CHAPTER ONE

INTRODUCTION

The study will try to explore the techniques and materials used by the basic level (grade five) English teachers while teaching reading skill at grade 5. The first chapter of the study will consist of background of the study, statement of the problem, objectives of the study, significance of the study and delimitations of the study.

1.1   Background of the Study

There are different ways of teaching the four language skills, which are: Listening, Speaking, Reading and Writing. Students can encounter various difficulties in these different skills. They will make mistakes in English pronunciation, grammar, syntax, vocabulary usage, and spelling. You have to remember that there is very often a connection between the native language of a learner and the mistakes he/she makes. Generally listening comprehension and speaking are the hardest skills for our students, as learners tend to be more exposed to reading and writing in their everyday lives, than they are to native speakers and communication situations in English.

Teaching language means make the learners get mastery over language. To get mastery over the language, the learners should be taught language skills and aspects of language. In the context of Nepal, English has been taught as foreign language in all the schools from grade one to bachelor level assuming it to be the need of today.

Language teaching is one of the most challenging professions. While teaching English language, teacher should be aware of the different approaches, methods and techniques. In language teaching, we also bring the knowledge from linguistics, psychology and educational pedagogy. The method and techniques for teaching and

learning are changeable according to situations. On the other hand, the fundamental assumption of language and language teaching is changing time to time.

Language teaching comes into its own on a profession in the twentieth century. The whole foundation contemporary language teaching was developed during the early part of twentieth century, an applied linguistics and other sought to develop assumptions, principles and procedures for the design of teaching methods and materials drawing on the developing field of linguistic and psychology to support a succession of proposals for what were through to be more effective and theoretically sound teaching methods. Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes completing language teaching ideologies Richards and Rodgers (2010, p.1).

Reading is one of the important skill among different skills of language. Reading is the way of recognizing the message or information of text or deducing the meaning, concept and sense of text. Teaching of reading is an important aspect of teaching / learning a foreign language. Teaching reading refers to the process of making students able to grasp the information contained in the text. Information is simply grasped by means of visual symbols. The meaningful arrangement of symbols always carries information. The overall purpose for teaching reading is to develop the attitude, abilities, and skills in the reader for obtaining information, fostering and reacting to ideas, developing interests and finally deriving pleasure by reading through understanding.

Teaching of Reading Skill

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

Skills in teaching reading

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

- Recognition of script

- Deduce the meaning/unfamiliar lexis

- Understand conceptual meaning

- Understand implicit things

- Understand the communicative value

- Relation between sentence

- Interpreting the text

- Identifying the main points

- Skimming/scanning

- Transcoding information to diagrammatic display.

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 briefly described as follows:

a. Rapid Reading

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

b. Silent Reading

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

c. Reading aloud

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

d. Skimming

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

e. Scanning

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

f. Extensive Reading

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

g. Intensive Reading

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

-(Grellet, 1981).

Techniques of Teaching Reading in English

Generally, there are different techniques in language teaching. Language teachers can use different techniques like strip story, discovery technique, group work, project work, drill etc to teach reading in English. So there is not any hard and fast technique to teach reading. That's up to teachers. The more he/she makes the student read authentic item and the better the students develop their reading skill. Developing reading skill means widening the way of gaining knowledge.

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

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

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

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

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

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

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

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

1.2   Statement of the Problem

English language at present is being taught from primary to university level in Nepal. Reading is one of the difficult tasks for teaching. For the successful teaching of reading skill, the teacher should be aware in the selection and use of techniques and materials. The use of appropriate techniques and materials makes the teaching learning process successful. The techniques and materials used by the teacher should be appropriate according to the size of the classroom, level and interest of the learners, type of the subject matter and so on. But many of the teachers in our context are unfamiliar with the appropriate techniques and materials to foster reading skill. This causes many problems in teaching reading skill. Thus, the problems related to reading skill need to be addressed and solved at practice level as well as at policy level.

According to the basic level (grade five) English curriculum, "By the end of grade 5 children will be able to effectively in a limited set of situations". Reading is one of the major skills of language so, while teaching reading the teacher has to use appropriate techniques and materials. Therefore, this study attempted to find out the techniques and materials used by the primary level English teachers in teaching reading.

1.3   Objectives of the Study

The objectives of the study were as follows:

1. To find out the techniques used by English language teachers in teaching reading at grade five.

2. To find out the materials used by English language teachers in teaching reading at grade five.

1.4 Research Questions

This study had tried to address the following research questions:

1. Which techniques do the basic level (grade five) English teachers use in teaching reading at grade five?

2. What materials do the basic level (grade five) English teachers use in teaching reading at grade five?

1.5 Significance of the Study

The findings of the study are regarded to be significant to all those who are directly and indirectly involved in teaching and learning of the English language. It can be claimed to provide the different strategies from teacher-centered to student-centered to enhance the reading skill. Similarly, it is also believed to be beneficial to subject experts, language practitioners, curriculum designers, language trainers, textbook writers of ELT, producers of material and so on. Likewise, this study is considered to be highly significant for those who want to undertake researches in the field of language teaching because it proposed the different ways to upgrade the reading skill by considering the student related concern like interest, demands, level, motivation, attitude and aptitude and so forth. So that, any researcher can study any of the variables affecting the development of reading inside and outside of the classroom environment in depth. In addition, it also provided the guidelines regarding the selection of appropriate research design, effective sampling procedures, successful research tools and data analysis and interpretation procedures. From the findings of

this study, many novice teachers of primary are supposed to gain the information about new techniques.

1.6 Delimitations of the Study

The delimitations of this study were as follows:

1. The study is limited to the grade five textbook prescribed by CDC.

2. The population of the study were limited to the 15basic level (grade five)English teachers of fifteen Government aided schools.

3. Data for the study were collected only through questionnaire and classroom observation.

4. The study was limited only to find out the techniques and materials used to teach reading skill.

5. The study was limited to Itahari Sub-metropolitan city of Sunsari district only.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter is review of all available related literatures of the study. So, the review of the related theoretical literature, empirical literature, implication of the review for the study and conceptual framework are mainly discussed in this chapter. In the same way, the review of the theoretical issues, aspects, and concepts related with this study and conceptual framework in diagrammatic form are also included which are further discussed in following headings and sub-headings.

2.1   Review of Related Theoretical Literature

This section mainly deals with the theoretical aspects of the study. In this sub-heading, various theoretical previous researches, approaches, concepts and issues were reviewed thoroughly to build the strong theoretical foundation of the study. Indeed, these theoretical portions related with this study were studied in depth to get sharp insightful knowledge for the same study. Specifically, English language teaching, ELT in Nepal, techniques of teaching language, language skills, teaching reading skill, techniques of teaching reading skill in English, materials for teaching reading were dealt in this section appropriately. Moreover, the review of different books and articles was done for the facilitation of my study. Different writers and researchers have defined reading in various ways. Some of the definitions of reading are presented here as follows:

Reading was traditionally defined "as the process of recognizing printed or written symbols, involving such habits as accuracy in recognizing the words that make up a passage" (Gray, 1965, p. 47).

However, Neilsen (1994) offers a different view of reading. He argues that reading is more than word recognition and the development of technical skill in the meaning of words and sentences, but is also self-connection and reflection.

Bogdan and Straw (1990) describe this perspective of reading as, "the realization of personal and social goals for the readers rather than the perception or reception of some messages from author or text" (p. 6).

According to Herber (1978), "reading is defined as a thinking process which includes decoding of symbols, interpreting the meanings of the symbols, and applying the ideas derived from those symbols" (p. 9).

Furthermore, Freire often describes the meaning of "reading" by linking it to a critical, dialogical mode of knowing and being. He adds, for example, "reading always involves critical perception and interpretation" (Freire, 1983, p. 11).

