondary level) to participate in his study.

The researcher explained the purpose and process of the study to the sampled population and assured the subject 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 went to every school and met English teacher. Then he distributed a set of questionnaire and requested to write responses. Secondly, the researcher requested to the teacher to allow him observed the classes of teaching reading. After organizing the time, he sat in the classroom and observed the teacher's activities by the help of a checklist.

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

2.6. Limitations of Study

This study had the following limitations:

- a. This research was limited to the public schools of secondary level of Banke district.
- b. Only forty teachers teaching English at secondary level were informants.
- c. This study was limited to the observation of the techniques applied by the teachers in 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 seven headings. These headings 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.

3.1 Techniques Mentioned by the Teachers Used in Teaching Reading

The researcher had used 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 explanation, group work, pair work, demonstration, drill, and so on in teaching reading at secondary level (see Appendix 'D').

3.2 Techniques Mentioned by the Teachers Mostly Used in Teaching Reading

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

Table No. 1

Mostly Used Techniques in Teaching Reading

Techniques	Mostly Used		Percentage
	F.N.	T. No.	
Explanation	10	40	2.5
Pair work	4	40	10.00
Group work	3	40	7.5
Lecture	3	40	7.5
Drill	5	40	12.5
Illustration	1	40	2.5
Demonstration	2	40	5.00
Drama	2	40	5.00
Role play	4	40	10
Discovery	-	40	-
Others	6	40	15

The above table shows that 10 teachers out of 40 mostly used explanation for teaching reading. This means 25% teachers mostly applied explanation for teaching reading. Ten percent teachers used pair work technique. Seven point five percent and 5% teachers used group work and demonstration techniques respectively. Similarly 12.5 percent teachers used drill technique.

Ten percent and 7.5% teacher used role play and lecture techniques respectively. Five percent and 2.5% or used drama and illustration respectively. Fifteen percent teachers were found to use different other techniques such as individual work, simulation in teaching reading at secondary level. In conclusion, it was been found that explanation is the widely used technique in teaching reading at secondary level in public schools.

3.3 Techniques Used in Teaching Reading in the First Observation

The researcher observed three classes of each 40 teachers. The percentages of the techniques applied by the teachers for teaching reading found in the first observation are as below:

Table No. 2

Techniques Found in the First Observation.

Techniques	M.U.			O.U.			N.U.		
	F.N.	T.N	P	F.N.	T.N	P	F.N.	T.N	P
Explanation	32	40	80	7	40	17.5	1	40	2.5
Pair work	15	40	37.5	16	40	40	9	40	22.5
Group work	15	40	37.5	22	40	55	3	40	7.5
Drill	29	40	72.5	8	40	20	3	40	7.5
Lecture	3	40	7.5	26	40	65	11	40	27.5
Illustration	4	40	10	16	40	40	20	40	50
Demonstration	11	40	27.5	15	40	37.5	14	40	35
Drama	11	40	27.5	-	40	-	29	40	72.5
Role play	13	40	32.5	10	40	25	17	40	42.5
Discovery	-	40	-	-	40	-	40	40	100
Strip story	2	40	5	5	40	12.5	33	40	82.5
Others	7	40	17.5	18	40	45	15	40	37.5

The above table shows that 80 percent teachers had been found to use explanation mostly in teaching reading. Seventy two point five Percent teachers had been found to use drill technique. Thirty seven point five percent teachers had been found to use group work and pair work respectively. Similarly, 17.5% teachers had been found to apply other techniques such as individual work, simulation and so on to teach reading in English. But no teachers had been found to use discovery technique in teaching reading in English at secondary level.

Regarding too often used techniques 65% teachers used lecture, 55% used group work, 40% used pair work and illustration techniques. Twenty five percentages used roleplay and 17.5% used drill. Twelve point five percent teachers used strip story. On the other hand, 100% teachers never used discovery. Eighty two point five percent teachers never used strip story. The least number of teachers i.e. 2.5% never used explanation while teaching reading in English at secondary level. (see Appendix 'E')

3.4 Techniques Used in Teaching Reading in Second Observation

The researcher observed three classes of each 40 teachers. The percent of the techniques applied by the teachers for teaching reading found in the second observation are as below.

