

PERCEPTIONS AND PRACTICES OF INSTRUCTIONAL INTERVENTIONS IN
ENGLISH LANGUAGE CLASSROOMS OF NEPAL

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ABSTRACT APPROVED BY

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This study explored the perceptions toward and practices of instructional interventions in the Nepalese EFL context. Specifically, the study aimed to explore the teachers' perception of instructional interventions in improving the reading skills of students along with their current practices that motivate learners. Using a qualitative research design and employing narrative inquiry as a research method, the study collected primary data by interviewing five teachers teaching English at the primary or secondary level in schools within Kathmandu valley. Specifically, an unstructured interview was conducted to gather primary data. By conducting a thematic analysis of the gathered data, the study revealed that teachers in EFL classrooms perceive instructional interventions as important because they can address the reading difficulties faced by students early on, and prevent them from facing further reading problems in the future. Moreover, the study showed that teachers pursue instructions based on behavioral, cognitive and constructivist theories of learning to overcome issues related to letter-sound knowledge, fluency, vocabulary, and comprehension. Further, the study presented that the teachers in EFL classrooms emphasize group-sessions and student-centered learning while providing instructional interventions. Lastly, the study concluded that in order to motivate learners, teachers incorporate content that are interesting, relevant and appropriate for the learners' level, and provide intrinsic and extrinsic rewards.

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DECLARATION

I hereby declare that this dissertation is my original work and it has not been submitted for candidature for any other degree at any other university.

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DEDICATION

To My Parents

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I would like to express my heartfelt gratitude to all those who supported and guided me throughout my research journey. Firstly, I would like to express my sincere appreciation to my tutor, Arjun Basnet, for his invaluable guidance, encouragement, and support throughout the entire process. His insightful feedback and constructive criticism helped me to refine my research questions, and his constant encouragement kept me motivated during the challenging moments of the study. I would also like to express my gratitude to the Kathmandu University School of Education for providing me with an opportunity to pursue my research interests. The resources and facilities provided by the school helped me to conduct my research in a systematic and effective manner. I am also immensely grateful to the teachers who participated in this study, and for their invaluable contributions to my research. Their time and effort in providing me with their perspectives and experiences were crucial in shaping the findings and conclusions of this study. Their insights and suggestions have been highly valuable in helping me to understand the complex nature of instructional interventions in EFL classrooms.

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OVERALL, THE THESIS HIGHLIGHTS THE COMPLEX AND MULTIFACETED NATURE OF READING DEVELOPMENT AND THE CRITICAL ROLE THOSE INSTRUCTIONAL INTERVENTIONS CAN PLAY IN SUPPORTING THIS PROCESS. BY IDENTIFYING KEY FACTORS THAT INFLUENCE READING DEVELOPMENT, THIS STUDY PROVIDES IMPORTANT INSIGHTS FOR EDUCATORS AND POLICYMAKERS SEEKING TO IMPROVE LITERACY OUTCOMES FOR ALL STUDENTS. REFERENCES	42
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CHAPTER I

INTRODUCTION

This introductory section of the thesis discusses the background of the study, the rationale for conducting the research, and the statement of the problem. It begins with sharing my own teaching experiences in Nepal and highlights the discrepancy between the English proficiency level of primary-level students and the national curriculum prescribed by the government. Included in this section are some of the reports from Program for International Student Assessment (PISA) test and the National Assessment of Student Achievement (NASA) report to emphasize the challenges of improving reading skills for learners in both developed and developing countries.

This section mainly describes the rationale for conducting the research. Firstly, there is a research gap in exploring the perceptions of teachers towards implementing instructional interventions to address the inadequate reading skills of Nepalese students in EFL context. Secondly, there is a lack of research on the practices followed by teachers concerning the ways in which they have been implementing instructional interventions. As such, this introductory section explains the study aiming to explore the perceptions and current practices of instructional interventions among Nepalese EFL teachers. Lastly, the statement of the problem presented in this section emphasizes the detrimental impact of inadequate reading skills in EFL context on the learning of students. It puts emphasis on the lack of prior research on instructional interventions to improve reading skills of Nepalese students in EFL context, and points to the limited number of existing studies on the reading abilities of Nepalese students and the common problem of inadequate reading skills among several classrooms in EFL context of Nepal.

Background of the Study

During my teaching residency program in Darchula (a district in the far-western region of Nepal), I was involved in teaching English language among the students in community schools. In my teaching experience within one of the community schools, I had encountered that the national curriculum prescribed by the government of Nepal for English course was too difficult for the students at primary level. I tried to help them go through one of the lessons in English curriculum within

fifth grade, but found that the text did not match their proficiency level. As pointed out by Kyeyune (2003), citing the initial work of Rogers (1982), such discrepancy between the students' competencies and the expected tasks of a classroom has been widely evident in contexts where English is a second language in developing countries. Moreover, Rogers (1982) had argued that although students learn English since early grades at a primary level in countries where English is a second language, many students still find themselves incompetent to cope with English as a second language by the time they reach higher grades. The similar scenario still persists in context of Nepal, where teachers find some of the students inappropriate for their class level of proficiency in English (Gnawali, 2018; Robertson, 2021). In fact, every class of students in English language consists of students who have varying level of proficiency in English language, depending upon the strength of their base in English language acquired or learnt from previous grades. Moreover, I found that 'reading' is one of the areas in English language learning where discrepancies exist between the students' competencies and the requirements of the curriculum at each grade level. Therefore, interventional actions seem necessary as the remedial to improve the reading proficiencies of students in English as a Foreign Language (EFL) context of Nepal.

Improving reading skills of learners is a challenging issue for countries across the world. A PISA (Program for International Student Assessment) 2018 test reported that a quarter of students in Organization for Economic Co-operation and Development countries (OECD) could not accomplish even the basic reading tasks (OECD, 2019). Given what has been reported of the challenges faced by developed countries, it is unsurprising that developing reading skills has been a massive challenge in Nepal too. Specifically, the National Assessment of Student Achievement (NASA) in 2012 revealed that the average reading abilities of 5th grade Nepalese students in English as a second language are below the international average and the figure is even lower for the students belonging to community schools (National Assessment of Student Achievement, 2012). In this regard, instructional intervention can be an important approach to address the issue of substandard reading skills of Nepalese students in EFL context.

Rationale of the Study

Despite the fact that poor reading skills and the widening discrepancies between the students' reading skills and the requirements of the curriculum at each

grade level are the major problems in many EFL classrooms in Nepal, there has been little research conducted on the issues of how these problems can be addressed. Having identified that providing instructional interventions can be one of the approaches for overcoming such problems, the main reason for conducting this study was to explore the perceptions of teachers towards implementing such strategies.

Another rationale for conducting this study was to explore the practices followed by teachers concerning the ways in which they have been implementing instructional interventions in EFL settings of Nepalese classrooms. Because there has not been much studies conducted on the issue of how teachers have been implementing instructional interventions to address the reading skills of learners in EFL classrooms (Phyak, 2018; Robertson, 2021; RTI International, 2020; Shrestha, 2015), another fundamental reason of conducting this research was to reveal the exploratory insights related to the current practices of how the teachers in Nepalese EFL classrooms have been executing instructional interventions to address the inadequate reading skills of the learners.

Lastly, yet another rationale for conducting this research was to fulfill the research gap through an exploration of the perceptions and current practices of instructional interventions, and identify how instructional interventions can motivate the learners. So, to come up with the practices of instructional interventions that can be adopted across other EFL classrooms to motivate the learners, and thus can be eventually incorporated by policy makers to develop programs that address the reading skills of students was another important rationale of this research.

Statement of the Problem

Generally, inadequate reading skills in EFL context can be detrimental to the learning of students. Moreover, such persisting problem of inadequate reading skills and the widening discrepancies between the students' competencies and the requirements of the curriculum at each grade level require interventions to improve the reading skills of learners. However, there has not been any prior research conducted on the issue of instructional interventions to develop reading skills of Nepalese students in EFL context. The only studies that have been conducted regarding the reading skills of Nepalese students in EFL context include the assessment made by National Assessment of Student Achievement (2012) concerning the English reading abilities of 5th grade Nepalese students and the study made by Shrestha (2015) concerning the reading comprehension abilities of master level

students majoring in English at Tribhuvan University, Nepal, both of which indicated that the reading abilities of the Nepalese students are below the required standard.

Further exploration of the issue revealed that inadequate reading skills of students are the common problems among several classrooms in EFL context of Nepal (Gnawali, 2018; Phyak, 2018; Robertson, 2021; Shrestha, 2015). Primarily, one of the earliest reports reveal that in communities in Nepal where subsistence farming is prevalent, literacy skills are not highly valued, resulting in a limited reading environment (Subasi & Kehrberg, 1998). Further, Subasi and Kehrberg (1998) also reported that as a result, the effectiveness of short-term literacy intervention programs in improving reading skills may be limited due to the low retention of these skills. Further, Phyak (2018) conducted a study which found issues with the English language teaching objectives and expectations set for early grades. To elaborate, Phyak (2018) reported that while the curriculum focuses on improving reading skills, many objectives are unclear and impractical. For example, expecting grade three students to develop English language reading skills foundations for further studies may be too vague, and requiring them to use simple telephone language and enjoy English songs and stories and reading short poems and stories may not be feasible for students from predominantly rural areas. The study also highlights the lack of appropriate planning in creating an atmosphere for children to develop reading skills. He has argued that teachers are expected to provide opportunities for students to communicate creatively and independently using English, but it is unclear how this can be achieved without proper planning and resources.

Moreover, informal investigation about the issue with the teachers who have been teaching English at primary and secondary level schools revealed that such substandard reading skills of students and the lack of competencies to carry out the tasks of a classroom requirement are some of the general problems of EFL classrooms. Specifically, the analysis of a situation through consultation with the teachers provided an insight that ineffective learning in previous grades, un conducive learning environment at home, and lack of student motivation, interests and readiness are some of the major reasons that impede the reading abilities of students. In this regard, this study intended to explore the perceptions of teachers regarding the interventional approaches they can use to improve the reading skills of students in EFL context, and investigated the practices of such instructional interventions that motivate the students to develop their reading abilities.

Purpose of the study

The main purpose of the study was to explore the perceptions of teachers regarding the interventional approach to enhance reading skills of students in Nepalese EFL context. Specifically, it aimed at analyzing their practices of instructional interventions to address the reading skills of students and how such practices motivate the learners.

Research Questions

In order to achieve the basic research purpose, the basic research questions are presented as below:

1. How do teachers perceive instructional intervention approach to address the reading skills of students?
2. In what ways do the instructors use instructional interventions to address the English reading skills of learners?
3. How do instructional interventions motivate learners to develop their reading abilities?

Significance of the Study

As a research enthusiast in the field of English Language Teaching (ELT), I believe this study will contribute to the discipline of ELT. Specifically, reading is one of the important literacy skills and the capabilities to understand the written words in English are crucial for life-long learning experiences. Since this study focuses on such literacy skills, the implications of this study can be significant for stakeholders involved in developing the literacy skills of learners. Especially, the study provides an insight into the current perceptions and practices of instructional interventions in EFL classrooms and helps the policy makers and teachers to develop effective strategies to improve the reading skills of students in schools and lower the gap between the substandard reading abilities and the requirements of a curriculum. Further, the implications of this study will also directly benefit the parents, learners and all the stakeholders involved in the education of students. With no prior studies that have been conducted regarding the affair of instructional interventions to improve reading skills of students in Nepalese EFL context, this research fulfills the research gap through exploration of the perceptions and current practices of instructional interventions, and investigation into how such practices motivate the learners.

Delimitation of the Study

Specifically, this research focused on the instructional interventions used by teachers who had taught or were currently teaching English language at primary or secondary level in schools within Kathmandu valley. Further, the study incorporated the instructional interventions used by teachers in regular/inclusive education. Moreover, the research was delimited to the study of five teachers who had taught or were currently teaching English language at primary or secondary level in schools within Kathmandu valley.