According to Gunning (2013), reading used to be treated as a passive mean to get factual information without further reflection and critical thinking; however, readers should not be only the direct recipients of knowledge. The readers should create their own meanings out of the text and there should be two-ways involving a reader and a text. Reading is more than looking at letters and matching their sounds. It also consists of comprehension, understanding what is read, what is meant, and what is implied, which involves critical thinking and comprehension abilities. Reading

without comprehension is not reading. Rather, it is simply reciting words seen on paper. Hence, the definition of reading is not simply one that only involves the recognition and deciphering of letters, or the pronunciation of the words these letters form.

According to Alexander et al. (2012), when reading any texts, the readers should take into account the intention of the author(s). Thus "defined, reading can be understood as a relation between the readers and the author via a text… we are referring to two reciprocal aspects of the meaning-making process" (p. 263).

Reading is a complex cognitive activity that is imperative for adequate functioning in society (Alfassi, 2004).

According to Smagorinsky (2001), reading is a mediating process that involves composition of meaning. Thus, students are required to understand the meaning of text, critically evaluate the message, understand the content, and apply the newly learned knowledge flexibly (Brown & Campione, 1990; Pressley, 2000).

2.1.1   English Language Teaching

English is an international language. So, it has been taught both as national or international language throughout the world. It is most advanced and powerful means of human communication. Teaching a language is a challenging job, this is because, language is very complex. It is a system, a code, a set of convention and a means of communication to mention only a few. So, learning a language appropriately is more important than learning about it. The success of teaching language depends upon its suitable use. It means, if the learners can use a language properly then, the purpose of teaching is fulfilled. English language teaching is a system under which several sub

systems are included like planning, preparation, production and evaluation. The quality of language teaching is based on the best use of language teaching. In other words, the best way of language teaching is based on the best use of approaches, methods and techniques. So, the language teachers should apply and create such suitable activities on which the learners involve joyfully and develop their linguistic proficiency effectively.

Every language teacher makes his/her teaching and learning plan under a particular approaches, methods and techniques which are most frequently used terms in the field of language teaching. These terms are defined by different methodologists in different ways, but the main theme is somehow related.

2.1.2   English Language Teaching in Nepal

In the context of Nepal, English language teaching started with the establishment of Durbar high school in 1854 A.D. after Junga Bahadur Rana returned from Europe. The school was only for ruling family. Therefore, English education formally started for public only after the opening of TriChandra College in 1918 in higher education. In those days only the literature was focused in studying English.

In Nepal, systematically teaching English started only after the implementation of National Education system plan (NESP) in 2028 B.S. The education mass of the present context of Nepal has two types of schooling background with Nepali and English medium. The product of latter type of schooling feels more comfortable in using English for personal development, communication, understanding the target culture through video, cinema and some year now specially through email and internet. Private educational institution plays key role in promoting ELT in Nepal.

Today, out of the total approximately 31 thousand primaries to higher secondary school (grade 1-12), almost half the numbers are the English medium ones.

2.1.3   Techniques of Teaching Language

Teaching is transmission of knowledge from teacher to students or creating conditions in which some students learn from themselves. The techniques of teaching language are described in the following sub-headings:

2.1.3.1 Teacher Centered Techniques

Teacher-centered techniques play the dominant role in teaching learning activities in the context of Nepal. Teacher is the authority in the classroom. This approach is more logical than psychological and emphasizes the product rather than process. The teacher -centered techniques are follows:

   a. Lecture

   b. Explanation

   c. Illustration

   d. Demonstration

a.   Lecture

Lecture is a teacher-centered technique. The lecture technique refers to the teaching procedure involved in the clarification or explanation to the students of some master idea.

b.   Explanation

Explanation is explicit description or definition of concept or process.

According to Paton (1996 as cited in Phyak and Sharma, 2008, p. 112),

"Explanation from a kind of bridge between telling and revealing knowledge of the lesson and it involves a number of their techniques as well as narration and description". The main objective of explanation is to enable the learners to take an intelligent interest in the lesson.

Alan and Vallete (1997, p. 4) say, "A variety of techniques in the classroom might be more effective than the very fluent teacher". Explanation is explicit description of concepts. Explanation can be in the form of acting, defining, using sentences, stating synonyms, telling original etc. For the successful explanation, a teacher uses demonstration and illustration with the aid of charts, models and so on where necessary.

c.   Illustration

Illustration refers to the use of materials or examples to help making the content interesting understanding and clear to learner. Dacanay and Brown (1967, p. 392) say, "Teacher reads the paragraph dialogue in which the words are used". She next asks a question to explain the word in the dialogue. Illustration illuminates what is presented or taught to learner. Illustration is of two types: verbal and visual. In verbal illustration hearing and understanding activities are story, idioms, metaphor, drama etc. Verbal illustration is useful at higher level. Visual illustration is also called non-verbal or concrete illustration. This includes charts, maps, sketch graphs. It is useful at lower level.

Illustration creates curiosity and interest among students and help to provide clarity and vividness to the subject matter.

d. Demonstration

Demonstration implies the presentation of pre- arranged series of events or equipment to a group of students for their observation accompanied by exploratory remarks. Demonstration depends upon needs, ideas, materials, procedures, and techniques.

Similarly, Alan and Vallete (1997) say, "Teacher aptitude is particularly crucial in the case of ESL students when students from another culture and /or linguistic groups. An American school, their integration is definitely enhanced if teachers demonstrate a supportive and understanding attitude" (p. 5).

It helps students know new words of experience. It is useful to establish relationship between theory and classroom practice and enables the students to acquire knowledge in the first-hand form.

2.1.3.2 Student Centered Techniques

Students- centered teaching falls under the humanistic teaching methodology in which students are encouraged to make use of their own lives and feelings in the classroom. Richards et al. (1999, p. 359) provide the following points that are included in the student-centered teaching.

a. Students take part in setting goals and objectives.

b. There is a concern for the students feeling and values.

c. There is a different role of the teacher. The teacher is seen as a helper, adviser or counselor.

d. Students- centered teaching is an approach focusing on the need of the students rather than education process such as teachers and administrators.

The abovementioned points clarify that students are encouraged to participate actively in learning rather than being passive taking notes quietly. Students are participated to make understanding materials. The learners learn by doing themselves. Some of the learner-centered techniques are as follows:

a. Individual Work

b. Pair work

c. Group work

d. Project work

e. Role play

f. Discovery

g. Dramatization

a.   Individual Work

Individual work is a general classroom technique of language teaching. In this technique, all the learners are not compelled to do same thing at the same time in the same work. Learners are given freedom to choose how and what they learn at any particular time. There is learner autonomy and responsibility for learning. Richards et al. (1999, p. 147) mention following points regarding individual work:

-        Objectives are based on the need of the individual learners.

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

b. Pair Work

Pair work makes students interact with each other. According to Cross (1992, p.49), "Pair work is one of the important learner-centered technique, which is often used in a communicative classroom. It is a management task for developing communicative ability". Teachers play the role of monitor and resource person. Students can practice language together, study a text research language and take part in information gap activities. It increases the reading skill and allows students to work and interact independently.

c. Group Work

Group work is also a learner-centered technique of language teaching and learning. It is useful for teaching students in an interactive way. In group work, learners may work on a single task or on different parts of a large task. Activities are conducted in groups. This technique includes initiation, monitoring, facilitation, prompting, giving feedback and so on.

d. Project Work

Project work is a cooperative language learning technique which centers on the completion of task and usually requires and extended amount of independent work either by an individual student or by a group of students.

According to Richards et al.

> The project work is an activity, which centered on the completion of a task and usually requires an extended amount of independent work either by an individual student of by a group of students. Much of this work takes place outside classroom.

This project work is student-centered rather than teacher-centered. Teacher may need to develop a more flexible attitude towards the students work. The language is derived from the nature of the project itself. It emphasizes on group centered experiences. Students themselves plan, execute and present a task.

e.Role play

Role play is a classroom activity, which gives the students an opportunity to practice the language, the aspects of role behavior and the actual roles they may need outside the class room. Role play is an ideal vehicle for developing fluency and focus on integrating the four skills. It is highly flexible and can be used in any level of language teaching. It makes classroom interactive, funny and interesting. It will also be beneficial for shy students.

f. **Discovery Technique**

In this technique, students are given examples of language and are told to find out the grammatical rules.

