

**THE TECHNIQUES OF TEACHING READING  
AT LOWER SECONDARY LEVEL**

**A Thesis Submitted to the Department of English Language Education**

**T.U., Kirtipur, Kathmandu**

**In Partial Fulfillment of Master's Degree in English**

**Language Education**

**(Specialization in English Language Education)**

**By**

**Ram Bahadur B.K.**

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

**2008**

**THE TECHNIQUES OF TEACHING READING  
AT LOWER SECONDARY LEVEL**

**A Thesis Submitted to the Department of English Language Education**

**T.U., Kirtipur, Kathmandu**

**In Partial Fulfillment of Master's Degree in English**

**Language Education**

**(Specialization in English Language Education)**

**By**

**Ram Bahadur B.K.**

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

**2008**

**T.U. Registration No.: 2548-94**

**Campus Roll No.: 720**

**Second year exam Roll No.: 280373/062**

**Date of Approval of the thesis:**

**Proposal: 2064-11-03**

**Date of Submission: 2065-01-13**

---

## RECOMMENDATION FOR ACCEPTENCE

This is to certify that **Mr. Ram Bahadur B.K.** has prepared the thesis entitled “The Techniques of Teaching Reading at Lower Secondary Level” under my guidance and supervision.

I recommend the thesis for approval and acceptance.

Date:

---

Mrs. Tapasi Bhattacharya (Guide)  
Reader  
Department of English Language  
Education, T.U., Kirtipur,  
Kathmandu, Nepal.

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following  
Research Guidance Committee:

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Language Education

T.U. Kirtipur, Kathmandu, Nepal.

---

Chairperson

**Mrs. Tapasi Bhattacharya (Guide)**

Reader

Department of English Language Education

T.U. Kirtipur, Kathmandu, Nepal.

**Mrs. Madhu Neupane**

Lecturer

Department of English Language Education

T.U., Kirtipur, Kathmandu, Nepal

---

Member

Date:

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis Evaluation Committee:

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Language Education

T.U. Kirtipur, Kathmandu, Nepal.

---

Chairperson

**Dr. Jai Raj Awasthi**

Professor

Department of English Language Education,

Chairperson,

English and other Foreign Languages

Education Subject Committee

T.U. Kirtipur

---

Member

**Mrs. Tapasi Bhattacharya (Guide)**

Reader

Department of English Language Education

T.U., Kirtipur, Kathmandu, Nepal

---

Member

Date:

## **DEDICATION**

This thesis is dedicated to my  
elder brother (Thul Daju) and late  
parents who devoted their entire life and took  
all the pains to make me what  
I am today.

## ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my thesis supervisor **Mrs. Tapasi Bhattacharya**, reader, Department of English Language Education, T.U. Kirtipur for her constant guidance inspirations and suggestions from the very beginning to the completion of this thesis. I am able to present the work in this form because of her regular informative guidance.

I am exceedingly grateful to **Dr. Chandrashwar Mishra**, Reader, Head of the Department of English Language Education, for providing me innovative ideas that strengthened the vigor of my study.

I am greatly indebted to **Dr. Shishir Kumar Sthapit**, the retired professor of the Department of English Language Education, who gave a new way to my teaching providing me with very fresh, worthy and unforgettable suggestions and inspirations.

I would like to express my gratitude to **Prof. Dr. Jai Raj Awasthi**, the Chairperson of English and Other Foreign Languages Education Subject Committee, T.U. I would like to express my profound gratitude to **Prof. Dr. Shanti Basnyat**, whose active way of teaching and support played a vital role in my academic achievement.

I am grateful to Prof. **Dr. Tirth Raj Khaniya**, Department of English Language Education. I would also like to extend my gratefulness to **Prof. Dr. Govinda Raj Bhattarai**, Department of English Language Education, T.U. **Dr. Anjana Bhattarai**, **Mrs. Madhu Neupane** and all other members of the Department of English Language Education they equally deserve my

sincere gratitude for their direct and indirect co-operation and encouragement.

I am thankful to my Gurus and Gurumas who taught me in different levels because of those, I am now about to complete my degree. My special thanks to all the teachers of the schools where I had visited for this research.

I am very grateful to all the staff and School Management Committee of Shree Ne. Ra. Ma. Vi Badakholi, Mehelkuna, Surkhet who provided me an opportunity to complete my degree.

Similarly, I feel pleasure to express my particular thanks to my friends **Padam Raj Poudel, Ram K.C., Purna Jaisi, R.D. Chaudhary and Purna Shrestha** who helped me on the course of preparing the thesis.

Finally, I would like to thank **Mr. Gyaneshwor Maharjan**, Peace Computer Center, Nayabazar, Kirtipur for excellent service of computer type setting.

Date:

Ram Bahadur B.K.



## **ABSTRACT**

The present thesis entitled “The Techniques of Teaching Reading at Lower Secondary Level” aims to find out the techniques used in teaching reading. For this purpose, thirty teachers teaching English in different public schools in Surkhet District were selected. The schools and teachers were selected through non-random sampling procedure.