All in all, the purpose of this study was to explore the perceptions of teachers regarding the interventional approach to enhance reading skills of students in Nepalese EFL context. In doing so, the research aimed to analyze the practices of instructional interventions used by teachers to address the reading skills of students and how such practices motivate the learners. The significance of this study lies in the fact that reading is an essential literacy skill, and the ability to comprehend written words in English is crucial for lifelong learning experiences. With no prior studies conducted on instructional interventions to improve reading skills of students in Nepalese EFL context, this research aimed to fill the research gap by exploring the perceptions and current practices of instructional interventions used in EFL classrooms. The study also aimed to provide an insight into effective strategies to improve the reading skills of students in schools and lower the gap between the substandard reading abilities and the requirements of a curriculum. The research questions revolve around how teachers perceive instructional intervention approaches to address the reading skills of students, how instructors use instructional interventions to address English reading skills of learners, and how instructional interventions motivate learners to develop their reading abilities. The study is delimited to the primary or secondary level English language teachers who teach within the Kathmandu valley in schools offering regular/inclusive education.

CHAPTER II

LITERATURE REVIEW

The literature review deeply analyzes existing literature on reading skills and instructional interventions in Nepal. The thematic review covers instructional design concepts, including traditional reading theory, Keel et al.'s intervention model, and the ARCS motivation model. The empirical review discusses studies on intervention effectiveness, reading skills, motivation, and teacher challenges. Various study types emphasize factors like intervention duration, student-teacher ratio, motivation, interest, and teacher training. Insights are provided for designing effective interventions to boost reading skills and motivation.

The policy review section analyzes national policies concerning Nepalese learners' reading skills. It highlights the government's recognition of low learning levels and corresponding policies, including the Early Grade Reading Program for primary students and elaborates on how English teaching time allocation hasn't effectively improved learning levels. The review notes reading's insufficient recognition in the language curriculum and the lack of balanced skill teaching. This section highlights that policies mainly target early grades, raising concern about higher-grade EFL learners' reading skills.

Next, the review outlines Nepal's reading skills status and related policies. It addresses literature gaps: lack of EFL intervention research, unexplored intervention perceptions/ practices, and inadequate secondary-level reading policies. The section also delves into theoretical foundations (social constructivism, motivation theory, transactional reading model), framing intervention impact understanding. The literature review also covers varied instructional interventions (teacher-centered, student-centered) and their impact factors. It emphasizes teacher professional development's significance and the need for a balanced approach addressing decoding, comprehension, fluency, and reading milestones. Lastly, the review underscores motivation's role in interventions and its influencing factors: teacher-student relationship, technology use, and cultural/linguistic backgrounds. It concludes with summarizing key findings' impact on research questions and methodology.

Thematic Review

Basically, instructional interventions have been defined as specific, intentional and formal programs or steps of action that help a learner to address his or her area of need (Lee, 2020). In context of 'reading' skills in EFL context, instructional interventions can be the steps of actions that help the learners who struggle to read and need support for their development of English language proficiencies and overall academic progress (Buckingham, Wheldall & Beaman-Wheldall, 2013; Richards-Tutore, Baker, Gersten, Baker & Smith, 2016). Instructional intervention is not only applicable to special education, but also to an inclusive education where many of the students struggle in different areas of their learning (Keel, Dangel & Owens 1999). So, instructional interventions have been conceptualized as the sets of instructions that are relevant for the development of learners' skills based on their needs in various educational contexts.

Providing instructional interventions is associated with overcoming the difficulties faced by the learners. According to Gerlach (2017), interventional approaches are important for learners who have reading and spelling difficulties (RSD). Moreover, RSD can be defined as the inability of a learner to read at a normal pace, decode the words quickly, and process and stress the words that have more than one syllable (Gerlach, 2017). So, in the EFL context, interventional approaches can be applicable for overcoming the difficulties of reading and spelling where instructions are aimed at overcoming some of those problematic issues.

Especially for early learners, reading difficulties are associated with a lack of abilities in two different areas: phoneme awareness and letter-sound knowledge (Julia et al., 2011). While phoneme awareness is defined as the ability to recognize each sound from a spoken word, letter-sound knowledge on the other hand is defined as the ability of an early learner to provide a correct sound for each letter in the alphabet (Julia et al., 2011). So, reading interventions for early readers in EFL context are focused towards addressing these two difficulties among the learners. While there has been a conventional trend to aggregate the reading difficulties, distinction of reading difficulties into multiple categories such as the one provided here in the forms of phoneme awareness and letter-sound knowledge helps in classifying the issue of reading difficulties and see the issue at hand from a novel perspective.

Next, effective reading instructions have been conceptualized as the instructions that address the five main components of reading, namely phonemic

awareness, phonics, fluency, vocabulary and comprehension (Buckingham et al., 2013). Moreover, Buckingham et al., (2013) have also argued that instructional interventions can be useful in addressing the issue of substandard reading skills of students. So, it can be argued that effective instructional interventions for improving reading skills should focus on the basic components of reading such as phonemic awareness, phonics, fluency, vocabulary and comprehension.

Instructional interventions have implications in language teaching too. Primarily, the instructional interventions associated with phonological awareness have been significant in improving the reading and spelling abilities of learners, their abilities of word recognition, and comprehension skills (Gillon, 2017). Moreover, Gillon (2017) has argued that phonological awareness instructions can be part of comprehensive language program, specifically because these instructional interventions can improve the literacy development of learners. Furthermore, Drum (2015) also agreed that the implementation of instructional interventions in language classrooms can facilitate the acquisition of literacy skills, especially for learners who face difficulties in reading. Furthermore, Drum (2015) has also argued that instructional interventions are not only relevant to language teaching in monolingual classrooms but also in English language classrooms consisting of diverse learners coming from different language backgrounds.

Over the years, instructional interventions have become an integral part of 21st century classrooms. Especially, 21st century classrooms are associated with skills that help learners to deal with economic, social, and intellectual trends of the world by means of effective communication and skills related to critical thinking, creativity, and collaboration (Boulhrir, 2017). In this regard, Boulhrir (2017) argued that instructional interventions that address the intrinsic motivation of learners and ones that incorporate computer-assisted reading programs along with other cognitive and social strategies can be key to meeting the needs of 21st century classrooms. However, Alexander and DRLRL (2012) suggested that reading does not have to be redefined for the 21st century because the essence of reading has not and will not change in the future in a sense that reading is always multi-faceted, progressive and carried out with definite objective. Nevertheless, to achieve the goals of critical and analytical reading in the context where the volume and pace of information are loaded to learners, effective instructional practices are paramount (Alexander & DRLRL, 2012). In this

regard, instructional interventions also have their relevancies to the 21st century classrooms.

With studies that have been conducted globally surrounding the issues of what constitutes reading instructional interventions and how such instructional interventions can be useful to address the difficulties faced by the learners, the same can be used in Nepalese context too where the problem of inadequate reading skills in EFL classrooms can be addressed. Particular, the widespread discrepancies between the students' competencies and the requirements of the curriculum at each grade level have the potential for remedies through interventional approaches that can be used to improve the reading skills of students in EFL context. For example, instructional interventions can be made relevant to address the issues of reading and spelling difficulties (Gerlach, 2017), the issues of phoneme awareness and letter-sound knowledge (Julia et al., 2011), the issues of phonemic awareness, phonics, fluency, vocabulary and comprehension (Buckingham et al., 2013), word recognition and comprehension skills (Gillon, 2017) or acquisition of literacy skills (Drum, 2015) in Nepalese context too. Therefore, the insights provided by global studies on instructional interventions have the potential to be made relevant in the Nepalese context too so that reading skills can be improved and necessary assistance can be provided to needy students, the implications of which in the Nepalese context is yet to be explored.

Traditional Theory of Reading

According to the traditional theory of reading, readers gain the abilities of comprehension as a result of a series of skills learnt in a hierarchical manner (Dole, Duffy, Roehler & Pearson, 1991). Such theory of reading aligns with the behavioristic theory of learning which emphasizes that learning occurs as a result of repetitive stimulus and responses (Schunk, 2012). Also regarded as a 'bottom-up' approach of reading, such traditional theory assumes that reading is a process of decoding symbols in order to make sense of those symbols (Nunan, 1991). The implication of this traditional theory of reading upon the instructional interventions lies in the manner in which instructions are provided to learners to help them make sense of letters in the text. By means of such interventions in helping decode letters in the text, learners can be instructed to develop comprehension abilities through a series of instructions. This theory is selected to draw comparisons between the instructional practices of the participants in relation to the extent to which their practices reflect the traditional

theory of reading or behavioral approach to providing instructions. Moreover, this theory of reading can be relevant for this study because this study aims to explore the perceptions and practices of teachers in Nepalese EFL classrooms within primary or secondary level where reading instructions are predominantly focused on helping students decode the letters in the text and develop comprehension abilities through a series of instructions.

Cognitive Theory of Reading

According to the cognitive theory of reading, reading is a ‘top-down’ approach where the focus is mainly upon the readers or background knowledge instead of the text itself (Nunan, 1991). The schema theory of reading fits within the cognitive-based view of reading. Moreover, schema theory of reading suggests that the knowledge of reading is organized into units in terms of sensory information, memory and the processing of information (Rumelhart, 1977). The implication of cognitive theory of reading can be found in reading instructions provided to learners. It has been argued that teachers can provide instructions to activate background knowledge of learners in order to develop their comprehension skills (Beck & McKeown, 1984). For example, Beck and McKeown (1984) have illustrated the instances where before a reading session, an instructor initiates a brief setting, provides contextual story, introductory concepts and purposes of reading.

Constructivist Theory of Learning

One of the basic assumptions of constructivism is that learners develop knowledge for themselves (Geary, 1995). Next, Schunk (2012) asserts that the process of learning is mostly learner centered as opposed to teacher centered in traditional teaching and learning context. Thirdly, it has also been asserted that the construction of knowledge or the overall process of learning is based on social interactions with others (Schunk, 2012). Citing the work of Merrill (1991), Mergel (1998) stated five basic assumptions of constructivism: learning occurs through the construction of knowledge through experience and personal interpretation, learning is an active process, learning occurs through the development of concepts as a result of negotiation of meaning and perspectives, and through collaborative efforts, and that learning should be centered in realistic setting where assessments should not be detached from such setting. In context of the constructivist learning environment, Brooks and Brooks (1999) have argued that such learning environment makes the learning relevant to the students by stimulating their interests, structures the students’

learning around fundamental concepts and present them in a holistic manner, and makes the classroom student-centered.

Model of Instructional Interventions

According to the model of instructional interventions provided by Keet et al., (1999), interventional approaches in inclusive classroom are based upon three important factors: content, control, and efficiency. Firstly, interventional instructions can be determined based upon the management and the intrinsic contents of the instructions themselves. While the management of contents is related to the classroom behavior, social skills, and task completion, the aspects of intrinsic contents on the other hand are related to the acquisition, maintenance and generalization of the academic skills (Keel et al., 1999). In this way, instructions can be a combination of management as well as intrinsic contents.

Secondly, this model of instructional intervention argues that interventions can be both teacher-directed and student-directed. While the teacher-directed approach involves the decisions of teachers regarding the strategy and models to be used along with the actual demonstration, the latter approach involves self-regulated mechanisms that provide students with autonomy to direct and monitor their performances (Keel et al., 1999). So, instructions can be differentiated on the basis of the extent to which they are controlled by students or teachers.

Lastly, the efficiency of an instructional intervention is selected based upon its efficiency as to whether such interventions can be carried out in individual or one-to-one basis, in a small group or in a whole classroom setting (Keel et al., 1999). So teacher to student ratio, or in other words, adequacy of teacher resources is another consideration of this model.

Importantly, this model of instructional intervention is relevant to the current research because of its applicability in inclusive classrooms. Next, the model also provides explanation regarding how the contents of the instructions can be designed and managed, how the instructions can be driven by teachers or led by students themselves and how the interventions can be designed according to the efficient use of resources. So, the aspects of content, control and efficiency of the instructional interventions can be made relevant to the instructional designs in EFL classrooms to improve the reading skills of learners. So, the perceptions and practices of the teachers in EFL classrooms can be reflected on the basis of this model of instructional interventions.