According to Harmer (2008, p. 29):

> Discovery technique is the technique in which student are given the

examples of language and role to find out how requiring them to organize the strips proper sequence allowing them to discuss the materials of the strip as to make it known to the other member of   the group to compare.

It is used to teach vocabulary materials, which allow students active their previous knowledge, and to share what they know. Richards et al. (1985, p. 19) provides some beliefs on discovery technique and they are presented below:

- Learners develop process associated with discovery and inquiry by observing, formulating hypothesis, predicting and communicating.

- Textbooks are not the sole sources of learning.

- Conclusions are considered tentative and not final.

g. Dramatization

Drama is something that we all engage in daily life when faced with a difficult situation. It encourages genuine communication and involves real emotion and use of body language. It involves using the imagination to make oneself into another character or the classroom into different places. It starts with listening and speaking. Harmer (2007, p. 349) says "Drama practices gesture, facial expression, eye movement and prosody".

2.1.4   Language Skills

People who use language have a number of abilities. They can speak, write, listen or read. There are four basic language skills. Among these four skills of language, listening and reading are receptive and speaking and writings are productive skills. If

we divide them according to the natural order of the language listening and speaking are primary skills and reading and writing are secondary, because every normal human can listen and speak first, then they learn the skills of writing and reading. In language teaching and learning, all four skills play a vital role to get mastery over language but in language acquisition, listening and speaking play an important role.

2.1.5 Teaching Reading Skill

Teaching of reading is an important aspect of teaching learning language. Reading skill is one of the four language skills which come 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 same aspect; it can be considered a simple process rather 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. There are several skills in teaching reading. It means reading includes a variety of skills.

Teaching reading skill incorporates following sub-skills:

  a. Recognition of script

  b. Deducing the meaning / un familiar lexis

  c. Understanding implicit things

  d. Understanding the communication value

  e. Relation between sentences

  f. Interpreting the text

g. Identifying the main points

h. Skimming / scanning

    -(Hossain, 2015)

2.1.6 Techniques of Teaching Reading in English

Generally speaking, there are different techniques in language teaching such as group work, project work, drill etc. to teach reading in English so there is not any hard and fast technique to teach reading.

According to Grellet (1981, p. 14-19), some of the reading techniques used in a classroom while teaching Reading skills are as follows:

I. Sensitizing

In this type of reading technique, the students need to cope with unfamiliar words and complies or apparently obscure sentences. This includes inference, understanding relations within the sentences, linking sentences and ideas. The aim of this section is to provide exercises which develop the strategies that students need to cope with unfamiliar words and complex obscure sentences.

a. Inferences

Generally, inference refers to the act or process of forming an opinion based on what we already know.Grellet (1981, p. 14) defines "Inference means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements." With the help of context, students should be encouraged to make a guess at the meaning of the words. Its specific aim is deducing the meaning and use of unfamiliar lexical items through contextual clues.

b. Understanding Relations with in the Sentences

Inability to infer the meaning of unknown elements often causes discouragement in students when they are faced with a new text. They should, therefore, be taught to discriminate between what is essential (subject verb, object, i.e. the „core" of the sentences) and the padding (i.e. modifiers, relative clause, opposition and soon) which only introduces some further details.

It helps the students to recognize the structure of complex sentences. In order to read efficiently and not to stumble on every word it will be essential for the student to grasp the structure of the sentences they read at once.

c. Linking Sentences and Ideas

Another area in which it is essential to prepare the students is in recognizing the various devices used to create textual cohesion and more particularly the use of reference and link words. Reference includes anaphora and cataphora. Link word includes logical connectors, but because, and so on. Reference covers all the devices that permit lexical relationship within a text (reference to an element previously mentioned anaphora or to one to be mentioned anaphora use of synonymy, hyponymy, comparison, and nominalization). It is important for the students to realize that a text is not made up of independent sentences or clause, but   that is a web of related ideas that are announced, introduced and taken up again later throughout the passage with the help of references. Students should, therefore, be thought not only to understand the markers when they come across them, but also to look out for such markers.

II. Improving Reading Speed

Students who read too slowly will easily get discouraged. They will also tend to stumble on unfamiliar words and fail to grasp the general meaning of the passage. One of the most common ways of increasing reading speed is to give students passage to read and to ask them to tell them. Its main aim is to develop word recognition and word comprehension speed skills. It involves recognizing the meaning of word as quickly as possible.

III. From Skimming to Scanning

One of the most important points to keep in mind when teaching reading comprehension is that there is not one type of reading but several according to one's reasons for reading. By reading all texts in the same speed, student would absorb too much non-essential information and they would fail to remember points of importance to them. According to Grellet (1981, pp. 17-19), the stages from skimming to scanning are:

a. Predicting

This is not really a technique but a skill which is basic to all the reading techniques. It is the faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clues. Its specific aim is to train the students to make predictions and guesses when reading a text. Predicting is very necessary because reading is an activity involving constant guesses that are later reject or confirmed. This means that one does not read all the sentences in the same way, but one relies on a number of words or cues to get an idea of what kind of sentences is likely to follow.

b. Previewing

Unlike predicting, previewing is very specific reading technique which involves using the table of contents, the appendix, the preface, the chapter and paragraph and headings in order to find out where the required information is likely to be. It is particularly useful when skimming and scanning are used as study skill. Its aim is to train the students to use title and tables of contents to get an idea of what a passage is about skills involved.

This is necessary to show the students how much they can guess about the passage by simply looking at its title and at the table of contents. Being able to use an index is essential when scanning to locate specific information.

c. Anticipation

Anticipation is of great importance when we start reading the text prepared to find a number of things in it expecting to find answers to a number of questions and specific information or ideas, we are interested in. This expectation is inherent in the process of reading which is in permanent interrelationship between the reader and the text. It aims to encourage the students to think about the theme of the passage before reading. What we already know about the subject and what we are looking for are probably just as important as what we actually draw from the text. Most important factors that can help us in the process of reading is the desire we have to read about a given subject. The more we look forward to reading and anticipation in our minds what the text could hold in store for us, the easier it will be to grasp the main points of the passage.

d. Skimming

Skimming is a reading activity which means quickly going through the text to find out the gist of it. Grellet (1981, p. 19) defines skimming as,a more thorough activity which requires an overall view of the text and implies a definite reading competence." When skimming, we go through the reading materials quickly in order to get gist of it, to know how it is organized or, to get an idea of the tone or the intention of the writer.

e. Scanning

Scanning is a strategy of reading that refers to the rapid survey of a text to find out particular piece of information. Grellet (1981, p. 19) defines scanning as,

> Scanning, on the contrary, is for more limited since it only means retrieving what information is relevant to purpose. When scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. It is said that reading is a silent and personal activities which does not imply that it only lends itself to individual work. On the contrary, it is particularly interesting to encourage comparison between several interpretation of a text which will lead to discussion and probably a need to refer back to the text to check.

2.1.7   Materials for Teaching Reading

Anything that can be brought inside the classroom for the teaching learning process is called teaching material. Teaching materials help making the learning effective. The teacher can make his class lively, change usual situation of the class, motivate his students, make his teaching realistic by using materials. Without materials, the lesson

lacks excitement, fun, life and color and the learners lose interest in it. They also help students remember the learnt thing for a long time. Thus, teaching materials should be chosen on the basis of subject matter to be taught. Some materials can be collected, some can be papered by the teacher and some are to be bought.

