

# CHAPTER – ONE

## INTRODUCTION

### 1.1 General Background

Language is a means by which human beings is able to communicate as he likes. It is the most widely means of communication among human being. As it is defined as a means of communications a man made system and has made human being different from other living creatures. It is meant for information and sharing our ideas, thoughts, feelings and information, though there is other means of communication, as well e.g. Olfactory system of communication, Tactile system of communications, Gustatory system of communication. Language is the most developed and primary means than any other system of communication.

Richards, et al (1999:96) define language in the following way “The system of human communication which consists of the structured arrangement of sounds or their written representation) into larger units e.g. MORPHEMES, WORDS, SENTENCES, UTTERANCES.”

Rimal (2004:8) quotes Jespersen (1904) and provides the definition as defined by Jespersen “Language is not end itself . . . It is a way connection between souls, a means of communication.”

“Language may be defined as an arbitrary system of vocal symbols by means of which human beings, as member of a social group and participants in a cultural, interact and communicate.” (Encyclopaedia Britannica vol.13:696).

Language is a system of human communication. We express our feelings, ideas and information through language. It is a means which is used

not only to express ideas but also to fulfill our needs and to socialize ourselves in the society.

### **1.1.1 Language Teaching**

Language teaching is a system under which many sub-systems existed like; planning, preparation, production and evaluation. The quality of language teaching is based on the best use of language teaching. Best of Language Teaching is based on the best use of approaches, methods and techniques. So language teacher should develop such activities in which learners feel interest and their curiosity develops itself which can be an example of perfect language teaching.

Language teaching involves teaching of both first and second/foreign languages. Acquisition of first language and learning of second language involve different processes. In the world of language teaching new concern have occupied the minds of methodologists, linguists and different techniques have been widely used. Everybody needs to have the ability in all skills and aspects of language to get mastery over it.

Teaching and learning are commonly used terms in the fields of educations not only inside but also outside four walls of the classroom. The objective of language teaching is to help the learners in learning a language. Therefore, teaching should be geared to facilitate learning on the part of the learners. Bearing this in mind, a number of methods, approaches and techniques have appeared in the area of language teaching and learning. Teaching is an art. To make teaching interesting and effective, different techniques should be applied while teaching language in the classroom.

There are different approaches, methods and techniques for teaching language. Various linguists have defined approach, methods and technique variously. Richards and Rodgers cites Anthony (1963) and gives the definition of the above mentioned three terms in the following way:

. . . An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is approximate. It describes the nature of the subject matters 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 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 used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

(Richards and Rodgers, 2002:19)

From the above discussion, we know that an approach refers to theories about the nature of language and language learning. Method is an overall plan for the orderly presentation of language materials and based on the selected approach. It is procedural. Technique is a trick of a teacher which is played in the classroom. It is implementational. What actually happens while teaching in the classroom is a technique.

### **1.1.2 Language Skills**

There are four skills of language teaching. A skill means to do something expertly and well. Language is recognized in terms of different skills. The four main skills of language are:

- i. Listening
- ii. Speaking
- iii. Reading
- iv. Writing

All four skills mentioned above are equally important for learning a language. Generally listening and reading fall under the category of receptive skills while speaking and writing are productive skills. That is, while listening we understand the spoken language and we understand the written language while reading. Similarly, while learning productive skills what is aimed is the selection of the relevant language for the situation concerned. However, we cannot draw a watertight distinction between the receptive and productive lines because at time the receptive skills tend to be productive and vice versa. Also within each main skill there are a number sub-skills which often overlap and reinforce one another.

### **1.1.3 The Reading Skill**

Reading is the third of the four skills of language. It is a receptive skill. Reading is a process of communication from the writers to the readers. It involves the recognition of printed letters, words, phrases, clauses and in some respects, it can be considered a simpler 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 message text. So in a usual way, reading is handled as reading comprehension.

Reading comprehension is interpreted as ‘Extracting the required information from a written text as efficiently as possible’ (Grellet, 1998:33). It is generally accepted that reading is the most essential activity of the learners of ELT. Reading comprehension is so pervasive and complex that it is difficult to cope with what reading is composed of and where is necessary to develop this ability in a learner.