ARCS Model of Motivation

With respect to instructional design that focuses on the motivation of learners, the model of motivational instructions presented by Keller (2000) shows that attention (A), relevance (R), confidence (C), and satisfaction (S) are the four components or conditions necessary to motivate the learners. Since motivation is an important issue in every classroom, the instructional interventions for improving reading skills need the component of motivation. As such, this model of motivation can be relevant in the current study to look over how instructional practices of teachers contain the motivational elements prescribed by Keller (2000).

Empirical Review

The effectiveness of instructional interventions have been witnessed by several studies over the years. In a review titled “The Effectiveness of Reading Interventions for English Learners: A Research Synthesis”, Richards-Tutor et al., (2016) explored 12 studies conducted between 2000 and 2012 on the effectiveness of instructional interventions on reading English. The study followed a qualitative research design and used secondary data from the articles published in various journals. The study found out that seven of the studies showed a moderate to large impact on beginning reading skills, and five of the other studies showed that instructional interventions had a moderate to large impact upon reading and listening comprehension (Richards-Tutor et al., 2016). Moreover, every one of those 12 studies was based on experimental methods to reveal the effectiveness of instructional interventions on reading English. This study is relevant to the present research because it showed that there are several empirical pieces of evidence for the effectiveness of instructional interventions upon the reading skills of learners. Further, this study also demonstrated that a large number of studies dedicated to studying the effectiveness of interventional programs are based on experimental research design.

In one of the experimental studies that analyzed the effectiveness of instructional interventions on reading fluency of four second-grade struggling readers, Ross and Begeny (2015) revealed that the duration of instructional intervention had a positive relation with the effectiveness of the interventional program. However, Ross and Begeny (2015) did not find significant difference in the effectiveness of the interventions based upon the student-teacher ratio. In other words, there was no significant difference on the effectiveness of the instructional interventions that were carried out in the small group and one-to-one basis. As such,

this study nevertheless when viewed in relation to Keel et al., (1999)'s model of instructional interventions informs the current research to take into factors such as interventional duration as well as student-teacher ratio that might have impact upon the effectiveness of interventional instructions.

In a qualitative study that investigated the teachers' perceptions concerning the implementation of instructional interventions, Rector (2016) interviewed six ninth-grade English teachers in a suburban local high school in the United States, and concluded that teachers had a general understanding of the instructional interventions, but lack of training, experience and professional development were identified as obstacles for the successful delivery of the program to improve the reading proficiency of the learners. Moreover, the study was based on a qualitative research design to study the instructional interventions based on the RTI model (the model that explains how students respond to changes in the instructions) (Rector, 2016). The conclusions derived from this study can be made relevant to the present research to explore whether EFL teachers in the Nepalese context also face similar challenges and then investigate the extent to which they too abide by RTI model to assess how students respond to marginal changes in the instructions.

Motivation is a key issue for educators and psychologists alike (Lin-Siegler et al., 2016) and therefore, its relation to reading skills cannot be ignored. In a study of 406 Sri Lankan university students concerning their L2 reading motivation, it was revealed that intrinsic motivational constructs had a positive relation with the text comprehension (Dhanapala & Hirakawa, 2016). The research was based on quantitative research design that used questionnaire method to collect data from the respondents. As such, this empirical finding can be made relevant to the current study to explore the extent to which the teachers in Nepalese context incorporate intrinsic motivational factors in their instructional interventions.

Further, another study has also identified the need for instructions to incorporate the components of motivation. In a longitudinal study spanning a year that aimed at analyzing the teachers' instructional practices which contributed to the students' motivation, Park et al., (2016) found that instructional interventions can be part of teachers' practices that can motivate students to improve their learning. Moreover, the research was based on a quantitative research design that used questionnaire method to collect data from the teachers and students. However, one of the limitations of this study concerning its relevance to the present research is that the

study study looked at the mathematics classrooms. Nevertheless, the relationship between the teachers' practices of instructional interventions and their motivation on student learning can still be made relevant to EFL classrooms because of the motivational constructs embedded in particular approach of disseminating instructions.

In addition, instructional interventions that emphasize the similarities or commonality between the teacher and the learners can also be the important factors that motivate the students and improve their academic performance (Gehlback, et al., 2016; Lin-Siegler et al., 2016). Specifically, this was established by Gehlback, et al., (2016) through their experimental field research. So, the extent to which teachers in EFL draw similarities and commonalities with the students can be one of the factors that can be incorporated in the current research to explore the teacher's interventional practices in context of motivating the learners.

Another important study with regards to motivation and reading instructions has been made by Guthrie et al. (2006). In an experiment conducted among 98 students studying in the elementary school in the Mid-Atlantic state, their findings indicated utilizing situational interest to motivate students can be an effective approach for enhancing their reading comprehension. The research supported the notion that providing students with engaging and relevant reading materials, in conjunction with stimulating tasks, can help to cultivate a passion for reading and promote intrinsic motivation for reading. This study is relevant to the thesis because it supports the idea that using stimulating tasks can be an effective approach for promoting reading motivation and comprehension. It provides practical insights into how teachers can design instructional interventions that enhance students' motivation and comprehension. Furthermore, the study emphasizes the importance of matching up contents with students' interests and providing interesting and relevant reading materials to foster a love of reading and promote intrinsic motivation.

In another quantitative study that investigated the relationship between reading motivation, perceptions of reading instruction, and reading amount among secondary school students in Hong Kong that involved a total of 1,146 students from 19 schools responding to a questionnaire, Lau (2009) found out that intrinsic motivation was strongly related to reading amount. Students' perceptions of reading instruction were significantly related to their reading motivation, which in turn mediated the relationship between perceptions of instruction and reading amount. Grade differences were also observed, with junior secondary students demonstrating higher self-

efficacy, intrinsic motivation, extrinsic motivation, and social motivation, as well as more frequent reading, compared to senior secondary students. The study suggests that effective reading instruction should consider students' motivation and perception of instruction which are the two main ideas explored in this thesis.

With regards to the relation between rewards and the reading instructions, the study conducted by Chen and Wu (2010) revealed that that the type of reward and the reasons given for receiving it had a significant impact on students' intrinsic, extrinsic, and overall motivation to read. Moreover, the rewards that were intangible and attributed to effort had a positive effect on motivation, while rewards attributed to luck had a negative effect. The study was carried out among 722 students from five elementary schools in southern Taiwan over time, collecting information about their experiences with rewards during extensive reading activities, as well as their motivation to read before and after receiving the rewards. This study is relevant to the thesis because this study looked at the motivation from the viewpoint of how rewards affect their overall motivation of reading. Likewise in another study made by Marinak and Gambrell (2008), the authors looked at how giving rewards can affect the reading motivation of third-grade students, as measured by how long they keep doing a reading task. In a quantitative study conducted among 75 students from among the students at three elementary schools in a large mid-Atlantic suburban school district, the authors found that students who received a book or no reward were more motivated to keep reading than those who received a token reward. The study also found that giving a reward that is closely connected to the desired behavior (like giving a book for reading) is more effective in boosting motivation than giving a token reward. The study suggests that using well-chosen rewards can help encourage a love for reading. So, this study is also relevant for the thesis because it sheds light on how rewards and motivation are closely linked to the reading instructions in classroom settings.

Policy Review

In Nepalese context, the government has acknowledged that the learning level of students is quite low in general (National Assessment of Student Achievement, 2012; Phyak, 2018). For this, policies have been formed to address the issue. For instance, early grade reading program is one of the initiations included in the policy of School Sector Reform Program with a view to improve the foundational reading skills of learners in the early grades within community schools of Nepal (Ministry of

Education, 2014). Specifically, this program focuses on the reading skills of students in early grades at primary level (grade 1 to grade 3). Further, at a curriculum level, English has been recognized as a mandatory subject and five periods per week are allocated for English language in early grades (Ministry of Education, 2014). Nevertheless, such allocation of teaching period of English language has not been properly utilized by majority of schools to improve the learning level of students.

In addition, it has also been acknowledged that reading is not recognized as a unique and important aspect of a language curriculum. Particularly, reading skill is merely assumed to be a part sub-system of the large language curriculum. For example, the due importance of reading skill as well as the specific time allocated for reading has been disregarded in many of the community schools of Nepal (Ministry of Education, 2014). Further, a lack of balanced approach of teaching reading skills by taking into account the aspects of decoding, comprehension, fluency and reading milestones has also been recognized one of the major issues in addressing the reading skills of learners in Nepal (Ministry of Education, 2014). So, appropriate attention has not been paid towards addressing the inadequate reading skills of learners at the level of curriculum design and development.

Additionally, the policies of addressing the reading skills of learners have also been formulated with assistance from partner organizations such as USAID (RTI International, 2020). As such, the programs implemented through such collaborations for improving the reading skills are backed by evidence-based reading instructions. As reported by RTI International (2020), such programs have been implemented in more than 5,000 schools spanning 16 districts of Nepal.

However, most of the policies of the government are dedicated to addressing the reading skills of early grade learners. This makes sense concerning the fact that early grade reading provides a foundation for a child's reading skills later in life. However, addressing the reading skills of EFL learners who are enrolled at higher grades is still a matter of concern for which the plans and policies have not been directed at.

Research Gap

In general, empirical evidences have shown that instructional interventions can be effective to improve the reading skills of the students. Moreover, studies have shown that interventional duration and student-teacher ratio can impact the effectiveness of interventional instructions. Furthermore, studies have also shown that

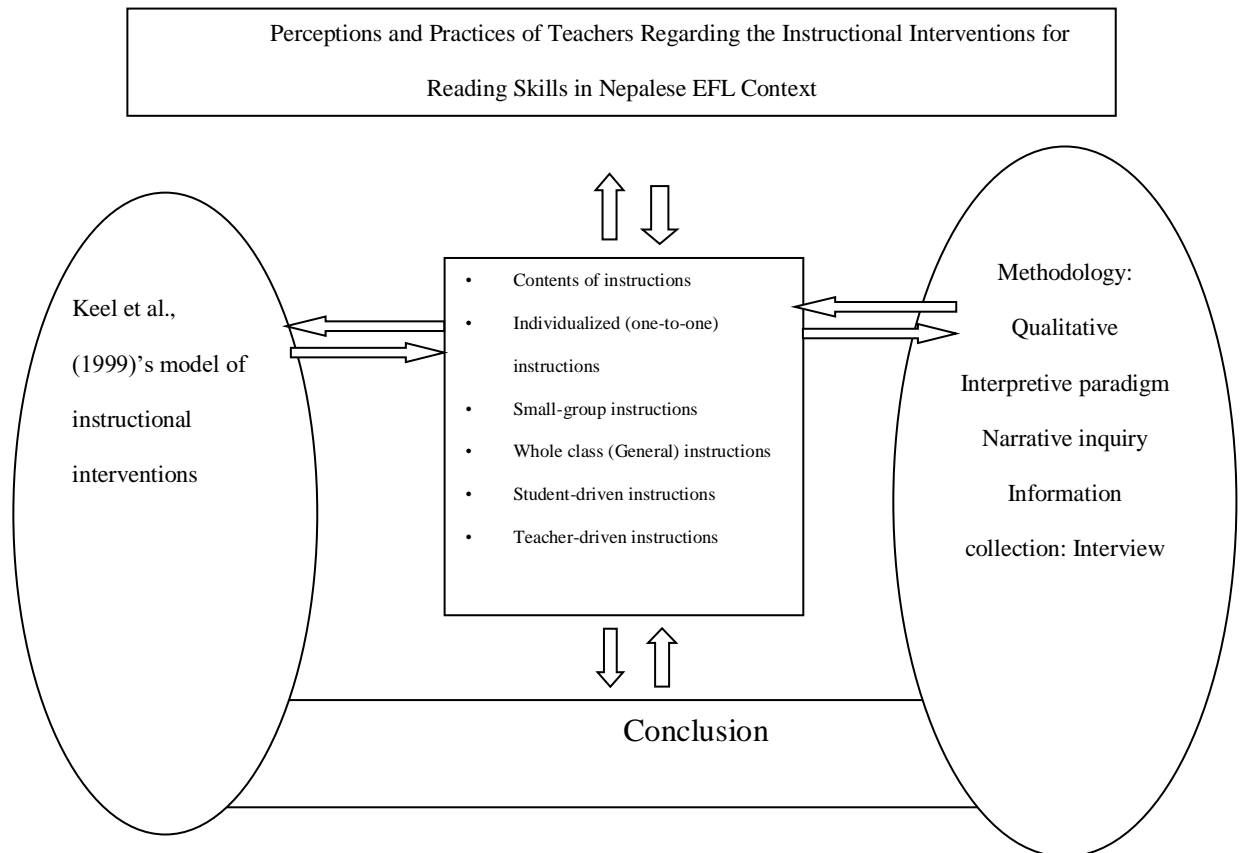
lack of training, experience and professional development can be some of the challenges that impede successful implementation of instructional interventions Rector (2016).