According to Grellet (1981, p. 3), materials for teaching reading are as follows:

a. Novels, short stories, tales, other literary texts and passage. (e.g. essays, diaries, biographies)

b. Plays

c. Poems, limericks, nursery rhymes.

d. Letters, postcards, telegrams, notes.

e. Newspaper and magazine (headlines, articles, editorials, letters to the editor, classified ads, weather forecast, radio/TV theatre programs.)

f. Specialized articles, reports, reviews, essays, business letters, summaries, precise, accounts, pamphlets (political & other)

g. Advertisements, travel brochures, catalogues

h. Puzzles, Problems, rules for games.

i. Instructions (e.g., warnings), direction (e.g., how to use), notices, rules and regulations, posters, signs (e.g., road signs) form (e.g., application forms).

j. Comic strips, cartoon and caricatures, legends (of maps: pictures)

k. Statistics, diagrams, flow pie charts, time tables.

l. Telephone directories, dictionaries, phrase books

2.1.8 Reading skill in curriculum prescribed by CDC (2076)

A curriculum is the combination of instructional practices, learning experiences, and students' performance assessment that are designed to bring out and evaluate the target learning outcomes of a particular course. Bobbit (1918): Curriculum is that series of things which children and youth must do and experience by way of developing abilities to do the things well that make up the affairs of adult life; and to be in all respects what adults should be.

Methods and techniques

The following methods and techniques are useful to achieve the competencies of the curriculum (CDC 2076):

- Discussion
- Question answer
- Games
- Demonstration
- Use of pictures/flashcards
- Use of chants and rhymes
- Pair work and group work
- Acting/Role
- play/Dramatization/skit
- Drill
- Total physical response
- (TPR)
- Story telling
- Reading aloud

⟩ Dictionary use

⟩ Use of ICT tools

⟩ Silent reading

⟩ Dictation

⟩ Brainstorming

⟩ Mind-mapping

⟩ Controlled writing

⟩ Guided writing

⟩ Free writing

⟩ Project work

⟩ Recreational reading

⟩ Handwriting

⟩ Puzzle

Final Examination of reading skill at basic level

The final examination is based on the written test which covers reading and writing skills. Grammar is incorporated in writing section. The test follows the following test specification.

Assessment of reading skill follows the following structure:

1. Reading 1: One short reading text from textbook with one type of comprehension questions (5 marks)

2. Reading 2: One short reading text from textbook with one type of comprehension questions (5 marks)

3. Reading 3: One short reading text not given in the textbook with one type of comprehension questions (5 marks)

4. Reading 4: One short reading text not given in the textbook with two types of comprehension questions (10 marks)

Text types for reading 3 and 4 will be of any two from: story, timetable, schedule, menu, chart, calendar, notice and letter. Length of the text should not exceed 200 words. Question types for reading task will be:

- True/False
- Fill in the gaps
- Multiple choice
- Matching
- Ordering
- Short answer questions

The fourth reading task should contain the testing of vocabulary as one type of question.

2.2   Review of Empirical Literature

A number of research works have been conducted and apprised by many researchers and educationists for academic and social development. It is also better to say that, each and every new research works needs the knowledge of previous background, previous research methodologies, trends and findings which can help and direct to each of them for finding out new things or ideas. Some of the related major empirical research works to this study were reviewed here below:

Humagain (2006) carried out another research work on "The Effectiveness of Language Games in Learning Reading Comprehension". Main objective of his research work was to find out the effectiveness of the games in teaching reading comprehension and he used the grade nine students of Siddhartha Secondary School Hetauda, Makawanpur as the primary source of data. He administered pre-test and post-test as the research tool. Main finding of his research work was that if the students are assigned to play games (i.e., language games) inside the classroom they can perform better in reading comprehension and teaching students using games is relatively more effective than teaching without using it.

Kafle (2008) carried out a study on "Effectiveness of Strip - Story in Teaching Reading Comprehension" with the objectives to determine effectiveness of strip - story in teaching reading comprehension. For this purpose, he selected grade 9 of New Vision English School, Rupandehi. He collects data from sampled population of 32 students of same school. The students were given pre-test and post-test using the test items designed. The post test was administered after 22 days teaching using strip story technique to group A (Experimental) and without for group 'B' (Controlled). Their scores were tabulated and analyzed items of average difference and its percentage. Two result (Pre-test and post-test) of the two group (experimental and controlled) were compared to find out the effectiveness of strip-story technique. His main find was that teaching reading with strip-story was found to have relatively better impact as a whole and he has suggested to use strip story to teach reading.

Bhandari (2009) carried out a researcher on "Effectiveness of Teaching Materials for Teaching Vocabulary in Grade Four" with the objectives of findings out the effectiveness of teaching materials for teaching vocabulary in grade four. To carry out this research work, thirty-six students of grad four studying at Janata Lower

Secondary School a public School, situated a Dulari- 8, Morang were selected as sample population. Only sixty-five vocabulary from the text-book of grade four were selected for this work. The mode of the test was written. A Pre-test of the both groups were compared to find out the effectiveness of teaching materials for teaching vocabulary. The main finding of this research work is that teaching words through pictures and realia as teaching material in grade four is more effective than teaching without using teaching materials (Pictures and realia).

Bhandari (2010) conducted or research on "Reading Comprehension Ability of Primary Level English Teachers. The objective of the study was to find out the reading comprehension ability of primary level English teachers and to compare their ability in terms of experience and training. For this purpose he selected the primary level English teachers of Chitwan district. The he collected data from the sampled population of 50 primary teachers. The primary level English teachers were given three sets of tests in their own Schools. Their responses were administered classifying into trained and untrained and experienced and inexperienced. Their scores were tabulated on the basis of the test items and were analyzed qualitatively and quantitatively. This study found out that teachers training and experience affect their performance in reading comprehension.

Shiwakoti (1996) carried out a comparative study on "Reading Proficiency of Students Studying in Government aided and Private Secondary Schools of Jhapa district". The objective of this study was to compare reading proficiency of students studying in government aided and private secondary schools. He conducted his survey research using purposive sampling for selecting schools and sample. In his study, 40 students from both types of schools constituted of the study population. He used observation checklist and questionnaire as research tools. His study showed that the

student of private schools performed better than the students of government aided schools.

Regmi (2015) conducted an experimental research on "Effectiveness of Supplementary Materials in Developing reading comprehension" which attempted to find out the effectiveness supplementary in the development of reading comprehension. Thirty-two students of grade – X from government aided Shree Bhanu Bhakta Higher secondary, Manglabare, Ilam were sampled and divided into two group simple random procedure. The main finding of his study was that use of supplementary materials was more effective in teaching reading skill than teaching just the prescribed textbooks.

Though, several researchers have been conducted on the techniques, different skills of language such as reading, listening, speaking and writing, materials and so on, no single research is found in techniques and materials in teaching reading skill. This study is different from other studies in the sense that it was carried out on both techniques and materials.

2.3   Implications of the Review of Literature for the Study

In literature review, my central focus was to examine and evaluate what has done before on a topic and establish the relevance of this information to my own research. This view or the study may obtain from the variety of sources including previous theses, book, articles, reports, etc. This entire source helped me to bring the clarity and focus on the research problem, improve methodology and helped me to contextualize the findings. Different research works regarding the techniques of teaching reading were reviewed. Those research works were related to my study. After reviewing those research works, I got lots of ideas regarding the techniques used

in teaching reading skills. Though they have conducted researches on strategies and activities in teaching reading skill at different levels as mentioned in review of empirical literature in the department of English education, no research works have been carried out on techniques used by the basic level (grade five)English teachers in schools while teaching reading skill. So, my study is totally different from them in terms of title and objectives.

2.4 Conceptual Framework for the Study

The following conceptual framework was drawn as the outline of the study to find out the techniques and materials used by the teachers in teaching reading at grade 5.