Reading as defined in Encyclopedia Britannica (vol-19:9) is the mental process of securing and reading to an author’s message represented by written or printed symbols. To read one must recognize the ideas expressed by the authors, sense and tone of mood, selection evaluate the accuracy of the ideas and use. Davies (1974:185) mentions that “Reading comprehension is a process of analysis of receiving message from a written text.” In the same way, “.....reading comprehension is a way to measure different sub-skills, word meaning literal comprehension, inference, metaphor selecting salient point from a text” (Harrison and Dolan, 1979:13-23)

“Reading comprehension is an implication of a set of sub-skills to get a message from a text” (Lunzer et al. 1979:37). In the words of Hosenfield (1983:233) “reading comprehension is a process of uncovering the kinds of strategies used in solving the problems of understanding foreign language texts efficiently”

“. . . Constructing meaning is a vital pre-requisite of all reading. But reading is also a form of thinking, problem solving or reasoning which involves analyzing and discriminating, judging, evaluating and synthesizing.” All these mental processes are founded on past experience. So that the present context of reading matter must be scrutinized in the light of the reader’s own experiences . . . ”(Straiger, 1973:45).

Reading is the act of responding to printed symbols so that meaning is created. It is an activity which can be seen as a complex task. On the whole, it is the total understanding or making sense of a given text.

#### **1.1.4 Skills in Teaching Reading**

There are different skills in teaching reading. Reading involves a variety of skills. The skills in teaching reading based on Grellet (1981) are:

- i. Recognition of scripts
- ii. Deduce the meaning/unfamiliar lexis
- iii. Understand implicit things
- iv. Understand conceptual meaning
- v. Understand the communicative value
- vi. Relation between sentences
- vii. Interpreting the text
- viii. Identifying the main points
- ix. Skimming/scanning
- x. Transcoding information to diagrammatic display.

### **1.1.5 Technique of Teaching Reading**

Different techniques of language teaching are being employed together with different approaches and methods in the field of language teaching and learning. A technique refers to the classroom procedures/activities that we implement to carry out certain teaching tasks effectively. Thus, we can say that the technique is skillful action which is played in the classroom while teaching. Different activities can be done in the classroom for teaching reading. The short description of the techniques of teaching reading is as below:

#### **i. Model Reading:**

Model reading is one of the techniques used in teaching reading. It is a teacher centered technique. Generally the teacher reads the text and ask the students to follow him/her. This technique is commonly applied to teach pronunciation to the beginners.

#### **ii. Student Reading:**

This is a fully student-centered technique of teaching reading. The students are asked to read the text themselves. The teacher's role is of a facilitator. The teacher facilitates the students for reading and reinforces them for better performance.

#### **iii. Scanning:**

Scanning is also one of the reading techniques. The students are asked to find out a particular item such as, date of birth and death, shopping list,

newspaper's headlines, etc. When scanning, readers mainly try to locate specific information and often they do not even follow the linearity of the passage to do so.

iv. Skimming:

Skimming is one of the specific reading techniques necessary for quick and efficient reading. When skimming, readers go through the reading materials quickly in order to get the gist of it, to know how it is organized or to get idea of the tone or the intention of the writer (Grellet, 1981:19). Moreover, skimming involves mastering the skills of predicting, previewing and anticipation. Skimming is, therefore a thorough activity which requires an overall view of the text and implies a definite reading competence.

v. SQ3R Technique:

This is also a technique of teaching reading. If the texts are longer, the teacher uses SQ3R technique. SQ3R represents survey, question, read, recite and review. However, recently this technique has been modified as SQ2R which we can expand as: Skim, Question, Read and Recite.

### **1.1.6 Types of Reading**

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

- i. Rapid reading
- ii. Silent reading
- iii. Reading aloud



- iv. Skimming
- v. Scanning
- vi. Extensive reading
- vii. Intensive reading

i. Rapid Reading:

This type of 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. Rapid reading develops students' reading speed and the readers can accumulate a lot of information.

ii. 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.

iii. Reading aloud:

In this kind of reading, readers/students read block by block individually. The reader finishes one word, unit, etc and then goes to another. Generally this type of reading is conducted to teach pronunciation, stress and intonation.

iv. Skimming:

Skimming is a kind of thorough reading to get gist of the text. When skimming, 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.

v. Scanning:

If the readers read the text to locate specific information, it is known as scanning. The readers do not go line to line through the whole text, but they let their eyes wander over the text until they find what they are looking for.

vi. Extensive Reading:

This type of reading is also known as independent reading. It is mainly carried out to train the students to read directly and fluently in the foreign language for their own enjoyment without the aid of their teachers. It is intended to develop good reading habits to build up confidence in language, to build up knowledge of vocabulary and structure.

vii. Intensive Reading:

Students are expected to understand everything they read and be able to answer in detail in this reading. It is carried out especially for the study of words, phrases, sentence patterns and other related aspects to the language. This type of reading encourages faster reading which in turn develops students reading habits.