Table No. 3**Techniques Found in the Second Observation**

Techniques	M.U.			O.U.			N.U.		
	F.N.	T.N	P	F.N.	T.N	P	F.N.	T.N	P
Explanation	29	40	72.5	10	40	25	1	40	25
Pair work	13	40	32.5	21	40	52.5	6	40	15
Group work	18	40	45	22	40	55	-	40	-
Drill	28	40	70	12	40	30	-	40	-
Lecture	10	40	25	15	40	37.5	15	40	37.5
Illustration	5	40	25	16	40	40	19	40	47.5
Demonstration	11	40	27.5	16	40	40	13	40	32.5
Drama	-	40	-	-	40	-	40	40	100
Role play	-	40	-	5	40	12.5	35	40	87.5
Discovery	3	40	7.5	18	40	45	19	-	47.5
Strip story	-	40	-	1	40	2.5	39	40	72.5
Others	12	40	30	8	40	20	20	40	50

The above table shows that 72.5% teachers mostly used explanation technique in teaching reading at secondary level. Similarly, 70% teachers used drill, 45% used group work, 27.5% used demonstration, 32.5% used pair work where as 25% and 30% teachers mostly used lecture.

Regarding too often used techniques 55% used group work, 52.5 percent teachers used pair work, 45% used discovery technique, 40% used demonstration, 37.5% used lecture, 25%, 30%, 20%, 40% used explanation, drill, other techniques and illustration respectively. Similarly, 87.5%, 72.5%, 50%, 47.5% teachers never used role play, strip story, others, illustration and discovery techniques respectively while teaching reading in English at secondary level (See Appendix 'F').

3.5 Techniques Used in Teaching Reading in the Third Observation

The researcher observed three classes of each 40 teachers. The percentages of the techniques applied by the teachers for teaching reading found in the third observation are as below:

Table No. 4

Techniques Found in the Third Observation

Techniques	M.U.			O.U.			N.U.		
	F.N.	T.N.	P.	F.N.	T.N.	P.	F.N.	T.N.	P.
Explanation	32	40	80	6	40	15	2	40	5
Pair work	16	40	40	14	40	35	10	40	25
Group work	18	40	45	20	40	50	2	40	5
Drill	24	40	60	12	40	30	4	40	10
10Lecture	12	40	30	8	40	20	20	40	50
Illustration	3	40	7.5	17	40	56.6	20	40	50
Demonstration	23	40	17.5	15	40	37.5	2	40	5
Drama	-	40	-	-	40	-	40	40	100
Role play	-	40	-	15	40	37.5	25	40	62.5
Discovery	-	40	-	10	40	25	30	40	75
Strip story	2	40	5	3	40	7.5	35	40	87.5
Others	18	40	45	7	40	17.5	15	40	27.5

The above table shows that 80% teachers mostly used explanation in teaching reading at secondary level. Likewise 60%, 57.5%, 45.40%, 30% teachers mostly used drill, demonstration, group work and others pair work, and lecture respectively while teaching reading.

The table also shows that 56.6% teachers often used illustration. Similarly, 50% teachers often used group work. Thirty seven point five percent, 35%,

30%, 25%, 20%, 17.5%, 7.5% teachers often used role play and demonstration, pair work, drill, discovery techniques, lecture, and strip story respectively. Eighty seven point five percent teachers never used strip story. The least number of teachers (5%) never used explanation, demonstration and group work (See Appendix 'G').

3.6 Mostly Used Techniques Found in the First Second and the Third Observation

The researcher observed three classes of each 40 teachers. The average percentage of the techniques found in the first, second and third observation is as below:

Table No. 5

Average Percentage of the Mostly Used Technique Found in Three Observations

Techniques	Mostly Used			Average Percent
	1 st Observation Percent	2 nd Observation Percent	3 rd Observation Percent	F.N.
Explanation	80	72.5	80	77.5
Pair work	37.5	32.5	40	36.66
Group work	37.5	45	45	42.5
Drill	72.5	70	60	67.5
Lecture	7.5	-	30	12.5
Illustration	10	12.5	7.5	10
Demonstration	27.5	27.5	57.5	37.5
Drama	27.5	-	-	9.16
Role Play	32.5	-	-	10.83
Discovery	-	7.5	-	2.5
Strip Story	5	-	5	3.33
Others	17.5	30	45	22.83

The above table shows that in average (from three class observe) 77.5% teachers found to use explanation mostly in teaching reading at secondary level. Sixty seven point five percent used drill, 42.5% used group work, 37.5% used demonstration and 22.83% used other techniques. The ratio of the percent of the teachers who had mostly used explanation found equal i.e. 80% at the first and third observation but it was a bit less in the second observation i.e. 72.5%.

3.7 Comparison between Techniques Mentioned by the Teachers and Average Percentage Techniques Found in Observation

Ten teachers (10) out of 40 mentioned explanation as mostly used technique of teaching reading in English. Rest of other teachers mentioned Drill, Pair work, Group work, Demonstration and other techniques as mostly used techniques.