Figure No. 1: Conceptual Framework for the study

Techniques and materials used by the teachers in teaching reading

↓

Teaching Reading

↙ ↘

Teaching Techniques -Techniques adopted by the teachers	⇄	**Teaching Materials** -Materials used by the teachers

↘ ↙

Data analysis collected through questionnaire and Class Observation

↓

Findings of the Study
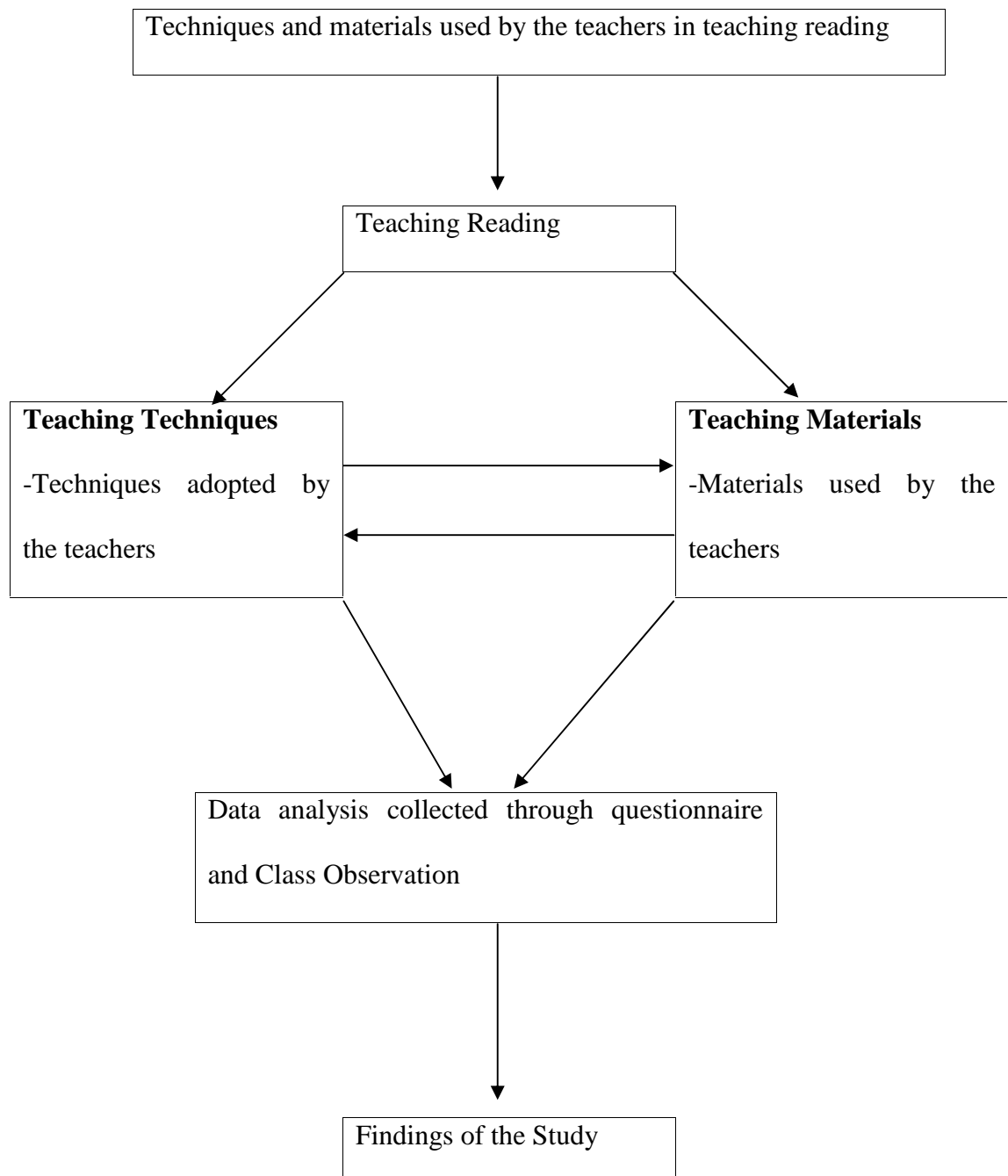
CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

2.1   Research Design

The survey research design had been adopted for the study.

3.2   Sources of Data

The researcher had used both primary and secondary sources of data in order to carry out the objectives of this research.

3.2.1   Primary Sources of Data

This study mainly based on the primary sources of data. The primary sources of data for this study we recollected through observation and questionnaire from basic level (grade five)English teachers teaching at 15 different schools of Itahari Sub-Metropolitan city of Sunsari district.

3.2.2   Secondary Sources of Data

In order to collect the secondary sources of data the researcher has consulted Alfassi (2004), Bhandari (2009), Bhandari (2010), Cross (1992), Freire (1983), Gray (1965), Grellet (1981), Grellet (1981), Gunning (2013), Harmer (2007), Hossain (2015), Humagain (2006), Kafle (2008), Phyak& Sharma (2008), Shiwakoti (1996) , Smagorinsky (2001) etc. and the researcher has gone through different authentic reports from internet, different volumes of NELTA, British council, Wikipedia, Google etc. and the department of English Education in T.U.

3.3   Population of the Study

The total populations of the study were English language teachers of teaching at grade five both from government aided and private schools of Itahari Sub-Metropolitan city of Sunsari district. (See Appendix-III)

3.4   Sampling Procedure

The researcher selected 15basic level (grade five)English language teachers of teaching at grade five of Itahari Sub-Metropolitan city of Sunsari district by using purposive random sampling technique.

3.5   Tools of Data Collection

The researcher used questionnaire and observation check list as the main tools for data collection. A set of questionnaires were given to 15 English language teachers teaching at grade five to find out their teaching reading techniques at basic level. All the selected 15 teachers' classes on grade 5 were observed by using observation checklist.

3.6   Process of Data Collection

The researcher adopted the following procedures to collect the required data.

-) First of all, the researcher consulted the related previous theses, materials and then prepare a set of questionnaire and observation sheets to find out the techniques used in teaching reading by the basic level (grade five)English language teachers.

⟩ After getting the formal permission from the campus the researcher visited the selected schools and explain the purpose and procedure of the study to the concerned authority or head teachers of the selected schools.

⟩ The researcher familiarized with the English languageteachers and students of grade 5 with activities conducted in the classroom.

⟩ The researcher asked permission to observe their class and the researcher filled the form of checklist observing the class.

⟩ The researcher distributed the questionnaires to selected teachers.

⟩ At least, the researcher thanked whole the school family for their co-operation during the data collection.

⟩ After few days, the researcher collected the questionnaire form from the teachers and thanked them again.

3.7 Data Analysis and Interpretation Procedures

Qualitative data wereanalyzed in a way with description and quantitative data were analyzed and interpreted using appropriate statistical tools as per the need and nature of data.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

In this chapter, the results are drawn based on the responses from English Language Teacher of teaching at grade five regarding the techniques and the materials used by teachers while teaching reading at grade five.

4.1 Results

The results of the study are drawn from the analysis and interpretation of data can be listed as follows:

a. In the study area, majority 66.67 percent of the teachers were found to be trained while the remaining 33.33 percent of the teachers were found to be untrained.

b. Out of total, 73.33 percent teachers' viewed that textbook prescribed by the CDC for basic level (grade five) was found to be appropriate.

c. Majority of the teachers were found to be useing the reading exercises from both the prescribed textbook and out from the prescribed textbook.

d. No teachers were founded to be used prediction, strip story techniques in teaching reading.

e. Explanation, lecture, use of materials, topic related discussion and description of hard words were the mostly used techniques in teaching reading.

f. 'Explanation and description of the difficult word' technique was mentioned to be mostly used technique by the teachers.

g. It was found that all of the teachers mostly used textbook and pictures/pamphlets in teaching reading. Similarly, 86.67 percent teachers used audio/video materials followed by 80 percent used dictionaries, 53.33 percent

used notices, 46.67 percent used newspaper/magazines and letters and 40 percent teachers used maps/signs in teaching reading at primary level.