Next, evidences have also shown that motivation is a key issue in implementing instructional interventions (Dhanapala & Hirakawa, 2016; Gambrell, 2008; Guthrie et al., 2006; Marinak & Park et al., 2016). Particularly, motivational factors can be instrumental in comprehension skills, and can be the important aspect of effective instruction altogether. Likewise, an empirical evidence has also highlighted the fact that the relationship between the teacher and the learners can also be an important factor that motivates the students in classrooms in the course of instructions delivery.

As such, despite the fact that instructional interventions have been shown to be effective to overcome inadequate reading skills, there is no empirical study conducted on the perceptions and the prevailing practices of instructional interventions in the context of Nepalese EFL classrooms. Likewise, evidences have revealed that motivation is an important factor in the course of implementing reading instructional interventions (Chen & Wu, 2010; Gehlbach, et al., 2016; Lau, K. L., 2009; Lin-Siegler et al., 2016; Marinak & Gambrell, 2008). However, as with the cases of perceptions and the practices of instructional interventions, there has not been any study conducted on how Nepalese teachers in EFL context incorporate motivational constructs in their reading instructions. Lastly, national policies have also been in short supply to address the inadequate reading skills of students across primary and secondary level students in Nepalese EFL classrooms. So, the lack of previous studies and the development of empirical evidences points to the need for coming forth with exploratory insights concerning the current perceptions and practices of reading instructional interventions in Nepalese EFL classrooms.

Conceptual Framework

On the basis of the review of literature, the following conceptual framework is presented to explain what and how research aims to answer the basic research questions.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the overall research methodology adopted for the current study. Each stage of the methodology is described in a chronological order that will help in answering the basic research questions. Firstly, interpretivism is represented as the research paradigm chosen for this study along with the ontological, epistemological and axiological considerations assumed by this study. On the basis of such philosophical considerations, narrative inquiry as a research methodology is explained in the subsequent section followed by the process of how the research site and participants were selected. Next, the data collection and analysis techniques that aligned with the preceding research philosophy are also briefly explained. Lastly, ethical as well quality standards that were maintained by this study are also explained in the final sections. In this way, each section of the research methodology that is related closely to one another is explained in the following sections.

Interpretive Paradigm

Firstly, this research is based on “Interpretivism” as its research philosophy. As opposed to positivist paradigm which views social reality through objective observation and scientific experiment, interpretive paradigm on the other hand is based on contextualizing the subjective experiences of people (Cohen et al., 2007a). Mainly, this study takes ‘interpretivism’ as its research philosophy to address the research issue at hand. Essentially, interpretivism has been conceptualized as a research philosophy that takes into account the diversities and complexities of human beings to understand the participants’ viewpoint (Cohen et al., 2007a). Considering the fact that this study focuses on interpreting the opinions of the participants, the interpretivism as a research philosophy for this study can be justified in order to collect unique and rich understandings as well as interpretations of how the participants perceive instructional interventions. Moreover, interpretivism as a research philosophy stands against positivism – the latter of which is well-suited to understand the physical phenomena or natural science. So, to understand the interpretations of a social world (as opposed to the natural world), this study undertakes an interpretivist research philosophy where the data collection technique is intended to collect information that is meaningful to the research participants.

Since this study follows an interpretive paradigm, it can be said that the study takes an inductive approach to develop a theory. Specifically, Cohen et al., (2007a) have also argued that interpretive paradigm is based on the comprehension of the interpretations of the participants' world, and hence theories in this research paradigm do not precede the research, but are grounded in the data obtained from the study. This fits in my study because it allows for a deep exploration of the participants' worldviews, facilitating a nuanced understanding of their experiences, beliefs, and interactions. This approach is particularly valuable because this study's aim is to gain insights into complex, context-specific phenomena, enabling a comprehensive exploration that goes beyond preconceived notions.

Ontological, Epistemological and Axiological Considerations

This study takes constructionism as its ontological stance. Such ontological assumptions assume that the existing social reality and the meaning attached to such social reality by the participants are the products of social interactions and are indefinite (Bryman, 2012a). This ontological position taken by this research assumes that the interview data received from the participants concerning their perceptions and practices of instructional interventions in English language classrooms of Nepal are the rich descriptions derived out of socially constructed culture and language. In addition, the data obtained from participants, while not definitive, consists of their lived experiences and multiple interpretations, while this ontological approach remains advantageous in capturing rich, meaningful insights aligned with their cultural backgrounds and life experiences (Cohen et al., 2007a).

As for the epistemological assumption or an assumption about what makes up for "acceptable, valid and legitimate knowledge" (Saunders, et al., 2019, p. 133), this study assumes the unique perceptions, interpretations, narratives and contextual spoken accounts of the participants as acceptable, valid and legitimate. Moreover, such epistemological assumptions can be useful to obtain rich descriptions of the social realities that are meaningful to each participant. In this way, such epistemological assumptions have been relevant in obtaining unique interpretations of each research participant concerning how he or she views the practices of instructional interventions in English language classrooms. As such, one of the main epistemological assumptions of this study is that this study assumed the individual perceptions and practices provided by the participants as valid. Moreover, their perceptions of instructional practices used in everyday classrooms as provided

through their details accounts via interview are legitimate description. In this way, the thick descriptions provided by each participant that reflects his or her own social reality and are meaningful have been assumed as valid and defensible. These are some of the major epistemological assumptions.

Next, as far the axiological considerations are concerned, I recognize and reflect my personal values attached to the selection of the research topic concerning the perceptions and practices of reading instructional interventions in English language classrooms of Nepal. Particularly, I value that obtaining insights upon the prevailing beliefs and practices can provide an impetus for the development of effective reading instructions that can be invaluable for learners. Additionally, in dealing with the values of the research participants, I assume that the information provided by the participants are integral and reflexive of their own background and culture. As such, their values have been imbedded in their responses, and therefore, their responses are not detached of their personal beliefs, principles and ethical standards.

Narrative Inquiry as a Research Method

A strategy of narrative inquiry studies the experience of the participants narrated by them. Moreover, Clandinin and Huber (2010) have defined narrative inquiry as a qualitative methodology of studying the experiences of participants through a recollection and spontaneous narrative of lived stories and events. Furthermore, Hendry (2010) has defined a narrative inquiry as not a method in the strictest of senses, but a process of deriving a meaning from scientific and metaphysical inquiry alongside the inquiry of human experiences. As such, this study used narrative inquiry to relive the experiences of participants as they recollected and narrated their past events and experiences.

Based on an interpretive paradigm, this research followed narrative inquiry as a methodological choice where qualitative data were obtained from the participants to analyze their subjective responses. In this case, a researcher was the primary instrument who collected data and analyzed them instead of relying upon other mechanisms such as survey. Moreover, collecting data through a narrative inquiry allowed the study to obtain thick descriptions and nuanced data by means of a holistic approach of such research method. Further, such data in qualitative research design allowed the researcher to generate specific insights, themes and findings.

This strategy was appropriate in this research to obtain a personal account of the participants that interpreted an event or sequence of events. Further, this strategy was also appropriate because experiences of the participants were possible to be collected as complete stories instead of fragmented pieces of data. Therefore, to answer the research questions posed by this study that seeks individual interpretations of the participants, narrative inquiry was an optimum strategy to obtain the interpretations of the events described by the participants which eventually allowed the researcher to analyze the meanings attached by the participants upon the events.

Selection of Research Site and Participants

For this study, five participants were selected purposively for the interview. Since this study took an exploratory research design, the cases were selected on a subjective judgement to purposively select the participants that included teachers who had taught or were teaching English at the primary or secondary level in schools within Kathmandu valley. Particularly, five participants were selected on the basis of the judgement that the data obtained from five participants can help to reach a state of data saturation. In other words, adequate data was assumed to be obtained from five participants to help generate possible themes without having to rely on additional information from extra participants. Due to geographical, time and cost constraints, participants from schools within Kathmandu are selected. Moreover, participants were selected on the basis of researcher's judgement and not on some probability techniques. Participants were purposively selected because such selection technique can avail a researcher with informative participants who can provide rich data, and therefore can help in addressing the basic research questions (Bryman, 2012a). The details of the participants are given in the table below where pseudonyms have been used to ensure the anonymity of the participants' names.

Table 1

Research Participant

Participants (Pseudonyms)	Teaching at	Teaching Experience (Years)
Kiran	Primary level	5
Asha	Secondary level	More than 3
Deepti	Secondary level	3
Diba	Primary level	5

Data Collection Technique

This study primarily used interview as a method of collecting primary data using unstructured questions. Unstructured questions were used because they allowed participants to freely express perspectives, explore nuanced information, and provide in-depth insights. This approach aligns with the study's aim of comprehensively understanding diverse viewpoints and building a holistic understanding of their views. Using an interview as a method of data collection can be useful in giving emphasis to the participants' views and opinions and allowing the participants to talk on the issues to explore the topic in detail and reveal detailed information (Bryman, 2012a). So, this method has been useful to collect thick data. Particularly, this research used online interview to collect data from the participants because using this method of data collection can be efficient in terms of cost and time, and at the same time, follow-up questions can be asked to unveil rich information and details. In addition, online interview can overcome geographical and time limitations. Essentially, unstructured questions were presented to the participants to help achieve the aims of the research and answer the basic research questions. The online interview was conducted in Nepali so that the participants could fully understand the questions and can reply accurately as well as expressively. Overall, this technique helped to capture the lived experiences of the participants.

Data Analysis and Interpretation Techniques

As far as the data analysis and interpretation techniques are concerned, thematic analysis was used to analyze and interpret the data. Under this approach, the transcribed data were coded, and important themes were generated and interpreted that would be useful in answering the research questions (Cohen et al., 2007a).

For this, once the data had been collected through a recording of an interview, the audio data were transcribed and translated in English. Next, the transcribed and translated data were re-read several times. In coding the interview data, important considerations were made with regards to questions such as what this specific text represented, what research question and issue does this specific text represent, and the specific context surrounding the responses of participants. Once the data had been coded, the codes were grouped to derive major themes from the data.

Quality Standards

The quality standards of the present study were ensured by maintaining the trustworthiness of the research. Primarily, the quality standard of a research can be maintained in terms of trustworthiness of research by making sure that the research has the attributes of credibility, transferability, dependability and confirmability (Lincoln & Guba ; 1985; Bryman, 2012b). These quality standards are described below in relation to how they will be maintained in the research.

Credibility

Firstly, credibility refers to the extent to which the findings of the research are believable. As pointed out by Bryman (2012b), the acceptability of the findings depends upon the credibility of the research or the extent to which the findings indicated by the research are believable among the readers. The credibility of the present study has been ensured by reconfirming that the data provided by the participants have been rightly understood by the researcher. For this, the collected data and findings were provided back to the respective participants to validate their meaning and intentions. Further, credibility was established by going back to the participants and providing opportunities to correct their opinions or add further information (Cohen et al., 2007b). So, once the data has been collected, the transcribed data were provided back to the respective participants to validate their information.

Transferability

Secondly, transferability refers to the extent to which the findings can be made applicable to other situations. The standard of transferability was secured by ensuring that thick data had been collected. Such collection of thick data helped in making judgements about the potential transferability of the research findings in other contexts (Bryman, 2012b). So, the collection of thick data from the participants ensured the transferability of the research findings across other contexts.