## **1.2 Review of Related Literature**

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

The research study which is related to the effectiveness of techniques in teaching subject verb agreement was carried out by Pant (2004) entitled “A Study on the Effectiveness of Discovery Techniques in Teaching Subject Verb Agreement in Grade Nine: A Practical Study.” In this study, he had concluded that the discovery technique was relatively more effective and successful than explanation technique for teaching subject verb agreement.

Regmi (2004) carried out a practical study to find out the effectiveness of group work technique in teaching English Tenses. The study showed that the group work technique was relatively more effective and successful than explanation technique for teaching English Tenses.

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

Ghimire (2000) carried out a practical comparative study to determine as to which method, inductive or deductive, is more effective in teaching question tag to the grade 10 students. The research work showed that the inductive method was more effective than the deductive one.

Humagain (2006) conducted a study on the effectiveness of language games in learning reading comprehension. The study showed that teaching the students using games was relatively more effective than teaching them in an usual way- for teaching reading comprehension in general.

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

This study has the following objectives:

1. To identify different techniques applied by the teachers in teaching reading to students in lower secondary level.
2. To identify the most commonly used techniques in teaching reading.
3. To suggest some pedagogical implications.

#### **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 will have remarkable contribution 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 this study. The study was carried out as follows:

#### **2.1 Source of Data**

To accomplish the intended goals, the researcher used and consulted the following sources.

##### **i) Primary Sources:**

The primary sources of data for this research were the teachers of lower secondary level of public schools. The researcher himself was involved in class observation with the observation check list:

##### **ii) Secondary Sources:**

Previously carried out researches and books related to ELT were consulted as a secondary sources of data.

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

All the teachers teaching English at lower secondary level in different public schools of Surkhet district were the population of this study.

#### **2.3 Sample Population**

The sample population of this study were thirty (30) teachers teaching English in lower secondary level in different public schools of Surkhet district.

## **2.4 Sampling Procedure**

The researcher has applied non-random, judgmental sampling procedure to select thirty teachers teaching English in lower secondary level in different public schools of Surkhet district.

## **2.5 Tools for Data Collection**

The main tools for data collections were questionnaire and observation forms. A set of questionnaire consisting five (5) different questions related to techniques were distributed to thirty (30) teachers for their responses. The researcher observed three classes of each teachers with observation checklist to identify which techniques are commonly used in teaching reading items.

## **2.6 Process of Data Collection**

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

- i. At first, the researcher contacted the concerned authority i.e. DOE Srukhet and got permission to carry out the research.
- ii. The researcher made a name list of all teachers teaching English at lower secondary level in Surkhet.
- iii. The researcher selected thirty (30) teachers from different schools, explained the purpose and process of the research and assured the subjects of the confidentiality.
- iv. The researcher selected the schools and teachers according to the availability and feasibility of the study.

- v. The researcher developed the questionnaires for the teachers and checklist for their class observation.
- vi. The researcher distributed the questionnaires to the teachers and confirmed the date of getting the completed questionnaires back.
- vii The researcher observed three reading classes of each teachers
- viii Finally, the researcher collected all the questionnaires from the teachers.

## **2.7 Limitations of the Study**

This study has the following limitations:

1. This research was limited to the public schools of Surkhet district
2. It was limited to the schools of rural region.
3. Only thirty (30) teachers teaching English in the lower secondary level were informants.
4. Only three classes of each teacher teaching reading were observed.
5. Only the techniques applied in teaching reading were taken into consideration.

## **CHAPTER – THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter consists of analysis and interpretation of obtained data. The data are tabulated and interpreted in the six headings. These six headings are:

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

The researcher had selected thirty teachers teaching English in lower secondary level in different public schools of Surkhet district. Questionnaires were distributed to them and requested to respond to them. Similarly, the researcher observed three classes of each teacher with observation check list to find out mostly used techniques 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 most commonly used one.