The researcher observed the three classes of each forty teachers. He found explanation 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, and demonstration in teaching reading; however some of them were found to use such techniques while teaching reading in English.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

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

1. Explanation, drill, group work, pair work, demonstration etc. are the different techniques used in teaching reading at secondary level.
2. Ten teachers out of forty mentioned explanation as the mostly applied technique in teaching reading at secondary level.
3. Explanation is found to be the mostly used technique in teaching reading as 77.5% teachers used this technique in average.
4. The percentage of teachers used explanation in the first observation was 80%. It decreased in the second observation i.e. 72.5% but it remained same in the third observation as it was in first i.e. 80%
 - i. Besides explanation 67.5% teachers mostly used drill, 38.88% used demonstration 42.5% used group work. Similarly, 36.66%, 12.5%, 22.83% teachers had been found to use pair work, lecture and other techniques respectively.
 - ii. This study found that only 10% teacher's mostly used illustration, 10.83% role Play, 03.33% (one) story, 2.5% (one) discovery technique and 22.83% other techniques as well in 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. Explanation is preferable technique for teaching reading to the students of secondary level to learn poems, stories, essays but it is not only sufficient for secondary level, so it would be better if the teachers use pair work, group work, demonstration, discovery technique, strip story and so on.
2. The students are very curious to know new thing. Therefore, it would be better if the language teachers explain the text by creating interesting situations.
3. Actually 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 secondary level of public schools. So other researches are recommended to carry out other researchers in other level as well.

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APPENDICES
APPENDIX 'A'
QUESTIONNAIRE FOR THE TEACHERS

Dear sir /Madam

I am a student of M.Ed. (English) carrying out a research on "Techniques of Teaching Reading in English"

I fell very glad to request you for your kind and valuable co-operation by putting your opinion in this questionnaire.

Sincerely yours,

Ishwor Paudel

M.Ed. (English)

Saptagandaki Multiple Campus

Bharatpur, Chitwan

QUESTIONNAIRE FOR TEACHERS

Name of the teacher

School

Please answer the following questions. Add comments if you wish.

1. What is your qualification ?

Ans

2. How long have you been teaching English at secondary level ?

Ans

3. Have you ever taken any English teaching training ?

- Ans
4. If you have, which one ?
- Ans
5. Have you studied curriculum of English at secondary level ?
- Ans
6. Do you use teachers guide ?
- Ans
7. How do you warm up your students ?
- Ans
8. Do you use any reference materials while teaching ?
- Ans
9. Do you teach reading skill equally with other skills ?
- Ans
10. Which teaching materials do you prefer to use in teaching reading skills ?
- Ans
11. Do you give the main theme of the reading text before you present the text?
- Ans
12. Do you ask them pre-reading questions?
- Ans
13. If yes, what kinds of questions?
- Ans
14. Do you ask your students to read the text aloud?
- Ans
15. Do your students actively participate if you adopt student centered techniques?
- Ans
16. Do you ask comprehension questions while presenting the text?
- Ans

17. Which technique do you prefer teacher centered or student centered while teaching?

Ans

18. Please, list any five techniques that you use to teach reading skills?

a.

b.

c.

d.

19. Please order them on the basic of your preference?

a.

b.

c.

d.

20. Among these techniques which one do you mostly used?

Ans

21. Which one is occasionally used ?

Ans

Thanks a lot for your 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 School
1	Sher Bahadur Roka	Adarash H.S.S., Nepalunj
2	Milan Kumar Chaudhari	Manakamana H. S., Nepalgunj
3	Chandra Bahadur Khatri	Tribhuvan H.S.S., Kohalpur
4	Kabi Raj Rijal	Shree Krishna Ma.Vi., Kausilanagar
5	Gopal Prasad Ojha	Baljyoti H.S.S., Kohalpur
6	Vijay Singh Gurung	Kohalpur S.S., Kohalpur
7	Gagan Bahadur Khadka	Adarsh Secondary School.Khajura
8	Mohan K.C.	Shree Gyandeeep Secondary School
9	Prem Prakash Chaudary	United Education Academy, Ragha
10	Thakur Prasad K.C.	Hope Int'l Academy, Karkando
11	Rajesh Kafle	Deep Jyoti H.S., Kohalpur
12	Om Prakash Pun	Siddheshwar H. S.S., Sidhawana
13	Keshav Raj Sigdel	Ram Janaki H.S., Kohalpur
14	Bishakhar Jaishi	Kusumeshwar H. S.S., Kusum
15	Suman Sen	Shree Sahid Smarak Ma.Vi, Kamdi
16	Dev Ram Oli	Shree Shukra Ma.Vi., Gaunpharka
17	Sadhana Thapa	Gorkha United School, Rajhena
18	Binod Sharma	Gyan Jyoti H. S. S., Chappergaudhi
19	Sarad Chandra Rawal	Adarsh H.S.S., Nepalgunj
20	Sailendra Sapkota	Saraswati H.S.S., Nepalgunj
21	Nirmak Aryal	Narayan H.S.S., Nepalgunj
22	Deveka Thapa	Tribhuvan H.S.S., Kohalpur
23	Rishi Raj Sharma	Laxmi H.S.S., Madhuy
24	Dilli Dangi	Bhuwar Bhawani Ma.Vi., Binauna
25	Chudamani Sharma	Araniko Ma.Vi., Binauna