Dependability

Thirdly, dependability refers to the extent to which the findings are likely to apply at other times as well. This quality standard is an equivalent of reliability or consistency of the research findings (Bryman, 2012b). The quality standard of dependability has been maintained by making sure that drafts or records of the entire research process have been stored.

Confirmability

Fourthly, confirmability refers to degree to which the researcher allows his or her values to intrude the research findings. It has been pointed out that the issue of confirmability can be maintained by making sure that the research is not guided by personal values or specific theoretical predispositions (Bryman, 2012b). To maintain this quality standard, it has been made sure that the findings are guided solely by the descriptions provided by the participants and the analysis was not influenced by any personal biases of the researcher.

Ethical Considerations

This research abides by the ethical values and considerations throughout an entire research process. Besides following the ethical standards throughout a literature review section where proper credit and citations are provided wherever required, similar ethical standards have also been abided throughout the process of data collection and analysis, and reporting of findings.

Confidentiality and Anonymity

In this regard, the need to maintain privacy has been considered as the main ethical guideline of this research. In order to secure the standard of privacy, the study ensures confidentiality of the data provided by the participants. The data obtained from the research are stored securely and will only be used only for the academic purpose of thesis submission. Likewise, the research also guarantees the anonymity of the participants. In order to secure the anonymity of the participants, pseudonyms have used instead.

Rights and Obligations of the Participants

Principally, the rights of the participants and the obligations towards them were also fully recognized throughout the process of collecting data from the research participants. Informed consents were obtained for the collection of data from the participants and likewise, permissions were acquired for the recording of audio conversations of the interview. The responses were obtained from the participants without being overly intrusive and exerting added pressure. The participation for an interview were made by the participants on a voluntary basis, meaning that they participated in the interview only if they wished to - without any coercion from the researcher. Moreover, they also had the right to withdraw from the interview if they felt the need to do so. Furthermore, their rights to not reply to specific interview

questions were also equally recognized as the ethical guideline during the data collection process.

Justice

Lastly, any harm to the participants whether physical, mental or emotional distress were avoided at all cost. Utmost care was taken to make certain of the respect paid towards the participants by using appropriate language without making any room for discrimination. Moreover, it was ensured that no harm to the participants incurred in the future as a result of their participation in the study. Further, plagiarism has been avoided in drafting the entire research paper, and necessary citations are made to give credit to the original authors. Finally, the collected data were not be modified for the convenience of the researcher or for preferable results using deceptive practices.

Ethical Considerations

This research abided by the ethical values and considerations throughout an entire research process. In order to avoid any harm to the concerned parties, data were collected through informed consent. Further, pseudonyms were used to preserve the privacy, confidentiality and anonymity of the participants. Preserving participants' privacy, confidentiality, and anonymity is essential in research to meet ethical standards and safeguard their well-being. Using pseudonyms and protecting personal information prevents public exposure, mitigating potential harm and encouraging honest responses.

Moreover, it was ensured that no harm to the participants will incur in the future as a result of their participation in the study. Further, plagiarism was avoided in drafting the entire research paper, and necessary citations are made to give credit to the original authors. Finally, the collected data was not be modified for the convenience of the researcher or for preferable results using deceptive practices.

CHAPTER IV

PERCEPTIONS TOWARD INSTRUCTIONAL INTERVENTIONS TO ADDRESS THE READING SKILLS OF STUDENTS

This chapter attempts to answer the research question of how teachers perceive instructional interventions to address the reading skills of students. To elaborate this topic, this chapter provides an explanations and interpretations of the data collected through interview in relation to the context of a research question and literature review and discusses their implications. There are two main themes that can be identified in this topic: the first theme pertains to the perceived differences that exist between the reading abilities of students and the expectations of the curriculum. The second theme focuses on the significance of instructional interventions when it comes to addressing reading and spelling difficulties experienced by students.

Persisting Differences Between the Students' Reading Competencies and the Requirements of a Curriculum

First and foremost, every participant stated that the differences exist between the students' reading competencies and the requirements of a curriculum in their classrooms. For example, Niraj remarked, "*The children I have worked with are 11-12 years but some students might have a higher-grade level of reading like that of a 13-15 years old but some still struggle and have the reading skill of an 8-10-year-old*". Likewise, in acknowledging the fact that the students' reading skills do not match with the requirements of a curriculum, Kiran stated, "*we must be aware about the fact that all learners are not the same. the background of a student...home environment basically motivation, interest, learners' capacity matters a lot.*"

Phyak's study (2018) found issues with the English language teaching objectives and expectations set for early grades in Nepal, which may be contributing to inadequate reading skills among students. In particular, the research discovered that the curriculum aims to enhance reading abilities, but numerous goals are ambiguous and unrealistic. For instance, expecting third-grade students to establish a foundation for English language reading skills that will be useful in future studies could be too general, and requesting them to utilize basic telephone language and appreciate English songs and stories, as well as reading short poems and stories, may not be practical for students from primarily rural regions. The investigation also emphasized

the absence of suitable preparation in establishing an environment for youngsters to cultivate reading abilities.

In comparison to Phyak's findings, the results of this study further emphasize the discrepancies between the reading competencies of students and the requirements of the curriculum in EFL classrooms in Nepal. The participants also identified factors such as students' backgrounds, home environments, motivation, and capacity as important in influencing their reading abilities. These findings suggest that there is a need for a more comprehensive approach to English language teaching in Nepal that takes into account the diverse needs and backgrounds of students. While our study does not provide specific recommendations for addressing the issues identified, it adds to the growing body of literature calling for a more practical and effective curriculum for improving reading skills in EFL classrooms in Nepal. Further studies are necessary to explore effective strategies for addressing the identified issues and improving English language teaching outcomes for students in Nepal.

Further, discrepancies between the students' proficiencies and the demand of the prescribed curriculum in EFL classrooms have been recognized by Rogers (1982), Kyeyune (2013) and (Gnawali, 2018) too. From the interview data (mentioned above), it can be evident that differences between the students' competencies in reading skills and the requirements of a curriculum seem to be a pervasive issue in EFL classrooms for which instructional interventions seem necessary

The substantial differences uncovered between students' reading competencies and curriculum requirements draw attention to the content aspect of instructional interventions, as defined by Keel et al.'s model. The content aspect underscores the need to ensure that instructional content aligns with students' needs and abilities. In this context, it can be recognized that the curriculum requirements might be ambitious and unrealistic, posing a challenge to students who have not yet attained the expected reading levels. The model's content aspect aligns with the need to reevaluate curriculum objectives, making them more realistic and adaptable to the diverse needs and backgrounds of students.

The control aspect in Keel et al.'s model pertains to the extent to which instruction is teacher-directed or student-directed. Our findings indicate that a flexible approach is essential in addressing these discrepancies. By considering students' backgrounds, home environments, motivation, and capacity, teachers can guide instructional interventions more effectively. The recognition that learners are not

homogeneous, as mentioned by Kiran, supports the model's control aspect, emphasizing that intervention strategies should be adaptable and learner-centered.

The efficiency aspect in Keel et al.'s model is about selecting the most efficient setting for interventions. Our study reveals that teachers employ various instructional practices, adapting them to the size and needs of their classes. The importance of class size and adaptability in instructional interventions is inherently related to the model's efficiency aspect, which prompts educators to make optimal use of resources.

Importance of Instructional Interventions in Reading and Spelling Difficulties

In context of the perceptions of participants toward the relevance of instructional interventions in addressing reading and spelling difficulties of learners, every participant perceived those interventional approaches can be valuable to address such difficulties faced by students. Specifically, every participant replied that instructional interventions are important to address all the issues of reading and spelling difficulties defined by Gerlach (2017). Participants revealed that such interventions can be crucial to help the learners read at normal pace, decode the words, and process words with multiple syllables.

Primarily, in context of the importance of instructional interventions to help the students decode the words quickly, Asha remarked, *“if the difficulties continue for longer period of time, it could be the cause of the trouble later on...they will face more difficulties in higher grades...”*. Additionally, Diba explained that instructional interventions are important to help the learners process and stress the words that have multiple syllables. For example, she explained, *“...we can know the challenges of learners and help them individually, and later find solutions”*. Specifically, the participants emphasized the importance of instructional interventions for young learners. For example, after acknowledging the importance of interventional instructions to address the issue of decoding words, Deepti stressed, *“yes... as my students are quite young...8 to 12...”*. In the same way, Niraj also stressed, *“...in younger classes they need help to process words...”*. Lastly, Diba who also claimed that instructional interventions can be important emphasized, *“supporting very young children with instructions to read at normal pace can build their confidence”*.

So, instructional interventions seem to be important for EFL learners to address the issues of reading at a normal pace, decoding the words, and processing words with multiple syllables, all of which fall under the category of reading and

spelling difficulties as defined by Gerlach (2017). Moreover, the responses of the participants showed that such interventions are crucial for young learners to address their individual problems with reading and spelling difficulties so that learners can build confidence and cope with reading skills when they reach higher grades. Participants' responses unanimously emphasized the crucial role of instructional interventions, especially for young learners. They consistently recognized these interventions as pivotal in effectively addressing personalized reading and spelling challenges. By building foundational skills and fostering self-confidence, these interventions equip young learners with essential tools to navigate reading complexities as they advance academically. This collective perspective strongly reinforces the assertion that these interventions are indispensable, forming a cornerstone for nurturing reading competence and resilience throughout students' educational journey.

The participants consistently stress the need for instructional interventions to address reading and spelling difficulties. Their observations align with the content aspect of Keel et al.'s model, which underscores the importance of relevant and effective content in interventions. The participants' emphasis on decoding words, processing words with multiple syllables, and reading at a normal pace reflects the content aspect of Keel et al.'s model, which emphasizes selecting content that helps learners master specific skills.

The control aspect of Keel et al.'s model, which focuses on the role of the teacher and learner in interventions, aligns with the participants' views. In addressing reading difficulties, they emphasize the need to know the challenges of individual learners and help them individually. This aligns with the model's control aspect, which considers the balance between teacher-directed and student-directed learning.

The efficiency aspect of Keel et al.'s model emphasizes selecting the most appropriate setting for instructional interventions. Participants recognize that young learners might require different approaches to address their reading difficulties. This corresponds with the model's efficiency aspect, which considers the adaptability of interventions to various learner needs.

Chapter Summary

Basically, it can be argued that the differences between the reading competencies of students and the requirements of a curriculum are inevitable issues in EFL classrooms. In such scenario, teachers in EFL classrooms believe that

instructional interventions can be important to improve the reading competencies of students who have specific difficulties in reading and spelling. Such difficulties include issues in decoding words, processing and stressing words that have multiple syllables, and reading at normal pace. Specifically, teachers perceive that interventions to address these issues are important because if those issues are not identified and addressed early on in case of young learners, they may face further difficulties in later years.

Overall, this chapter examined how teachers perceive instructional interventions in addressing reading skills of students in Nepal. The research finds that there are persisting differences between students' reading competencies and the requirements of the curriculum. Participants emphasize the importance of considering students' backgrounds, home environments, motivation, and capacity when addressing these differences. This aligns with Keel et al.'s model, which underscores the need for instructional content that adapts to students' needs, as well as a flexible and learner-centered approach, in addressing disparities between the students' reading competencies and the requirements of a curriculum. Further, participants uniformly stressed the importance of these interventions for young learners. This is relevant of Keel et al.'s model, which emphasizes selecting appropriate content for interventions, adapting the instruction to individual learner challenges, and optimizing the efficiency of interventions. Moreover, instructional interventions are perceived to be crucial in addressing reading and spelling difficulties faced by learners, particularly in helping students decode words, process words with multiple syllables, and read at a normal pace. The participants stress the importance of such interventions for young learners to address individual problems with reading and spelling difficulties, build confidence, and cope with reading skills as they progress to higher grades.