The questionnaire and observation forms were the tools of collecting primary data. After collecting the questionnaire and observing classes, data have been analyzed and interpreted statistically and descriptively.

The findings of the study have shown that most of the teachers present a model reading and students are involved in reading activities after the teachers’ reading. Student reading was found to be the common practice in reading classes.

This thesis consists of four chapters. Chapter One introduces the study with its general background i.e. language teaching, language skills, the reading skills, skills in teaching reading, types of reading, review of related literature, objectives and significance of the study.

Similarly, Chapter Two deals with the methodology of the study. It comprises of sources of data, population of the study, sample population, sampling procedure, tools and process of data collection and limitations of the study.

Chapter Three deals with analysis and interpretation of the data using different tables including their descriptions.

Chapter Four consists of findings and some pedagogical implications of the study.

References and appendices are given. The appendix section includes research tools and other information.

## **CONTENTS**

|                               | <b>Page</b> |
|-------------------------------|-------------|
| Recommendation for Acceptance | i           |
| Recommendation for Evaluation | ii          |
| Evaluation and Approval       | iii         |
| Dedication                    | iv          |
| Acknowledgements              | v           |
| Abstract                      | vii         |
| Abbreviations and Symbols     | viii        |
| Contents                      | ix          |
| List of Tables                | xi          |

### **CHAPTER – ONE**

#### **INTRODUCTION**

|                                      |    |
|--------------------------------------|----|
| 1.1 General Background               | 1  |
| 1.1.1 Language Teaching              | 1  |
| 1.1.2 Language Skills                | 4  |
| 1.1.3 The Reading Skill              | 4  |
| 1.1.4 Skills in Teaching Reading     | 6  |
| 1.1.5 Techniques of Teaching Reading | 7  |
| 1.1.6 Types of Reading               | 8  |
| 1.2 Review of Related Literature     | 10 |
| 1.3 Objectives of the Study          | 11 |
| 1.4 Significance of the Study        | 12 |

### **CHAPTER – TWO**

#### **METHODOLOGY**

|                             |    |
|-----------------------------|----|
| 2.1 Source of Data          | 13 |
| 2.2 Population of the Study | 13 |

|                                |    |
|--------------------------------|----|
| 2.3 Sample Population          | 13 |
| 2.4 Sampling Procedure         | 14 |
| 2.5 Tools for Data Collection  | 14 |
| 2.6 Process of Data Collection | 14 |
| 2.7 Limitations of the Study   | 15 |

### **CHAPTER – THREE**

#### **ANALYSIS AND INTERPRETATION**

|   |    |
|---|----|
| 3.1 Techniques mentioned by the Teachers used in Teaching Reading                             | 17 |
| 3.2 Techniques mentioned by the Teachers mostly used in Teaching Reading                      | 17 |
| 3.3 Average percentage of Mostly Used Techniques found in First, Second and Third Observation | 19 |
| 3.4 Percentage of the Techniques used in Teaching Reading in First Observation                | 20 |
| 3.5 Percentage of the Techniques used in Teaching Reading in Second Observation               | 21 |
| 3.6 Percentage of the Techniques used in Teaching Reading in Third Observation                | 22 |

### **CHAPTER – FOUR**

#### **FINDINGS AND RECOMMENDATIONS**

|                     |              |
|---------------------|--------------|
| 4.1 Findings        | 24           |
| 4.2 Recommendations | 24           |
| <b>References</b>   | <b>26-28</b> |
| <b>Appendices</b>   | <b>29-37</b> |

## LIST OF TABLES

| <b>Table No.</b> | <b>Title</b>  | <b>Page</b> |
|------------------|---|-------------|
| 1.               | Percentage of the Teachers for Each Techniques Mentioned Under 'Mostly Used'. | 18          |
| 2.               | Average Percentage of Mostly used Techniques of Teaching Reading.             | 19          |
| 3.               | Percentage of the Techniques Found in First Observation                       | 20          |
| 4.               | Percentage of the Techniques Found in Second Observation.                     | 21          |
| 5.               | Percentage of the Techniques Found in Third Observation.                      | 22          |

## **ABBREVIATIONS AND SYMBOLS**

|        |   |                           |
|--------|---|---------------------------|
| ELT    | - | English Language Teaching |
| S.N.   | - | Serial Number             |
| T.M.   | - | Tally Mark                |
| F.N.   | - | Frequency Number          |
| T.N.   | - | Total Number              |
| L.S.S. | - | Lower Secondary School    |
| H.S.S. | - | Higher Secondary School   |
| Pro.   | - | Proposed                  |
| Ne.Ra. | - | Nepal Rastriya            |
| Ma.Vi. | - | Madhyamic Vidhyalaya      |
| DEO    | - | District Education Office |
| T.U.   | - | Tribhuvan University      |
| M.U.   | - | Mostly Used               |
| O.U.   | - | Often Used                |
| N.U.   | - | Never Used                |
| P      | - | Percentage                |
| %      | - | Percentage                |