26	Bishnu Dhakal	Sudoya H.S.S., Chisapani
27	Arjun Kumar Paudel	Sagaramatha Gyan Punga School Rajhena
28	Hom Raj Khadka	Adarsh H.S.S., Ranjha
29	Pushkar Sing	Mahendra H.S., Matehiya
30	Yadu Raj Lamsal	Shira Shakti H.S.S., Penani
31	Hari Prasad Mahatra	Shree Phultekra S.S., Puraini
32	Bini Datta Ghimire	Shree Phultekra S.S., Puraini
33	Vinid Kumar Verma	Maharaja S.S., Nepalgunj
34	Sanjiv Singhal	Mahendra H.S.S., Nepalgunj
35	Krishna Pathak	Yaddha Sanskrit School, Nepalgunj
36	Kiran Achraya	Dhumbojhi Ma.Vi., Nepalgunj
37	Prem Raj Pokhrel	Janta H.S.S., Kantakuti
38	Amar Chettri	Gyonodya H.S.S., Khajura
39	Padam Raj Gyawali	Yogini Ma.Vi., Gaughat
40	Prabin Narsingh Shreewastab	Jankanyan Ma.Vi., Bardipur

Appendix 'D'

Table No. 1: Techniques Mentioned by the Teachers

S.N.	Teacher's Name	Imitati on drill	Group work	Pair work	Expla nation	Demonstration	Discovery Lecture	Drama	Role play	Stric Story	Illustration	Others
1	Sher Bahadur Roka	✓	-	✓	✓	-	-	-	-	-	✓	-
2	Milan Kumar Chaudhari	-	✓	-	-	✓	-	✓	-	-	-	✓
3	Chandra Bahadur Khatri	✓	-	-	✓	-	✓	-	-	✓	-	-
4	Kabi Raj Rijal	-	-	✓	-	✓	-	-	✓	-	-	✓
5	Gopal Prasad Ojha	✓	✓	-	✓	-	-	-	-	-	✓	-
6	Vijay Singh Gurung	-	✓	-	-	-	✓	-	-	-	✓	-
7	Gagan Bahadur Khadka	✓	-	-	-	✓	-	✓	-	✓	-	-
8	Mohan K.C.	-	✓	-	-	-	✓	-	✓	-	-	✓
9	Prem Prakash Chaudary	-	-	✓	-	✓	-	-	-	✓	-	✓
10	Thakur Prasad K.C.	✓	-	-	-	-	-	-	-	-	-	-
11	Rajesh Kafle	✓	-	-	-	-	✓	-	✓	-	✓	-
12	Om Prakash Pun	✓	-	-	✓	-	-	✓	-	-	-	✓
13	Keshav Raj Sigdel	-	-	✓	-	-	✓	-	-	✓	-	-

14	Bishakhar Jaishi	-	-	-	-	✓	-	-	✓	-	-	✓
15	Suman Sen	-	-	✓	-	-	✓	-	-	-	✓	-
16	Dev Ram Oli	✓	-	-	✓	-	-	✓	-	✓	-	-
17	Sadhana Thapa	-	✓	-	-	-	✓	-	✓	-	-	✓
18	Binod Sharma	✓	-	-	✓	-	-	✓	-	-	✓	-
19	Sarad Chandra Rawal	-	-	✓	-	-	✓	-	-	✓	-	-
20	Sailendra Sapkota	-	✓	-	-	✓	-	✓	-	-	-	✓
21	Nirmak Aryal	✓	-	-	-	✓	-	-	✓	-	-	✓
22	Deveka Thapa	-	-	-	✓	-	-	-	-	✓	✓	-
23	Rishi Raj Sharma	-	✓	-	-	-	✓	-	-	✓	-	✓
24	Dilli Dangi	✓	-	-	-	✓	-	✓	-	-	✓	-
25	Chudamani Sharma	-	-	✓	-	-	✓	-	-	✓	-	✓
26	Bishnu Dhakal	-	-	-	--	✓	-	-	✓	-	✓	-
27	Arjun Kumar Paudel	-	✓	-	✓	-	-	✓	-	-	-	✓
28	Hom Raj Khadka	✓	-	-	-	✓	-	-	✓	-	✓	-
29	Pushkar Sing	-	-	-	✓	-	✓	✓	-	-	-	-
30	Yadu Raj Lamsal	-	-	✓	-	-	-	-	-	✓	-	✓
31	Hari Prasad Mahatra	-	✓	-	-	✓	-	-	✓	-	✓	-
32	Bini Datta Ghimire	✓	-	-	-	-	✓	-	✓	-	-	✓
33	Vinid Kumar Verma	-	-	✓	-	-	-	✓	-	✓	-	✓