CHAPTER V

PRACTICES OF INSTRUCTIONAL INTERVENTIONS TO ADDRESS THE READING SKILLS OF LEARNERS

This chapter attempts to answer the research question how the instructors use instructional interventions to address the English reading skills of learners. To answer this research question, this chapter elaborates on the approaches through which instructional interventions address the reading skills of learners by interpreting the data collected through interview in the context of a research question and literature review. There are three main themes that can be identified in this topic. The first theme relates to the traditional practices undertaken by the teachers. The second theme discusses the practices undertaken by the teachers that relate to the cognitive approaches of instructional interventions. Lastly, the third theme illustrates the constructive approaches for instructional interventions.

Traditional Approach of Instructional Interventions

The data collected from the interview revealed that teachers in EFL classrooms use traditional approach of drill and practices to address the issues of letter-sound knowledge and fluency. Firstly, Kiran, who acknowledged of having used drill and practice approach to help learners in their pronunciation stated, *“I use repetitious exercises... once there was a child who said "ta:duck" instead of "truck"...I made her practice it daily for like...three days and she succeeded”*. Similarly, another participant, Deepti replied, *“I pronounce it correctly for them. They copy me. As we do not have lesson on phonics, we are compelled to do so.”*

In the same way, the data also showed that teachers use such drill and practice approach to address the issue of fluency. For example, Niraj replied when asked about the instructional interventions to address fluency, *“I encourage to read daily whatever he can find...even hoarding boards, tag of clothes...whatever can be found around after its all habit formation...”*. Further, Diba also mentioned, *“I make them read as many books as possible”* when asked about the instructional interventions used by her to address the issue of fluency among EFL learners.

So, the interview results showed that letter-sound knowledge and fluency, which are the two important aspects of reading difficulties as per Julia et al., (2011) and Buckingham et al., (2013), are addressed by the teachers in EFL context of Nepal

through traditional practices of drill and practice. This approach of instructional intervention is comparable to the Nunan's (1991) 'bottom-up' approach of reading which separates the text from the learners themselves, and give special importance to repetitious drills.

Cognitive Approach of Instructional Interventions

The practices of cognitive approach of instructional interventions are also used in addressing the issues of letter-sound knowledge and fluency. For example, when asked about the practices of instructional interventions in addressing the issues of letter-sound knowledge and fluency, Niraj replied, "*we try to focus on their working memory, where they can recognize words by memory and not by sounds.*"

However, such cognitive approaches are predominantly used in addressing the issues of vocabulary and comprehension. For instance, when asked about the practices to address the issue of vocabulary, Diba replied, "*sometimes I ask them to draw the word...what would it look like to them...to help remember.*" In addition, games, quizzes, and guessing the meanings of the word were some of the cognitive strategies used by the participants. Similar cognitive strategies were also used by the teachers in addressing the difficulties of learners in comprehension. For example, drawing and using imageries, analyzing the text, forming questions, and inferring from the texts were some of the instructional interventions used by the participants. In this regard, Deepti remarked, "*I initiate the reading by providing a brief background to the text, make them recall the meaning of some words that were learnt previously and guide their reading in that way...*".

These practices used by the teachers to provide instructions for improving vocabulary and comprehension fall into the category of 'top-down' approach as described by (Nunan, 1991). In addition, the strategy used by Deepti is also similar to the cognitive strategy illustrated by Beck and McKeown (1984) where the instructor provides a brief contextual background before initiating a comprehension passage.

Constructive Approach for Instructional Interventions

Constructivist theory of learning is also used by the participants to provide instructional interventions to address the issues of vocabulary and comprehension. The data from the interview showed that the participants used constructive approaches to allow the learners to learn by constructing their own meaning and also learn from collaboration with their peers. For example, in relation to the practices adopted by teachers to develop vocabularies of learners, Kiran replied, "*I try to connect the words*

with their daily lives". In the same way, Niraj replied to the same question by stating, *"I encourage them to use dictionary and thesaurus to help them identify the word meaning or familiar synonyms of the words...Once done, ask them to use the vocabulary in a sentence."* Next, the teachers also seem to be practicing constructivist approaches to improve the learners' comprehension skills. For example, when inquired about the practices of teachers for providing instructions on dealing with comprehension issues, Asha explained, *"Whenever there is reading comprehension, I ask them to read and share what they understood in the group. After that, I ask them to do the following exercise in group. Then I prepare a classroom discussion on the answers where they share their answers and do correction. Once, the correction work is done, I ask few students to share their understanding on the text to the class. Finally, I add if something lacks..."* In the same way, Niraj also affirmed, *"I Provide them with various reading texts during the Guided reading sessions and have a discussion to help them comprehend."*

Next, the classroom management and the setting for providing instructional interventions also reflect the constructivist approach practiced by the teachers where every participant emphasized group work unless otherwise necessary. For instance, in the context of the setting of instructional interventions, Diba told, *"most of the times in small groups...sometimes in individual setting"*. Similarly, Niraj also expressed, *"It depends on the need...sometimes in groups...sometimes its one-on-one"*. However, the size of a class can also be an important factor that determines the approach taken by the teachers. For instance, Deepti elaborated, *"It's usually small groups...I have 40 students in a classroom. So individual care is not always possible... I manage furniture in a comfortable way for interactions."* However, the effectiveness of instructional interventions have not been found to be related to contingent factor of student-teacher ratio according to Ross and Begeny (2015).

Furthermore, the way teachers direct the learning also reflects the fact that they practice constructivist approach of instructional interventions because of their inclination towards student-centered classrooms. All the participants proclaimed that they are inclined towards student-centered classrooms. For example, Asha stated, *"I use student centered approach mostly. In my classes, I just work as the provider of clues with the help of which the correct answers come from the students themselves."* In addition, Deepti also affirmed, *"It's basically student-centered. They lead the lesson, prepare beforehand for the lesson and I just facilitate."*

Overall, the practices of teachers in relation to their instructions for improving vocabulary and comprehension, managing the classroom in terms of student-teacher ratio and the manner in which the classroom is directed reflect the constructivist approach of instructional interventions. Especially, Schunk (2012) and Brooks & Brooks (1999) have argued that the construction of knowledge based on social interactions is one of the chief characteristics of constructivist approach of learning, and such approaches are found to be used by the participants in providing instructions to improve vocabulary and comprehension abilities of learners. Additionally, the practices of ensuring that the environment is learner-centered and that students learn through collaboration are also conceived by Schunk (2012), Mergel (1998) and Brooks & Brooks (1999) to be the constructivist approach of learning.

Chapter Summary

As far as the practices of the teachers in EFL classrooms are concerned with regards to instructional interventions, the interview data showed that teachers follow traditional, cognitive and constructive theories of learning in course of providing instructions. Primarily, they use traditional approach of providing drill and exercises to help learners deal with the issues of letter-sound knowledge and fluency. Next, they use cognitive approach to not only address the issues of letter-sound knowledge and fluency by helping learners employ working memory, but also use cognitive approaches of incorporating games, quizzes, guessing situations, analytical contexts, imageries to help learners deal with the issues related to vocabulary and comprehension. Further, the study also showed that teachers use constructive approaches to help learners deal with vocabulary and comprehension issues. Specifically, these issues are addressed by providing instructions that allow learners to construct their own meaning, collaborate with one another and engage in group discussions. Lastly, the study also showed that the practices of teachers are inclined towards using constructive approaches by conducting interventions in groups (unless one-to-one session is necessary) and letting students direct the classroom.

CHAPTER VI

INSTRUCTIONAL INTERVENTIONS THAT MOTIVATE LEARNERS TO DEVELOP THEIR READING ABILITIES

This chapter analyzes the data obtained from the interview to answer the research question regarding how instructional interventions motivate learners to develop their reading abilities. To answer this research question, this chapter elaborates on two basic issues related to how the selection of suitable contents motivate learners and how providing the relevant rewards as a part of instructional interventions motivate the learners to develop their reading skills. While the first issue focuses on the importance of selecting appropriate content that matches learners' interests, proficiency levels, and personal relevance, the second issue on the other hand focuses on the use of rewards and reinforcements to motivate learners. Both of these issues highlight the importance of motivation in instructional interventions and suggest practical ways in which teachers can motivate their students. Overall, this section presents the key findings related to the motivational aspects of instructions and how they relate to the existing research in the field by offering explanations for any differences or similarities found with a motive to present a comprehensive interpretation of the results.

Selection of Appropriate Contents that Motivate Learners

When it comes to the selection of suitable content for instructional interventions, every participant agreed that contents should be such that motivate learners by matching up contents with their interests, proficiency level and personal relevance. For example, when asked about the types of content used for instructional interventions, Niraj explained, *“I choose books that are their book band level...Newspaper articles (make sure they are differentiated) ... and use funny poems... Making them clear of the objective, finding some reading materials that interest the learners. For example, if a child is interested in space/universe, find suitable texts. It does relate to learner’s motivation as it provides some stimuli”*. In the same way, Diba asserted, *“Instructing students to choose books as per their choice and make them read motivates...”* Furthermore, Asha also remarked, *“I try to relate the topic with the area they are interested in to make them pay attention...And I have*

found it quite working which is motivating too.” Since it has been established that instructional practices do contribute to the student’s motivation as argued by Park et al., (2016), it is crucial that teachers provide suitable contents in order to motivate learners.

Moreover, the findings are highly relevant to Guthrie et al.'s (2006) study as it supports the importance of selecting suitable content for instructional interventions to motivate learners. Guthrie et al. (2006) found that providing stimulating tasks that match students' interests and curiosities led to an increase in reading motivation and comprehension. Similarly, the participants in the data emphasized the significance of choosing reading materials that align with students' interests and proficiency levels to enhance their motivation and increase their attention during instructional interventions. This reinforces the idea that matching the content of the intervention with the learners' interests and needs is a crucial factor in improving reading motivation and comprehension.

In addition, the findings are related to the points made by Lau (2009) in that both highlight the importance of motivation in promoting reading among students. The current findings relate to the authors arguments that matching reading materials to students' interests and preferences can increase their motivation and engagement in reading. Additionally, the Lau (2009) had suggested that students' perceptions of reading instruction can also influence their motivation and reading amount. As such, the current findings and Lau (2009) underscore the significance of motivation and perception of instruction in enhancing students' reading.

Participants emphasized the significance of choosing content that motivates learners by aligning with their interests, proficiency levels, and personal relevance. This aligns with Keel et al.'s content aspect, which emphasizes the need for instructional content that caters to students' needs and abilities. The participants' emphasis on using motivating materials, such as books at the learners' reading levels and topics of interest, corresponds with the model's content aspect. Furthermore, the findings strongly support Guthrie et al.'s (2006) study, which emphasizes that stimulating tasks matching students' interests can increase motivation and comprehension. This reinforces the notion that content alignment with learners' interests and needs is crucial for improving reading motivation and comprehension, in line with the content aspect of Keel et al.'s model. Lastly, the link between the participants' observations and Lau's (2009) points highlights the role of motivation in

promoting reading among students. Both the current findings and Lau (2009) underscore the significance of motivation and how students' perceptions of instruction can influence their reading. The alignment with Lau's work emphasizes the importance of addressing students' interests and preferences in the context of reading instruction, mirroring Keel et al.'s content aspect.

Providing Rewards to Motivate Learners

When it comes to motivating learners through instructional interventions, participants asserted that the rewards and reinforcements can facilitate learners' motivations. Motivation was provided to the students in the form of praise, encouraging words, positive feedback and certain reinforcements. For example, as a part of instructional interventions, Deepti claimed, *"I publish their names in honor roll. Appreciate their work by sharing it in the classroom... Open praise and encouragement give them chances to correct their mistakes so that they don't lag behind."* In the same way, when asked about the same matter, Niraj replied, *"Positive feedback...making sure that the feedback is particular...mentioning them in front of the class for a job well done...some incentives...if the progress is going well make sure to cut short their interventions by 5-10 minutes like a reward for working well."* While the participants usually varied intrinsic and extrinsic rewards for motivating learners, it is usually 'intrinsic motivations' in instructional interventions that have been recognized by Dhanapala & Hirakawa (2016) and Chen and Wu (2010) as the significant factors to develop learners' reading abilities. Additionally, the study made by and Marinak and Gambrell (2008) also emphasized tangible rewards as one of the factors that can be incorporated into the instructional interventions. So, the interview data provided by the participants conform to the fact that teachers perceive rewards could affect the motivation of learners to improve their reading skills.