4.2 Discussions

The collected data were analyzed and interpreted as follows:

4.2.1 Background and perception of teachers towards teaching reading

The researcher asked the questionnaire to the respondents on background and perception of teachers towards teaching reading. (See Appendix-I)

4.2.2 Teaching experience of the teachers

The teachers were asked about their teaching experiences and it was found that teachers have been teaching English in basic level (grade five)from 1 year to more than 20 years. The data collected through the questionnaire is presented in the table below.

Table 1 Teaching experience of the teachers

Experiences (In Years)	Frequency	Percentages
less than 1 year	1	6.67
2-5 years	3	20
5-10 years	4	26.67
11-15 years	3	20
16-20 years	2	13.33
more than 20 years	2	13.33
Total	15	100

Table 1 shows the teaching experiences of the teachers teaching at grade five of the schools of the Itahari sub-metropolitan city of Sunsari district. It shows that majority 26.67 percent of the teachers have been teaching from 5-10 years, 20 percent have

been teaching since 11 to 15 years and 2- 5 years, percent have been teaching since 11 to 15 years, 13.33 percent have been teaching since 16 to 20 years and more than 20 years, 6.67 percent have been teaching less than 1 year.

4.2.3   Trainings taken by the teachers

The teachers were asked about the trainings had they received or not and the result found is presented in the table below.

Table 2 Trainings taken by the teachers

Trainings Received	Frequency	Percentages
Yes	10	66.67
No	5	33.33
Total	15	100
Types of trainings received		
Competency based for lower secondary level	4	40
TPD	5	50
B. Ed	5	50
M. Ed	4	40

Table 2 shows the trainings received by the teachers teaching at grade five of the schools of the Itahari sub-metropolitan city of Sunsari district. It shows that majority 66.67 percent of the teachers have received trainings and the remaining 33.33 percent of the teachers had not received any trainings. Among the trainings received 10 teacher's 40 percent had received Competency based for lower secondary level, 50 percent had received TPD and B.Ed. and 40 percent had received M.Ed.

4.2.4   Studied about the curriculum of English text book at basic level at grade five.

The teachers were asked whether they have studied the curriculum of English of the basic level (grade five)or not and found that all of the teachers had studied the curriculum of English of the basic level.

4.2.5   Teachers views on appropriate of the textbook prescribed by the CDC for Basic level

The teachers were asked "Is the textbook prescribed by the CDC for Basic level (grade five)is appropriate or not and the result found is presented in the table below.

Table 3 Views on appropriate of the textbook

Appropriate	Frequency	Percentages
Yes	11	73.33
No	4	26.67
Total	15	100

Table 3 shows the views of the teachers on appropriate of the textbook prescribed by the CDC for basic level (grade five)teaching at grade five of the schools of the Itahari sub-metropolitan city of Sunsari district. It shows that majority 73.33 percent of the teacher's response were Yes and the remaining 26.67 percent teachers' response were No.

4.2.6 Frequency of teaching reading exercises from the prescribed textbook

The teachers were asked "how often you teach the reading exercises from the prescribed textbook and their response is presented in the table below.

Table 4 Teaching reading exercises from the prescribed textbook

Frequency Teaching reading exercises from the prescribed textbook	Frequency	Percentages
Mostly	15	100
Often	0	0
Never	0	0
Total	15	100

All of the teachers mostly teach the reading exercises from the prescribed textbook.

4.2.7 Teaching reading exercises out from the prescribed textbook

The teachers were asked "Do you teach the reading exercises out from the prescribed textbook" and their response is presented in the table below.

Table 5 Teaching reading exercises out from the prescribed textbook

Teaching reading exercises out from the prescribed textbook	Frequency	Percentages
Mostly	15	100
Often	0	0
Never	0	0
Total	15	100

All of the teachers sometimes taught the reading exercises out from the prescribed textbook.

4.2.8 Feelings of teachers Teaching reading Skill

The teachers were asked "How do you feel teaching reading skill" and their response is presented in the table below.

Table 6 Feelings of teachers in Teaching reading Skill

Feelings	Frequency	Percentages
Interesting	15	100
Exciting	15	100

All of the teachers felt interesting and exciting in teaching reading skill.

4.2.9 Making students' participation in teaching pre-reading activities

The teachers were asked "Do you make the students participants in pre teaching activities" and their response is presented in the table below.

Table 7 Making students' participation in teaching pre-reading activities

Making participations	Frequency	Percentages
Yes	15	100
No	0	0

All of the teachers made students participation in pre-teaching activities.

4.2.10 Making students' read in their own way

The teachers were asked "Do you make the students read in their own way" and their response is presented in the table below.

Table 8 Making students' read in their way

Making students' read in their way	Frequency	Percentages
Yes	15	100
No	0	0

All of the teachers made students read in their own way.

4.2.11 motivating the students before teaching reading

The teachers were asked "Do you motivate the students before teaching" and their response is presented in the table below.

Table 9 Motivating the students before teaching reading

Motivating the students before teaching reading	Frequency	Percentages
Yes	15	100
No	0	0

All of the teachers' responses were that they motivated the students before teaching reading.

4.2.12 Problems faced by the teachers in teaching reading

The problems faced by the teachers in teaching reading at grade 5 is presented in the table below.

Table 10 Problems faced by the teachers in teaching reading

Problems	Frequency	Percentages	Total No. of teachers
Low vocabulary power of the students	15	100	15
Not sufficient teaching materials	15	100	15
Large classroom size	8	53.33	15
Lack of interest of the learner	13	86.67	15
Lack of knowledge of target language	4	26.67	15

Table 10 shows the problems faced by the teachers in teaching reading at grade 5 mentioned by the teachers teaching at grade V of the schools of the Itahari sub-metropolitan city of Sunsari district. It shows that all of the 15 teachers faced low vocabulary power of the students and lack of sufficient teaching materials in their schools as the problems faced by them in teaching reading. Among the total 86.67 percent of the teachers faced lack of interest of the learner, 53.33 percent faced large classroom size and 26.67 percent faced lack of knowledge of target language by the learners as the problems.

4.2.13 Evaluation after teaching

The teachers were asked " How do you evaluate your students did understand or bot after teaching reading activities" and found all of the teachers' response are they asked related questions of the reading exercise after teaching.

4.3 Techniques used by the teachers in teaching reading at basic level

The teachers were found to mention different techniques of teaching reading like: revision, group work and pair work, demonstration, explanation, description of hard words, discussion and so on in teaching reading at basiclevel.

4.3.1 Techniques mentioned by the teachers used in teaching reading

The researcher used a set of questionnaires as a research tool to find out the techniques applied by the teachers in teaching reading at grade five. The selected teachers had been requested to mention any four techniques used in teaching reading. The teachers were found to mention different techniques like: revision, group work and pair work, demonstration, explanation, and so on in teaching reading at primary level. The percentage of the teachers who had mentioned mostly used technique is as below:

Table 11: Techniques mentioned by the Teachers mostly used in Teaching Reading

Mostly used Techniques	Frequency	Percentages	Total Number of Teachers
Revision of previous reading	14	93.33	15
Group/ Pair work	13	86.67	15
Explanation	15	100	15
Demonstration	5	33.33	15
Description of hard word	15	100	15
Discussion	11	73.33	15
Others	6	40	15

Table 11 shows the distribution of the mostly used techniques mentioned by the teachers teaching at grade five of the schools of the Itahari sub-metropolitan city of Sunsari district. It shows that all of the teachers mostly used explanation for teaching reading. Similarly, 93.33 percent teachers used revision technique mostly followed by 86.67 percent used group/pair work, 73.33 percent used discussion, 33.33 percent used demonstration and 40 percent used other techniques like extensive, intensive, skipping etc. in teaching reading at grade 5. In the conclusion, it had been found that explanation is the mostly used technique in teaching reading at grade 5.