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

### **3.1 Techniques Mentioned by the Teachers Used in Teaching Reading**

The researcher had used questionnaire as a research tool to identify the techniques applied in teaching reading. The selected teachers had been requested to mention any four techniques used in teaching reading. The responses are found as below:

Different teachers have mentioned different techniques for teaching, reading. Such as model reading, silent reading, student reading, loud reading, skimming and scanning. Some of the teachers also mentioned that role play, strip story, pair work, group work, illustration, explanation, etc are used in teaching reading. But these techniques are generally not used in teaching reading. From the analysis of data, it is found that model reading, student reading, loud reading, silent reading, skimming and scanning are the techniques used for teaching reading in lower 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 mentioned for 'mostly used' techniques is as below:

**Table No. 1. Percentage of the Teachers for Each Techniques  
Mentioned Under ‘Mostly Used’.**

Techniques of Reading	Mostly used			Percentage
	Tally Marks	F.N.	T.N.	
Model Reading		10	30	33.33
Student Reading		7	30	23.33
Loud Reading		5	30	16.66
Silent Reading		2	30	6.66
Skimming		2	30	6.66
Scanning		2	30	6.66
Others		2	30	6.66

The above table shows that 10 teachers out of 30 mostly used model reading for teaching reading. In other words, 33.33 percent teachers mostly apply model reading for teaching reading. 23.33 percent teachers used student reading mostly. Similarly, 16.66 percent teachers mostly used loud reading, 6.66 percent teachers used silent reading. And 6.66 percent teachers mostly used each of the following techniques: skimming, scanning and others in teaching reading in lower secondary level. Therefore, it has been found that model reading is mostly used technique for teaching reading in lower secondary level in public schools.

### 3.3 Average Percentage of the Mostly used Techniques Found in First, Second and Third Observation

The researcher observed three classes of each thirty teachers. The percentage of each techniques in observation has been found differently. The average percentage of each technique under ‘Mostly used’ are tabulated as below:

**Table No. 2 Average Percentage of Mostly used Techniques of Teaching Reading.**

Techniques of Reading	Mostly Used			Average %
	First Observation%	Second Observation %	Third Observation%	
Model Reading	66.66	60	56.66	61.10
Student Reading	40	50	53.33	47.77
Loud Reading	16.66	16.66	40	24.44
Silent Reading	33.33	66.66	33.33	44.44
Skimming	-	40	46.66	28.88
Scanning	16.66	33.33	26.66	25.55
Others	16.66	-	-	5.55

The above table shows that 61.10 percent teachers presented model reading for teaching reading in average. Similarly, 47.77 percent teachers used student reading, 24.44 percent used loud reading and 44.44 percent used silent reading. Similarly, 28.88 percent teachers mostly used skimming and 25.55 percent used scanning. The other 5.55 percent teachers used other

techniques for teaching reading. Therefore, it is concluded that model (teacher) reading is mostly used technique in teaching reading in lower secondary level of public schools.

### 3.4 Percentage of the Technique used in Teaching Reading in First Observation

The researcher observed the three classes of each teacher. The percentage of the techniques applied by the teachers for teaching reading have been found as below:

**Table No. 3 Percentage of the Techniques Found in First Observation**

Techniques of Reading	M.U.			O.U.			N.U.		
	F.N	T.N.	P	F.N	T.N.	P	F.N	T.N.	P
Model Reading	20	30	66.66	10	30	33.33	-	-	-
Student Reading	12	30	40	18	30	60	-	-	-
Loud Reading	5	30	16.66	20	30	66.66	5	30	16.66
Silent Reading	10	30	33.33	20	30	66.66	-	-	-
Skimming	-	-	-	25	30	83.33	5	30	16.66
Scanning	5	30	16.66	25	30	83.33	-	-	-
Others	5	30	16.66	16	30	53.33	2	30	6.66

The above table shows that Model Reading has been used by 66.66 percent teachers. Forty (40) percent teachers mostly used students reading.

Thirty three (33) percent teachers mostly used skimming. Similarly 16.66% each mostly used loud reading, scanning and others.