Chapter Summary

Altogether, the interview data showed that motivation is an integral part of instructional interventions, and the teachers focus on contents of the instruction and rewards to motivate learners. Specifically, they pursue contents that align with the learners' interests and proficiency level, and are relevant to the learners. On top of that, they also blend intrinsic and extrinsic rewards to motivate learners. However, if they are to motivate learners to improve comprehension skills, it is advisable for them to emphasize the mix of intrinsic and extrinsic rewards.

Overall, this chapter examined the impact of instructional interventions on motivating learners to develop their reading abilities. Two key issues were explored: the importance of selecting appropriate content and providing relevant rewards to motivate learners. Participants emphasized that content should match learners' interests, proficiency level, and personal relevance. Rewards were also found to motivate learners in the form of praise, positive feedback, and tangible reinforcements. Intrinsic and extrinsic motivation were recognized as crucial factors in instructional interventions to develop learners' reading abilities. The findings reinforce the importance of motivation in instructional interventions and provide practical ways for teachers to motivate their students. The results support previous research that suggests matching reading materials to students' interests and preferences and providing tangible and intangible rewards can enhance students' motivation and engagement in reading.

Conclusion and Implications

When I began my research journey, I was driven by my own personal experience as a teaching resident. I noticed a gap in the existing literature and identified a research question that I was interested in exploring. I spent a lot of time exploring the existing literature and developing my research proposal. After defending my proposal and receiving approval, I conducted my research, which involved data collection through interviews. During this stage, I encountered several challenges, such as difficulty recruiting participants and managing data. However, I persisted and found ways to overcome these challenges.

Once I had collected my data, I spent a significant amount of time analyzing it, to make sense of the data and answer my research questions. This stage was particularly challenging, but I made sure to use appropriate tools and interpret and analyze the results correctly. After analyzing my data, I wrote up my findings, discussing the implications of my research and identifying areas for future study. I made sure to reflect on my research journey as a whole and consider how my findings fit into the broader context of my field. Throughout my research journey, I was mindful of my own biases, assumptions, and limitations, and I made sure to seek out feedback from peers and experts in my field. I learned a lot from this experience, and I am proud of the impact that my research has had in the field. Overall, conducting research is a challenging and rewarding journey that requires persistence, curiosity, and a willingness to learn and grow. Reflecting at each stage of the process is crucial

to identify areas for improvement and ensure that the research is rigorous, ethical, and impactful.

Overall, teachers in EFL classrooms perceive instructional interventions as significant because they can address the needs of individual student early on, and prevent them from facing further reading difficulties. When it comes their practices in real classrooms, the study showed that their practices range from traditional behavioral exercises to cognitivist and constructivist theories based instructions. While such behavioral practices are used by teachers to deal with the reading difficulties related to letter-sound knowledge and fluency, cognitive exercises on the other hand are used to deal vocabulary and comprehension difficulties in addition to issues related to letter-sound knowledge and fluency. In addition, vocabulary and comprehension issues are also dealt with by teachers using instructions that are based on constructivist learning theory. Moreover, the study concluded that the practices of teachers are inclined towards implementing such constructivist theories of learning by emphasizing groups sessions and letting students themselves direct the classroom. Lastly, by incorporating interesting contents that are relevant and appropriate for the learners' level, and providing intrinsic and extrinsic rewards, teachers in EFL classrooms motivate learners to address substandard reading skills.

In a context where there was very little prior knowledge available in the field of instructional interventions in EFL classrooms of Nepal, this study explored the teachers' perceptions and practices of instructional interventions at primary and secondary level in Kathmandu. The major implication of this study lies in understanding the importance of instructional interventions in addressing the substandard reading skills of EFL learners in Nepal. Furthermore, parents, educators, policy makers and other stakeholders can implement similar instructional interventions to improve the reading skills of learners at their own educational settings. The implication of this study is also relevant to researchers who wish to study about interventional instructions to address reading issues. The impact of each of the current practices upon the effectiveness of reading skills and their relationship with learner motivation can be an avenue of future research area directed by this study.

One of the major insights from this thesis is related to the importance of teacher education and training: The findings point to the direction that teacher education and training can play a critical role in equipping teachers with the necessary

skills and knowledge to implement effective instructional interventions that support reading development. This insight underscores the need for ongoing professional development opportunities for teachers to enhance their instructional practices.

Next, the significance of individualized and differentiated instruction are also important. This study suggests that individualized and differentiated instruction can be effective in supporting reading development. Teachers should consider students' interests, preferences, and proficiency levels when selecting reading materials and designing interventions to support students' reading growth.

Lastly, the role of motivation in reading development also becomes crucial. The findings emphasize the importance of motivation in supporting reading development. Teachers can enhance motivation by providing appropriate and engaging reading materials, incorporating rewards and reinforcements, and fostering a positive classroom environment that supports student learning.

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APPENDICES

Interview Protocol

Introduction:

Thank you for participating in this research study. The purpose of this interview is to understand your perspectives and experiences regarding instructional interventions in English language classrooms in Nepal. Your insights will contribute to a better understanding of the current practices and challenges in teaching English. Please note that your responses will remain confidential, and your anonymity will be preserved through the use of pseudonyms. Do you have any questions before we begin?

Background Information:

1. Can you briefly describe your experience as an English language teacher in Nepalese classrooms?
2. What grades have you taught, and for how long have you been teaching English?

Alignment of Reading Competencies and Curriculum:

1. To what extent do you notice differences between the students' reading competencies and the curriculum requirements at their grade level?

Reading Instructional Strategies:

3. Could you describe the particular strategies you use to teach reading?
2. Identifying Areas for Interventions:
4. In what areas of reading do you find students need additional help and support?
3. Specific Reading Interventions:
5. Do students require interventions/support to help them read at a normal reading pace?
4. Do students require interventions/support to help them decode words quickly?
5. Do students require interventions/support to help them process and stress words with more than one syllable?
6. How do you support students struggling with letter-sound knowledge?
7. How do you support students who struggle with reading fluently?
8. How do you support students facing difficulties with vocabulary?
9. How do you support students with reading comprehension?

Classroom Management and Instructional Approaches:

1. How do you manage your classroom when providing interventional instructions?
2. Do you use a student-centered or teacher-centered approach when providing instructional interventions? Why do you choose this approach?
3. Do you conduct these classes in a group setting or provide instructions in a small group/individualized setting? Why?

Motivation and Engagement:

1. What types of instructional content do you use to support students with reading difficulties?
2. How do you identify and leverage students' interests and attention when providing instructional interventions? Does this relate to their motivation?
3. How do you make students' learning relevant to their lives when providing instructional interventions? Does this relate to their motivation?
4. How do you build learners' confidence during instructional interventions? Does this relate to their motivation?
5. In what ways do you provide satisfaction to learners in terms of their learning achievements? Does this relate to their motivation?

Conclusion:

1. Thank You and Closing:

Thank you for sharing your valuable insights. Your perspectives will contribute significantly to our understanding of instructional interventions in Nepalese EFL classrooms. Your participation in this study is greatly appreciated.

2. Reiterate the confidentiality and anonymity of their responses.
3. Is there anything else you would like to share about your experiences, insights, suggestions related to instructional interventions in English language classrooms?

Interview Transcripts

Participant 1 (Kiran)

Interviewer: Thank you for joining. To start, could you please tell about your teaching experience and how long you've been teaching English?

Kiran: I've been teaching English for about 5 years now. What motivated me to teach English is the fascinating approach of my mentors during my school years and the popularity of the English language itself.

Interviewer: That's interesting. Given your experience, how do you perceive the differences between students' reading competencies and the curriculum requirements at their grade level?

Kiran: We must be aware about the fact that all learners are not the same. the background of a student...home environment basically...motivation, interest, learners' capacity matters a lot.

Interviewer: Absolutely. Can you share specific strategies you use to teach reading to your students?

Kiran: Certainly. I focus on starting reading early, sharing diverse genre stories, keeping track of their interests, and using games like quizzes and bingo to make it fun. I also encourage reading aloud to develop the habit. Additionally, in reading, I try to connect the words with their daily lives.

Interviewer: That sounds engaging. When it comes to interventions, in which areas do your students usually need help and support?

Kiran: Students need help with concentration, pronunciation, comprehension, and decoding. Reading is a step-by-step process, and we address each aspect to improve their overall reading skills.

Interviewer: Interesting. Could you elaborate on the strategies you use to help students decode words quickly?

Kiran: I've found that breaking words into chunks and practicing with phonetic sounds helps a lot. I learned this technique myself, and I apply it to my teaching. It works well to improve decoding skills.

Interviewer: Great. How do you assist students in processing and stressing words with more than one syllable?

Kiran: Teaching them about stressing syllables is crucial. For instance, I teach them when and how to give more stress to specific syllables. It enhances their reading fluency and word pronunciation.

Interviewer: That's valuable. How do you handle students struggling with letter-sound knowledge and reading fluency?

Kiran: I use drills, play phonetic sounds from my phone, and engage peers in helping each other. Consistent practice and repetition are key. I use repetitious exercises. Once there was a child who said "ta:duck" instead of "truck". I made her practice it daily for like (pause) three days and she succeeded.

Interviewer: Certainly. Developing reading habits is important. How do you encourage students to read regularly?

Kiran: Reading is like meditation, and forming a habit takes time. I suggest holding a book, closing eyes, and flipping pages. The page they end up on is the one they read thoroughly. It's a fun technique that works well.

Interviewer: Creative approach! How about supporting students with difficulties in vocabulary?

Kiran: I use techniques like breaking words into chunks, discussing meanings, synonyms, antonyms, and connecting words to their daily lives. It helps them grasp and use new vocabulary effectively.

Interviewer: For struggling readers, how do you utilize classroom strategies and content to support their learning?

Kiran: I promote collaborative learning, where peers help each other. I start from the basics for struggling students and offer extra time for support. I focus on building a strong foundation.

Interviewer: Motivation plays a crucial role. How do you motivate learners to develop their reading skills?

Kiran: My tagline is "make reading fun." I also use background knowledge to connect with their interests. Personalizing the learning experience enhances motivation.

Interviewer: Engaging learners is essential. How do you grab students' interests during instructional interventions?

Kiran: I ensure instructions are interesting and relatable. I use techniques that connect with their motivation, making learning enjoyable.

Interviewer: Making learning relevant is key. How do you connect students' learning to their lives?

Kiran: I teach them to apply what they learn in their daily lives. If we study a poem about nature, I encourage them to connect it with their experiences outdoors.

Interviewer: Building confidence is crucial. How do you boost learners' confidence during interventions?

Kiran: I provide positive reinforcement and tell them they can do it. Encouraging words and positive feedback help them gain confidence in their abilities.

Interviewer: That's empowering. How do you ensure learners' satisfaction in terms of their learning achievement?

Kiran: I ensure that learners are rewarded for their efforts. Personalized rewards and recognition motivate them and create a sense of accomplishment.

Interviewer: Thank you for sharing your insights. Your experience and strategies are truly valuable for understanding reading instructional interventions.

Kiran: You're welcome. I believe that by focusing on individual needs and motivations, we can create effective reading interventions.

Participant 2 (Asha)

Interviewer: Thank you for being here today. Let's start by discussing your teaching experience. How long have you been teaching English?

Asha: I've been teaching English for a little over 3 years now.

Interviewer: Great. What motivated you to become an English teacher?

Asha: My interest in the subject and the desire to contribute to students' learning motivated me to take up teaching English.

Interviewer: Interesting. Based on your experience, how do you perceive the alignment between students' reading competencies and the curriculum's requirements?

Asha: I believe the curriculum places less emphasis on developing reading competencies. There's room for improvement in this area.

Interviewer: Definitely an important point. Can you share specific strategies you use to teach reading to your students?

Asha: Of course. I start with in-class reading activities where students read and learn from each other. It's an engaging way to start.

Interviewer: That sounds effective. In what areas do you notice students usually need help and support when it comes to reading?

Asha: Many students need assistance with unfamiliar vocabulary and its pronunciation. That's a common challenge.

Interviewer: Absolutely. Do your students often require interventions to read at a normal pace?

