
**TECHNIQUES OF TEACHING READING SKILL IN ENGLISH AT BASIC
LEVEL**

A THESIS

**SUBMITTED TO THE DEPARTMENT OF ENGLISH EDUCATION
IN PARTIAL FULFILMENT FOR THE MASTER OF EDUCATION IN
ENGLISH**

SUBMITTED BY

UPENDRA ADHIKARI

**TRIBHUVAN UNIVERSITY
FACULTY OF EDUCATION
JANTA MULTIPLE CAMPUS,
ITAHARI, SUNSARI**

2021/2077

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Upendra Adhikari** has completed this thesis entitled **Techniques of Teaching Reading Skill in English at Basic Level** under my guidance and supervision.

I recommend the thesis for acceptance and evaluation.

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DECLARATION

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

.....

Upendra Adhikari

Date: 4th Feb 2021

DEDICATION

Dedicated

To

My Parents and Gurus

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I would like to extend my deep sense of profound gratitude to my thesis supervisor **Mr. Tirtha Raj Acharya**, Lecturer Department of English Education, Janta Multiple Campus for making constant supervision and guiding me with regular inspiration, encouragement and insightful as well as valuable suggestion throughout the study. I would like to acknowledge his invaluable instructions, suggestions, guidance and strong co-operation in completing the study.

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Upendra Adhikari

ABSTRACT

This thesis entitled "Techniques of teaching reading in English at basic level (a study in basic level schools of Itahari sub-metropolitan city, Sunsari)" was carried out to find out techniques and materials used by the English language teachers in teaching reading at basic level. The researcher had selected 15 schools situated in Itahari sub-metropolitan city of Sunsari district using purposive nonrandom sampling procedure. In the same way, 15 ELT selected teachers from those selected schools were selected using the same sampling procedure were observed by using checklist to collect data and a set of questionnaires were also used. The data collected from these tools were analyzed and interpreted using descriptive as well as statistical tools. The overall findings of the study showed that, majority of the teachers have received trainings and all of the teachers feel interesting and exciting in teaching reading skill. All of the teachers make students participation in pre-teaching activities, make students read in their own way, motivate the students before teaching reading. All of the teachers faced low vocabulary power of the students and lack of sufficient teaching materials in their schools as the main problems in teaching reading and asked related questions of the reading exercise to evaluate the students. Explanation is the mostly used technique in teaching and prediction, strip story techniques are not founded to be used in teaching reading. All 15 teachers mentioned description of the hard words and explanation as the mostly used technique of teaching reading in English. Rest of the other teachers mentioned revision of previous reading, pair work, group work, demonstration, discussion and other technique as mostly used techniques. It was found that all of the teachers mostly used textbook and pictures/pamphlets in teaching reading.

This thesis has been divided into five different chapters. The first chapter includes the background of the study, statement of the problem, objectives, research questions, significance of the study, delimitations of the study. Similarly, second chapter deals with the review of related theoretical literature, empirical literature, implication of the review for the study and conceptual framework. Third chapter deals with the methodology employed to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. Collected data were presented, analyzed and interpreted applying statistical tools like frequency and percentage in the fourth chapter. It also includes analysis of data and interpretation of the results and summary of the findings. Accordingly, the fifth chapter includes conclusions and recommendations. Some recommendations for policy related, practice related and further research related are presented in this section. This chapter is followed by references and appendices.

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ACRONYMS AND ABBREVIATIONS

A.D	–	Anno Domini
B. Ed.	–	Bachelor of Education
B.S.	–	Bikram Sambat
CDC	–	Curriculum Development Center
e.g.	–	For Example
ELT	–	English as a Target Language
ESL	–	English as a Second Language
et. al.	–	and others
i. e.	–	id est (Latin), that is
M. Ed.	–	Masters of Education
NELTA-		Nepal English Language Teachers Association
NESP	–	National Education System Plan
TPD	–	Teacher Professional Development
T.U.	-	Tribhuvan University