Regarding often used techniques, 33.33 percentage teachers used model reading, 60 percent student reading, 66.66 percent each used loud reading and silent reading. Similarly, 83.33 percent teachers used other techniques. Likewise, 16.66 percentages teacher never used loud reading and skimming during the observation. (see appendix ‘E’)

### **3.5 Percentage of Techniques used in Teaching Reading in Second Observation**

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

**Table No. 4 Percentage of the Techniques Found in Second Observation.**

Techniques of Reading	M.U.			O.U.			N.U.		
	F.N	T.N.	P	F.N	T.N.	P	F.N	T.N.	P
Model Reading	18	30	60	12	30	40	-	-	-
Student Reading	15	30	50	15	30	50	-	-	-
Loud Reading	5	30	16.66	15	30	50	10	30	33.33
Silent Reading	20	30	66.66	5	30	16.66	5	30	16.66
Skimming	12	30	40	18	30	60	-	-	-
Scanning	10	30	33.33	20	30	66.66	-	-	-
Others	5	30	16.66	10	30	33.33	-	-	-

The above table shows that 60 percentage teachers mostly used model reading during the observation. Fifty percent used student reading, 16.60 percentage loud reading and 33.33 percent used scanning. Regarding often used techniques 40 percent used model reading, 50 percent teachers used student reading and loud reading. Similarly, 16.60 percent silent reading and 60 percent teachers often used scanning, 33.33 percent teachers used other techniques (see appendix- 'F').

### **3.6 Percentage of Techniques used in Teaching Reading in Third Observation**

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

**Table No. 5 Percentage of the Techniques Found in Third Observation.**

Techniques of Reading	M.U			O.U			N.U		
	F.N	T.N.	P	F.N	T.N.	P	F.N	T.N.	P
Model Reading	17	30	56.66	13	30	43.33	-	-	-
Student Reading	16	30	53.66	14	30	46.66	-	-	-
Loud Reading	12	30	40	16	30	53.33	2	30	16.66
Silent Reading	10	30	33.33	20	30	66.66	-	-	-
Skimming	14	30	46.66	16	30	53.33	-	-	-
Scanning	8	30	26.66	22	30	33.33	-	-	-
Others	5	30	16.66	15	30	50	3	30	10

The above table shows that 56.66 percent teachers mostly used model reading and 53.33 percent used students reading, 40 percent used loud reading, 33.33 percent silent reading, 46.66 percent skimming and 26.66 percent teachers mostly used scanning during the observation. Forty percent teachers used other techniques. Therefore, it is found that most of the teachers used model reading for teaching reading in lower secondary level (see Appendix 'G').

## **CHAPTER – FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

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

1. Model reading, students reading, silent reading, loud reading, skimming and scanning are different techniques used in teaching reading in lower secondary level.
2. Model reading is the most commonly used technique in teaching reading. It is found that 61.10% teachers used this technique in average.
3. The percentage of Model reading in the first observation was 66.66%. It has decreased in the second and the third observations i.e. 60% and 56.66% respectively.
4. Ten teachers, out of thirty (i.e. 33.33%), have mentioned that they mostly used model reading technique in teaching reading in lower secondary level.
5. The average percentage of students reading is 47.77 percent. It means 47.77 percent teachers apply students' reading technique in teaching reading.

#### **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. Model reading is mostly used technique in teaching reading in lower secondary level. It is preferable technique for teaching reading in lower secondary level.
2. Student reading also should be focused on teaching reading especially for the beginners.
3. More than 50 percent teachers often use silent reading. It is better to use reading aloud especially in lower level.
4. The students of this level are expected to learn pronunciation, stress, intonation, etc. Thus it is better to focus on both the technique: model reading and student reading equally.
5. This research has been limited to only lower secondary level. So other researches are recommended to carry out on other researches in other levels as well.

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**APPENDICES**

**Appendix 'A'**

**QUESTIONNAIRE FOR TEACHERS**

Name of School:

Date:

Teacher's Name:

Teaching Level:

Academic Qualification:

Teaching experience:

Training (if any):

1. Write any four techniques that you use to teach reading skill.

a) .....

b) .....

c) .....

d) .....

2. Among those techniques which one do you mostly use?

.....

3. Which one is never used?

.....

4. In which technique the students take part in reading actively?

.....

5. How do you make all the students involve in reading?

.....

.....

.....

Thank you for kind Co-operation!