34	Sanjiv Singhal	-	✓	-	-	-	-	✓	-	-	-	✓
35	Krishna Pathak	-	-	-	-	✓	-	-	-	✓	-	✓
36	Kiran Achraya	✓	-	✓	-	-	-	-	✓	-	✓	-
37	Prem Raj Pokhrel	-	✓	-	-	-	✓	-	-	✓	-	✓
38	Amar Chettri	-	-	✓	-	✓	-	✓	-	-	✓	-
39	Padam Raj Gyawali	-	✓	-	-	-	✓	-	✓	-	-	✓
40	Prabin Narsingh Shreewastab	✓	-	-	✓	-	-	✓	-	-	✓	-

Appendix 'E'

Table No. 2 First Observation

Techniques	M.U		O.U.		N.U.		TOTAL
	T.M	F.M	T.M	F.N	T.M	F.N	
Explanation	### ### ### ### ### ### //	32	### //	7	/	1	40
Pair Work	### ### ###	15	### ### ### /	16	### ###	9	40
Group Work	### ### ###	15	### ### ### ### ### //	22	///	3	40
Drill	### ### ### ### ### ///	29	### ///	8	///	3	40
Lecture	///	3	### ### ### ### ### /	26	### ### /	11	40
Illustration	////	4	### ### ### /	16	### ### ### ###	20	40
Demonstration	### ### /	11	### ### ###	15	### ### ///	14	40
Drama	### ### /	11		-	### ### ### ### ### ///	29	40
Role play	### ### ///	13	### ###	10	### ### ### //	17	40
Discovery		-		-	### ### /	11	40
Strip story	//	2	###	5	### ### ### ### ### ### ///	33	40
Other	### //	7	### ### ### ///	18	### ### ###	15	40

Appendix 'F'

Table No. 3 Second Observation

Techniques	M.U.		O.U.		N.U.		TOTAL
	T.M	F.M	T.M	F.N	T.M	F.N	
Explanation	### ## # ### ## ///	29	### ##	10	/	1	40
Pair Work	### ## ///	13	### ## # ### /	21	### /	6	40
Group Work	### ## ///	18	### ## # ### //	22		-	40
Drill	### ## # ### ## ///	28	### ## //	12		-	40
Lecture	### ##	10	### ## #	15	### ## #	15	40
Illustration	###	5	### ## # /	16	### ## # ///	19	40
Demonstration	### ## /	11	### ## # /	16	### ## ///	13	40
Drama		-		-	### ## # ## ### ## # #	40	40
Role play		-	###	5	### ## # ## ### ## #	35	40
Discovery	///	3	### ## # ///	18	### ## # ///	19	40
Strip story		-	/	1	### ## # ## ### ## # ///	39	40
Other	### ## //	12	### ///	8	### ## # ##	20	40

Appendix 'G'

Table No. 4 Third Observation

Techniques	M.U		O.U.		N.U.		TOTAL
	T.M	F.M	T.M	F.N	T.M	F.N	
Explanation	/// // // /// ///	24	/// // //	12	///	4	40
Pair Work	/// // // /	16	/// // ///	14	/// //	10	40
Group Work	/// // // ///	18	/// // // // ///	20	//	2	40
Drill	/// // // // /// // // //	32	/// //	7	/	1	40
Lecture	/// // //	12	/// ///	8	/// // // // //	20	40
Illustration	///	3	/// // // // //	17	/// // // // //	20	40
Demonstration	/// // // // /// ///	23	/// // // //	15	//	2	40
Drama		-		-	/// // // // // // /// // //	40	40
Role play		-	/// // // //	15	/// // // // // //	25	40
Discovery		-	/// // //	10	/// // // // // // ///	30	40
Strip story	//	2	///	3	/// // // // // // /// // //	35	40
Other	/// // // // ///	18	/// //	7	/// // // //	15	40