4.4 Techniques used by the teachers used in teaching reading in class observation

The researcher observed the 15classes, one for each teacherand marked the techniques used by the teachers in teaching reading at grade five in three different categories, mostly used, often used and never used of 16 different techniques as mentioned in appendix II and others (if found different from those 16). The percentage of the techniques applied by the teacher for teaching reading had been found from the class observation is as below:

Table 12: Techniques found by the Teachers used in Teaching Reading (Observation I)

Used Techniques	Mostly Used		Often used		Never Used	
	F	%	F	%	F	%
Revision of Previous reading	9	60	3	20	3	20
Motivating Students	6	40	9	60	0	0.0
Use of Materials	12	80	3	20	0	0.0
Topic Related discussion	12	80	3	20	0	0.0
Prediction	0	0.0	0	0.0	15	100
Involving students in reading activities	6	40	9	60	0	0.0
Drill	0	0.0	12	80	3	20
Pair work	3	20	6	40	6	40
Description of Hard word	6	40	9	60	0	0.0
Explanation	15	100	0	0.0	0	0.0
Lecture	15	100	0	0.0	0	0.0
Demonstration	3	20	3	20	9	60
Skipping hard word	0	0.0	3	20	12	80
Role play	3	20	9	60	3	20
Discovery	0	0.0	3	20	12	80
Strip story	0	0.0	0	0.0	15	100
Others	0	0.0	0	0.0	15	100

Table 12 shows the distribution techniques used by the teachers (from observation I) in teaching reading at grade V of the schools of the Itahari sub-metropolitan city of Sunsari district. In mostly used techniques, 60 percent of the teachers used revision of previous reading, 40 percent of the teachers used motivating students, 80 percent of the teachers used teaching materials, 80 percent of the teachers used topic related discussion, 40 percent of the teachers make students involvement in reading activities, 20 percent of the teachers used pair work, 40 percent of the teachers used description of hard work, 100 percent of the teachers used explanation, 100 percent of the

teachers used lecture, 20 percent of the teachers used demonstration, 20 percent of the teachers used role play and none of the selected teachers used prediction, drill, skipping the hard word, discovery, strip story and other techniques.

Similarly, in often used techniques, 20 percent of the teachers used revision of previous reading, 60 percent of the teachers used motivating students, 20 percent of the teachers used teaching materials, 20 percent of the teachers used topic related discussion, 60 percent of the teachers make students involvement in reading activities, 80 percent of the teachers used drill, 40 percent of the teachers used pair work, 60 percent of the teachers used description of hard work, 20percent of the teachers used skipping the hard word, 20 percent of the teachers used demonstration, 60 percent of the teachers used role play, 20percent of the teachers used discovery and none of the selected teachers used prediction, explanation, lecture, discovery, strip story and other techniques.

Regarding the never used techniques, 20 percent of the teachers never used revision of previous reading, 100 percent of the teachers never used prediction, 20 percent of the teachers never used drill, 40 percent of the teachers never used pair work, 80percent of the teachers never used skipping the hard word, 60 percent of the teachers used demonstration, 20 percent of the teachers never used role play, 80percent of the teachers never used discovery, none of the teachers never used motivating the students, use of materials, topic related discussion, involving students in reading activities, description of hard word, explanation, lecture and all of the selected teachers never used prediction, strip story and other techniques.

In conclusion from the first observation, explanation, lecture, use of materials, topic related discussion were the mostly used techniques in teaching reading.

Table 13: Techniques found by the Teachers used in Teaching Reading (Observation II)

Used Techniques	Mostly Used		Often used		Never Used	
	F	%	F	%	F	%
Revision of Previous reading	10	66.67	4	26.67	1	6.67
Motivating Students	7	46.67	7	46.67	1	6.67
Use of Materials	11	73.33	3	20	1	6.67
Topic Related discussion	11	73.33	3	20	1	6.67
Prediction	0	0.0	0	0.0	15	100
Involving students in reading activities	7	46.67	7	46.67	1	6.67
Drill	1	6.67	12	80	2	13.33
Pair work	4	26.67	6	40	5	33.33
Description of Hard word	8	53.33	7	46.67	0	0.0
Explanation	15	100	0	0.0	0	0.0
Lecture	15	100	0	0.0	0	0.0
Demonstration	3	20	3	20	9	60
Skipping hard word	0	0.0	2	13.33	13	86.67
Role play	3	20	9	60	3	20
Discovery	0	0.0	2	13.33	13	86.67
Strip story	0	0	0	0.0	15	100
Others	0	0	0	0.0	15	100

Table 13 shows the distribution techniques used by the teachers (from observation II) in teaching reading at grade V of the schools of the Itahari sub-metropolitian city of Sunsari district. In mostly used techniques, 66.67 percent of the teachers used revision of previous reading, 46.67 percent of the teachers used motivating students, 73.33 percent of the teachers used teaching materials, 73.33 percent of the teachers used topic related discussion, 46.67 percent of the teachers make students involvement in reading activities, 6.67 percent of the teachers used drill, 26.67 percent of the teachers used pair work, 53.33 percent of the teachers used description of hard work, 20

percent of the teachers used demonstration, 20 percent of the teachers used role play, 100 percent of the teachers used explanation, 100 percent of the teachers used lecture, and none of the selected teachers used prediction, skipping the hard word, discovery, strip story and other techniques.

Similarly, in often used techniques, 26.67 percent of the teachers used revision of previous reading, 46.67 percent of the teachers used motivating students, 20 percent of the teachers used teaching materials, 20 percent of the teachers used topic related discussion, 46.67 percent of the teachers make students involvement in reading activities, 80 percent of the teachers used drill, 40 percent of the teachers used pair work, 46.67 percent of the teachers used description of hard work, 13.33percent of the teachers used skipping the hard word, 20 percent of the teachers used demonstration, 60 percent of the teachers used role play, 13.33percent of the teachers used discovery and none of the selected teachers used prediction, explanation, lecture, strip story and other techniques.

Regarding the never used techniques, 6.67 percent of the teachers used revision of previous reading, motivating the students, use of materials, topic related discussion, make students involvement in reading activities, 13.33 percent of the teachers never used drill and pair work, 86.67percent of the teachers never used skipping the hard word and discovery, 20 percent of the teachers never used role play, none of the selected teachers never used description of the hard word, explanation, lecture and all of the teachers never used prediction, strip story and other techniques.

In conclusion from the second observation, explanation, lecture, use of materials, topic related discussion were the mostly used techniques in teaching reading.

4.5   Average Percentage of the Mostly Used Techniques Found in First and Second Observation

The researcher observed the 15classes, one for each. The average percentage of the mostly used techniques found in the first and third observation is shown as below:

Table 14: Average percentage of Mostly used Techniques of Reading (From Observation I and Observation II)

Mostly used Techniques	Observation I	Observation II	Average %
Revision of Previous reading	60	66.67	63.34
Motivating Students	40	46.67	43.34
Use of Materials	80	73.33	76.67
Topic Related discussion	80	73.33	76.67
Prediction	0.0	0.0	0.0
Involving students in reading activities	40	46.67	43.34
Drill	0.0	6.67	3.34
Pair work	20	26.67	23.34
Description of Hard word	40	53.33	46.67
Explanation	100	100	100
Lecture	100	100	100
Demonstration	20	20	20
Skipping hard word	0.0	0.0	0.0
Role play	20	20	20
Discovery	0.0	0.0	0.0
Strip story	0.0	0	0.0
Others	0.0	0	0.0

Table 14 shows the average percentage distribution of mostly used techniques by the teachers (from observation I and II) in teaching reading at grade five of the schools of the Itahari sub-metropolitan city of Sunsari district.

In mostly used techniques, Explanation and lecture were found 100 percent in average percentage from observation I and observation II. Similarly, use of materials and topic related discussion were found 76.67 percent in average percentage from observation I and observation II. Likewise, revision of previous reading was found 63.34 percent in average percentage from observation I and observation II. Description of the hard word was found 46.67 percent in average percentage from observation I and observation II.