## Appendix 'B'

### CLASS OBSERVATION CHECK LIST

Teacher's Name:

Name of School:

Class:

Section:

Subject:

Period:

Date:

Time:

Techniques of Reading	Mostly Used	Often Used	Never Used	Time	Remarks
Model Reading					
Students Reading					
Loud Reading					
Silent Reading					
Skimming					
Scanning					
Others					

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Observed by

## Appendix 'C'

### Name List of the Teachers and Schools

S.N.	Teachers' Name	Name of Schools
1	Thal Bahadur Buddha	Shree Sharada ma. Vi Chhinchu, Surkhet
2	Kashi Ram Pandey	Shree Ne. Ra. L. Secondary School, Ramrikanda, Surkhet
3	Ram Bahadur Khatri	Shree Jana Gyan Bhandar Ma. Vi. Khotakhola, Surkhet
4	Ghan Shyam Khatri	Shree Bheri Ma. Vi. Ghumkhahare, Surkhet
5	Krishna Prasad Chapain	Shree Ananda Higher Secondary School, Jhingni, Surkhet
6	Narayan Paudel	Shree Jana Jyoti Secondary School, Jhingni, Surkhet
7	Dhal Bahadur Khatri	Shree Ne. Ra. Ma. Vi. Badakholi, Mehekuma, Surkhet
8	Krishna Prakash R.C.	Shree Ne Ra. Pro. L.S. School, Kopchi, Surkhet
9	Tek Bahadur Tiruwa	Shree Ne. Ra. Pro. L.S, School, Sanojatri, Surkhet
10	Kausila D.C.	Shree Ne Ra. Pro. L.S. School, Sottarkholi, Surkhet
11	Hari Bahadur Bohara	Shree Prabhat L.S. School, Thanichaur, Surkhet
12	Prem Bahadur Thapa	Shree Ne.Ra. Pro. Ma. Vi. Jyamire, Dahachaur, Surkhet
13	Krishna Pun	Shree Ideal Pro. Secondary School, Lekhapharsa, Surkhet
14	Govinda Psd. Adhikari	Shree Ananda H.S. School, Gumi, Surkhet

15	Man Bahadur oli	Shree Ne. Ra ma. Vi, School, Badakholi, Mehelkuna, Surkhet
16	Chandra Bahadur Buddha	Shree Laligurans L.S. school, Ramghat, Surkhet
17	Ghan Shyam Pokherel	Shree Chandrodaya L.S.S. Ramghat -2, Surkhet
18	Man Bahadur Bashyal	Shree Janajyoti S. School, Jhigni, Surkhet
19	Humlal Khatri	Shree Shikhar Ma. Vi. Ramghat-5, Surkhet
20	Tula Ram Khatri	Shree Ne. Ra. Ni Ma. Vi. Maitada Surkhet
21	Yub Raj Chapain	Shree Ne. Ra Pro Ma. Vi. Jyamire, Surkhet
22	Dal Bahadur Khatri	Shree Ne. Pro. Ma. Vi, Dharpani, Surkhet
23	Bhanu Prasad Sharma	Shree Surya Jyoti H.S. School, Mehelkuna, Surkhet
24	Padam Raj Paudel	Shree Surya Jyoti H.S. School, Mehelkuna, Surkhet
25	Pitamber Chapain	Shree Ideal Pro. Ma. Vi, Lekhapharsa, Surkhet
26	Govinda Psd. Dhakal	Shree Jana Jyoti. Secondary School, Jhingni, Surkhet
27	Hira B.K.	Shree Ne. Ra. Pro. Ni. Ma. Vi. Simghat, Surkhet
28	Bam K.C.	Shree Jana Sewa H.S. School, Sahare, Surkhet
29	Rajendra Psd. Thakur	Shree Surya Jyoti H.S. School, Mehelkuna, Surkhet
30	Ram Bdr Mandal	Shree Jana Sewa H.S. School, Sahare, Surkhet



## Appendix 'D'

Table No. 1 : Techniques Mentioned by the Teachers

S.N.	Teacher's Name		Techniques Mentioned by the teachers						
			Model Reading	Student Reading	Loud Reading	Silent Reading	Skimming	Scanning	Others
1	Thal Buddha	Bdr.	√	√	√	-	√	√	√
2	Kashi Pandey	Ram	√	-	√	√	√	-	√
3	Ghanshyam Khatri		-	√	√	-	-	√	√
4	Ram Khatri	Bdr.	√	-	√	√	√	-	-
5	Krishna Chapai	Psd.	√	√	√	-	-	√	-
6	Narayan Poudel		√	-	√	-	√	-	√
7	Dhal Bdr Khatri		-	√	√	√	-	-	√
8	Krishna Prakash R.C.		-	-	-	√	√	√	√
9	Tek Tiruwa	Bdr.	√	√	√	-	-	√	-
10	Kausila D.C		√	-	√	√	√	-	√
11.	Hari Bohara	Bdr	-	√	√	√	-	√	-
12	Prem Thapa	Bdr.	√	-	√	-	-	√	√
13	Krishna Pun		-	√	√	√	-	-	√
14	Govinda Adhikari	Psd.	-	√	√	√	√	-	√