In conclusion, from the average percentage of first and second observation, explanation, lecture, use of materials, topic related discussion and description of hard words were the mostly used techniques in teaching reading.

4.6 Comparison Between the mostly used Techniques mentioned by the Teachers and Average Percentage of Techniques Found in Observation

All 15 teachers mentioned description of the hard word 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.

The researcher observed the two classes of each fifteen teachers. He found all of the teachers used explanation and lectureand use of materials, topic related discussion, revision of previous reading, description of hard word 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 motivating the students, use of materials, role play, drill, involvement of students in reading activities in Teaching Reading in English, however some of them were found to use such technique while teaching reading in English.

4.7 Materials used by the teachers in teaching reading at basic level

In this study, different types of instructional materials appropriate for teaching reading skill were found being employed in order to make the teaching speaking effective, successful and productive in the class. Each fifteen ELT teacher from fifteen schools were found skillful for preparing and operating these instructional materials. The 15teachers were asked on what types of teaching materials were being used and how the teachers used them in ELT classes. And the information collected from the questionnaire about the materials used in class were are presented in the table below:

Table 15: Materials used in Teaching Reading

Used materials	Frequency	Percentages	Total Number of Teachers
Textbook	15	100	15
Pictures/ Pamphlets	15	100	15
Audio /Video materials	13	86.67	15
Dictionaries	12	80	15
Notices	8	53.33	15
Newspaper and magazine	7	46.67	15
Letters	7	46.67	15
Maps/signs	6	40	15

Table 15 shows the distribution of the mostly used materials mentioned by the teachers teaching at grade V of the 15 different schools of the Itahari sub-metropolitan city of Sunsari district. It shows that all of the teachers mostly used textbook and pictures/pamphlets. Similarly, 86.67 percent teachers used audio/video materials followed by 80 percent used dictionaries, 53.33 percent used notices, 46.67 percent used newspaper/magazines and letters and 40 percent teachers used maps/signs in teaching reading at primary level. In the conclusion, it had been found that textbooks,

pictures/pamphlets, audio video materials and dictionaries were the mostly used technique in teaching reading at grade 5.

4.8   Major Findings of the study

a. In the study area, majority 66.67 percent of the teachers have received trainings and the remaining 33.33 percent of the teachers had not received any trainings.

b. Out of total, 73.33 percent teachers' views that textbook prescribed by the CDC for basic level (grade five)is appropriate.

c. All of the teachers mostly teach the reading exercises from both the prescribed textbook and out from the prescribed textbook.

d. It was founded that teachers felt interesting and exciting in teaching reading skill.

e. All of the teachers made students motivate before teaching reading.

f. All of the 15 teachers faced low vocabulary power of the students and lack of sufficient teaching materials in their schools as the main problems faced by them in teaching reading.

g. All of the teachers asked related questions of the reading exercise after teaching to evaluate if the students understood or not.

h. All of the teachers made students read in their own way but not regularly.

i. Most of the teachers had been found that explanation is the mostly used technique in teaching reading at grade 5. Where, lecture, use of materials, topic related discussion are also the mostly used techniques in teaching reading.

j. All of the teachers made students participation in pre-teaching activities.

k. No teachers were founded used prediction, strip story techniques in teaching reading.

l. Explanation, lecture, use of materials, topic related discussion and description of hard words were the mostly used techniques in teaching reading.

m. All 15 teachers mentioned description of the hard word 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.

n. It was found that all of the teachers mostly used textbook and pictures/pamphlets in teaching reading. Similarly, 86.67 percent teachers used audio/video materials followed by 80 percent used dictionaries, 53.33 percent used notices, 46.67 percent used newspaper/magazines and letters and 40 percent teachers used maps/signs in teaching reading at primary level.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter includes the conclusions of the study and recommendations made by the researcher after summarizing the major findings of the study.

5.1   Conclusion

This study "Techniques of Teaching Reading skill in English at basic level", tried to find out the mostly used techniques and material used by teachers while teaching reading at grade 5. Technique in teaching English is the ways of presenting the language to the students. Technique in teaching is needed to achieve the teaching-learning purposes, because teaching will be successful if the teacher implements the appropriate technique and materials in the class. Teaching language is scholarly job which needs ample knowledge on the respective language. It is also necessary to have adequate strategies/ techniques, well information about instructional materials, the students' level of knowledge and psychology for the successful teaching of language. In addition, one needs to get command over the different language skills and aspects and up to dated information over them to be the trained teaching professional.

English in Nepal is largely treated as an academic subject in all the educational institutions. It is broadly used in most of the fields such as civil aviation, foreign trade, tourism and international relation. To get involved any of these fields, one requires a high level of English proficiency to conduct tasks effectively. Apparently, in the teaching fields, the ELT teachers should get the proper pedagogic insight and well knowledge about teaching language skills and aspects. Since reading skill is one of the important skills for teaching and learning language, more specifically, English

language, it is necessary to use different teaching reading techniques and materials on the part of ELT teachers from elementary level to advance level. So, the main purpose of this study was to find out the techniques and the materials adopted by basic level (grade five)English teacher in teaching reading.

To conclude, as title of this study reveals the nature of the study to be followed. So, the survey research design was adopted to find out the techniques and materials used by the basic level (grade five)teachers in Sunsari district. The 15 teachers of different 15 schools were selected using purposive sampling technique in order to get sample of the study. After that, two classes of each selected 15 teachers were observed with the help of observation checklists. The results of the whole study were drawn by analyzing and interpreting data systematically.

5.2   Recommendations

Based on the major results of the study the following recommendations for different level are proposed:

5.2.1   Policy Related

The following recommendations are proposed for policy level:

a. In designing syllabus, the scope of visual and audio-visual aids should be increased as they are lively, stimulating and more interesting to the students.

b. Government should make provision and encourage to use IT materials which greatly contribute to enhance the reading skill of students.

c. Concerned authorities should encourage to use the authentic materials along with non-authentic materials as they provide the live experiences to the readers

5.2.2 Practice Related

The following recommendations are proposed for practice level:

a. It was found that all of the teachers did not teach the reading lesson predicting from the word and pictures that are given in the text book. So, it is recommended that the teacher should provide effective instructions based on given pictorial scenario.

b. English language teachers need to use maximum numbers of techniques for teaching the same skill.

c. Textbooks were found mostly used materials, teachers have to use it more effectively and other teaching learning materials too.

d. Teachers should encourage students to involve in reading activities and exercises.

e. Teachers should be given the relevant training on how to implement teaching reading.

5.2.3 Future Research Related

Considering the limitations of this study, there is some gaps. Sosome directions are proposed to further research:

a. Practice of teaching reading at different levels.

b. Effectiveness of the techniques used by the ELT teachers in teaching reading class at advance level.

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APPENDIX-III

List of schools and teachers

S. N.	Name and address of the school	English teachers name
1	Pakali S.S., Itahari-7	Kamal Subedi
2	Janata S.S., Itahari-9	Usha Niraula
3	Saraswati Satan S.S., Itahari-8	Hasta Maya Limbu
4	Kabir S.S., Itahari-6	Pashupati Chaudhary
5	Kachana Mahadev S.S., Itahari-4	Himal Adhikari
6	Saraswati S.S., Itahari-3	Rewat Mani Poudel
7	Mahendra S.S., Itahari-2	Padam Kumar Thapa
8	Janasahayog S.S., Itahari-20	Laghu Subedi
9	Rastriya S.S., Itahari-1	Jivan Ghimire
10	Sarada S.S., Itahari-12	Khagendra Kattel
11	Jabdi S.S., Itahari-13	Govinda Shrestha
12	Sahid Smriti Awasiya S.S., Itahari-19	Ramesh Khadka
13	Jyoti S.S., Itahari-5	Padam Ale Magar
14	Shanti Srijana S.S. Itahari, 14	Rajib Chaudhary
15	Jabdi Secondary S., Itahari-14	Shristi Ojha