15	Man Bdr. Oli	-	-	√	√	√	-	√
16	Man Bdr. Bashyal	√	√	-	√	√	-	√
17	Chandra Bdr. Budha	√	√	-	-	√	√	√
18	Ghanshyam Pokharel	-	-	√	√	-	√	√
19	Hum Lal Khatri	√	√	√	√		√	-
20	Tula Ram khatri	√	-	√	√	-	√	√
21	Dal Bdr. Khatri	-	√	-	√	√	-	√
22	Bhanu Prasad Sharma	√	√	-	√	-	√	√
23	Yub Raj Chapani	√	-	√	-	√	-	√
24	Padam Raj Paudel	√	√	√		√		√
25	Pitamber Chapain		√	√	√	√		√
26	Govinda Psd. Dhakal	√		√	√	√		√
27.	Hira Bdr. B.K.	√	√	√				√
28	Bam K.C.	√	√	√	√	-	√	√
29	Rajendra Psd. Thakur	√	√	√	-	-	√	√
30	Ram Bdr. Mandal	√	√	√	-	-	√	√

## Appendix 'E'

Table No.2 : First Observation

Techniques of Reading	M.U.		O.U.		N.U.		Total
	T.M.	F.N	T.M.	F.N	T.M.	F.N.	
Model Reading	<del>////</del> <del>////</del> <del>////</del> <del>////</del>	20	<del>////</del> <del>////</del>	10	-	-	30
Student Reading	<del>////</del> <del>////</del> //	12	<del>////</del> <del>////</del> <del>////</del> ///	18	-	-	30
Loud Reading	<del>////</del>	5	<del>////</del> <del>////</del> <del>////</del> <del>////</del>	20	<del>////</del>	5	30
Silent Reading	<del>////</del> <del>////</del>	10	<del>////</del> <del>////</del> <del>////</del> <del>////</del>	20	-	-	30
Skimming		-	<del>////</del> <del>////</del> <del>////</del> <del>////</del> <del>////</del>	25	<del>////</del>	5	30
Scanning	<del>////</del>	5	<del>////</del> <del>////</del> <del>////</del> <del>////</del> <del>////</del>	25	<del>////</del>	5	30
Others	<del>////</del> <del>////</del> //	12	<del>////</del> <del>////</del> <del>////</del> /	16	//	2	30

## Appendix 'F'

Table No. 3 : Second Observation

Techniques of Reading	M.U.		O.U.		N.U.		Total
	T.M.	F.N	T.M.	F.N	T.M.	F.N.	
Mode Tending	<del>HTT</del> HTT <del>HTT</del> III	18	<del>HTT</del> HTT II	12	-	-	30
Student Reading	HTT HTT HTT	15	<del>HTT</del> HTT HTT	15	-	-	30
Loud Reading	HTT	5	<del>HTT</del> HTT HTT	15	HTT HTT	10	30
Silent Reading	HTT HTT HTT HTT	20	<del>HTT</del>	5	HTT	5	30
Skimming	HTT HTT II	12	HTT HTT HTT III	18	-	-	30
Scanning	HTT HTT	10	HTT HTT HTT HTT	20	-	-	30
Others	HTT	5	HTT HTT	10	-	-	30

## Appendix 'G'

Table No.4 : Third Observation

Techniques of Reading	M.U.		O.U.		N.U.		Total
	T.M.	F.N	T.M.	F.N	T.M.	F.N.	
Model Reading	HTT HTT HTT II	17	HTT HTT III	13	-	-	30
Student Reading	HTT HTT HTT I	16	HTT HTT IIII	14	-	-	30
Loud Reading	HTT HTT II	12	HTT HTT HTT I	16	II	2	30
Silent Reading	HTT HTT	10	HTT HTT HTT HTT	20	-	-	30
Skimming	HTT HTT IIII	14	HTT HTT HTT I	16	-	-	30
Scanning	HTT III	8	HTT HTT HTT HTT II	22	-	-	30
Others	HTT	5	HTT HTT HTT	15		3	30