Asha: Not all students, but some do. I provide support to those who need it.

Interviewer: Understandable. What about interventions to help them quickly decode words?

Asha: Yes, decoding is crucial. I guide them with pronunciation, and I demonstrate the right way for them to follow. For some, it might be difficult for them to decode words correctly, and if the difficulties continue for longer period of time, it could be the cause of the trouble later on, and they will face more difficulties in higher grade.

Interviewer: Makes sense. How about processing and stressing words with more than one syllable?

Asha: I usually pronounce the words first and ask them to mimic my pronunciation. Then I offer guidance on stressing syllables properly.

Interviewer: Good approach. How do you assist students who struggle with letter-sound knowledge?

Asha: I encourage them to guess meanings from context. If that doesn't work, I suggest using a dictionary. If they still need help, I step in.

Interviewer: Valuable insights. What about supporting students in enhancing their reading fluency?

Asha: I organize group activities where they read together, share their understanding, and then discuss answers. This helps improve fluency.

Interviewer: Collaborative learning can be effective. How do you manage classrooms during instructional interventions?

Asha: I've formed groups with both weak and talented students. They help each other, and I monitor and assist when necessary. Whenever there is reading comprehension, I ask them to read and share what they understood in the group. After that, I ask them to do the following exercise in group. Then I prepare a classroom discussion on the answers where they share their answers and do correction. Once, the correction work is done, I ask few students to share their understanding on the text to the class. Finally, I add if something lacks.

Interviewer: That's a supportive approach. How do you encourage students to practice reading outside of class?

Asha: I ask them to read things they're interested in, as long as it's in English. I encourage them to explore new words they encounter.

Interviewer: Creating relevance is key. Do you adopt a student-centered or teacher-centered approach?

Asha: I use student centered approach mostly. In my classes, I just work as the provider of clues with the help of which the correct answers come from the students themselves.

Interviewer: Engaging method. Do you conduct classes in a group setting or individually?

Asha: I prefer group settings. It fosters interaction and peer learning.

Interviewer: Very true. How do you motivate learners and avoid demotivation during interventions?

Asha: Positive reinforcement and encouraging words motivate students. Avoiding humiliation and negativity prevents demotivation.

Interviewer: That's crucial for maintaining a positive learning environment. How do you engage students' interests during interventions?

Asha: I connect the topic to their interests, which keeps them engaged and motivated. I try to relate the topic with the area they are interested in to make them pay attention in classrooms. And I have found it quite working which is motivating too

Interviewer: Building that connection is important. How do you make their learning relevant to their lives?

Asha: I share stories of people who've succeeded or failed, relating them to the importance of learning for an easier life.

Interviewer: Real-life connections can be powerful. Lastly, how do you build learners' confidence during interventions?

Asha: Positive words and motivation help increase their confidence. Acknowledging their efforts is key.

Interviewer: Thank you for sharing your insights, Asha. Your experience and strategies shed light on effective reading interventions.

Asha: You're welcome. I believe that creating a supportive and engaging learning environment can make a real difference for students.

Participant 3 (Deepti)

Interviewer: Thank you for joining today. Could you tell how long you've been teaching English?

Deepti: I've been teaching English for about 3 years now.

Interviewer: That's great. What led you to choose English teaching as a career?

Deepti: I was searching for a job, and teaching English seemed like a good fit for my skills and interests.

Interviewer: Makes sense. From your perspective, how well does the curriculum address students' reading needs?

Deepti: The curriculum covers about 75 percent of their reading needs. There's still room for improvement.

Interviewer: Thank you for sharing that. What instructional strategies do you find effective in teaching reading?

Deepti: Stories are a great way to start. Interactive games and activities also work well to engage students.

Interviewer: Those are engaging methods indeed. In which areas do you usually find students needing help and support when it comes to reading?

Deepti: Students often require assistance with vocabularies, new idioms, and getting started with new reading materials.

Interviewer: Very true. Do you find that some students need interventions to read at a normal pace?

Deepti: Yes, especially weak students or those who tend to neglect their studies.

Interviewer: How about interventions to help students decode words quickly?

Deepti: Particularly with younger students., yes. As my students are quite young, 8 to 12. It can be a bit challenging for them, but once they get the hang of it, they usually do well.

Interviewer: Pronunciation can be key. How do you assist students struggling with word pronunciation?

Deepti: I pronounce it correctly for them. They copy me. As we do not have lesson on phonics, we are compelled to do so. This method helps.

Interviewer: Practical approach. How do you encourage students to read more fluently?

Deepti: I give them more opportunities to read aloud. I recommend specific materials like stories and short novels. Skits also help, as they need to read the text to participate.

Interviewer: Engaging activities indeed. How do you support students with vocabulary and word meanings?

Deepti: I conduct dictation sessions weekly, focusing on spelling and word meanings. Word search games and quizzes on word meanings also prove effective.

Interviewer: Providing various ways of engagement is important. How do you motivate students during instructional interventions?

Deepti: I encourage them to take responsibility for their work. Positive reinforcement, appreciation, and showing genuine care motivate them. I help students in reading, particularly story readings. Usually I initiate the reading by providing a brief background to the text, make them recall the meaning of some words that were learnt previously and guide their reading in that way, most of the time.

Interviewer: Creating a positive environment is crucial. Do you follow a student-centered or teacher-centered approach?

Deepti: It's basically student-centered. They lead the lesson, prepare beforehand for the lesson and I just facilitate.

Interviewer: That's a participatory method. How do you manage classes in terms of group or individual settings?

Deepti: It's usually small groups. At times, I have 40 students in a classroom. So individual care is not always possible. I manage furniture in a comfortable way for interactions to take place.

Interviewer: Adapting to class sizes is important. How do you prevent demotivation and encourage motivation?

Deepti: Encouragement, appreciation, and genuine care motivate students. On the other hand, picking on their weaknesses, using difficult texts, or instances of bullying can demotivate them.

Interviewer: Those are crucial points. How do you help students build their confidence during interventions?

Deepti: I stay casual when they make mistakes, so they feel comfortable approaching me. Accepting errors and learning from them builds confidence.

Interviewer: That's a supportive approach. Lastly, how do you celebrate students' achievements and motivate them further?

Deepti: I publish their names in honor roll. Appreciate their work by sharing it in the classroom among all. Open praise and encouragement give them chances to correct their mistakes so that they don't lag behind.

Interviewer: Thank you for sharing your experiences, Deepti. Your insights into instructional strategies and motivation are invaluable.

Deepti: You're welcome. I believe that creating a positive and interactive learning environment is key to fostering student engagement and success.

Participant 4 (Diba)

Interviewer: Thank you for being here. Could you please share how long you've been teaching English?

Diba: I've been teaching English for around 5 years now.

Interviewer: Great! What initially motivated you to start teaching English?

Diba: I didn't have a particular reason. I felt encouraged by my strong grasp of grammar, and that's what motivated me to teach English.

Interviewer: Interesting. Do you ever feel that there's a gap between students' reading abilities and the curriculum's demands?

Diba: Sometimes, I do feel that the students' reading competencies and the curriculum requirements don't align perfectly.

Interviewer: It's important to address that gap. Could you tell us about the strategies you use to teach reading effectively?

Diba: Certainly. I use techniques like pair talk, story reading and telling, and even reader's theater to engage students.

Interviewer: Those strategies promote interaction and engagement. What areas of reading do you think students usually struggle with and need support?

Diba: Complex vocabularies and the self-reading aspect often pose challenges for students. There can be particular strategies for vocabularies. Sometimes I ask them to draw the word and ask them what would it look like to them so that it is useful for them to help remember.

Interviewer: I understand. Do you find that some students need interventions to read at a normal pace?

Diba: Yes, some students do require interventions to help them read at a normal pace, and supporting very young children with instructions to read at normal pace can build their confidence.

Interviewer: How about interventions to help students decode words quickly?

Diba: Yes, I think so. Quick word decoding is an essential skill, and interventions can be beneficial.

Interviewer: Do they require interventions/support to help them process and stress the words that have more than one syllable?

Diba: Yes, they do. Some learners have problems, but we can know the challenges of learners and help them individually, and later find solutions.

Interviewer: Pronunciation can play a role too. How do you assist students struggling with word pronunciation?

Diba: I guide them to mimic my pronunciation, and sometimes I suggest using tools like Google translation and voice.

Interviewer: Practical approach. How do you support students in improving their overall reading fluency?

Diba: I encourage them to read a variety of books. I make them read as many books as possible. I also help them tackle difficult words and work on their pronunciation.

Interviewer: Building vocabulary is crucial. How do you address students' difficulties with understanding complex words?

Diba: I encourage them to search for meanings in the dictionary themselves. Occasionally, I provide explanations for difficult words.

Interviewer: Comprehensive approach. How do you enhance students' reading comprehension skills?

Diba: I work on making them familiar with difficult words, question them about the text, and help them analyze the structure.

Interviewer: Analyzing text structure is important. How do you manage classrooms during interventions?

Diba: I incorporate students in classroom activities and help those struggling separately. Peer discussions and group work are also part of the process.

Interviewer: Collaborative learning. How do you motivate students to read and develop their skills?

Diba: I often use drills and encourage them to read a variety of stories. Interactive methods keep them engaged and autonomous.

Interviewer: Student-centered approach indeed. In terms of group or individual settings, which do you usually follow?

Diba: Most of the times in small groups, but sometimes in individual setting.

Interviewer: Adapting to different learning styles is key. What motivates and demotivates learners in the reading process?

Diba: Allowing students to choose their own books and applying reading strategies motivate them. Controlling their reading process can demotivate them. So, yes, instructing students to choose books as per their choice and make them read motivates them in my opinion.

Interviewer: Individual autonomy is empowering. How do you observe the effects of motivation on students' learning?

Diba: I've observed that motivated learners learn faster and show significant improvement in their skills.

Interviewer: Clear impact. How do you build students' confidence in the learning process?

Diba: I motivate and inspire them. Appreciation, encouragement, and maintaining a positive environment are essential for confidence building.

Interviewer: Building a supportive atmosphere. Lastly, how do you acknowledge students' achievements and motivate them further?

Diba: I appreciate them, encourage them, and provide positive reinforcement. Recognizing their efforts and respecting their ideas fosters motivation.

Interviewer: Thank you for sharing your insights, Diba. Your approaches to reading instruction and motivation are enlightening.

Diba: Thank you. Engaging students through interactive methods and supporting their individual growth is the core of effective teaching.

Participant 5 (Niraj)

Interviewer: Thank you for joining us. Can you share how long you've been teaching English?

Niraj: I've been teaching English for about six years now.

Interviewer: That's a significant experience. What inspired you to become an English teacher?

Niraj: My grandfather was an English teacher and a lecturer. His influence played a part in my decision to teach English.

Interviewer: That's wonderful. Could you tell us about the age and grade levels of the students you've worked with?

Niraj: The children I have worked with are 11-12 years but some students might have a higher-grade level of reading like that of a 13-15 years old but some still struggle and have the reading skill of an 8-10-year-old

Interviewer: It's important to address the varied reading levels. How do you support students who don't meet age or grade-level reading expectations?

Niraj: For students who don't meet expectations, we provide one-to-one interventions. During these sessions, we read and comprehend texts together. I also use strategies like simultaneous reading to reduce pressure and using apps like Reading Eggs and Reading Express. Guided reading sessions and reading schemes help determine their reading level.

Interviewer: Individualized approach is key. What specific reading strategies do you use to help students improve their reading skills?

Niraj: I focus on pronunciations, intonations, and where to pause. When students need more support, we concentrate on their working memory and recognizing words. Yes, actually we try to focus on their working memory, where they can recognize words by memory and not by sounds. With learners I work with, in younger classes they need help to process words, and I try to help them that way.

Interviewer: Developing working memory is crucial. How do you assist students in understanding complex vocabulary and words?

Niraj: I encourage them to use dictionary and thesaurus to help them identify the word meaning or familiar synonyms of the words. Once done, ask them to use the vocabulary in a sentence. We also practice using new words in sentences or even drawing what the word represents to help them remember. I encourage to read daily

whatever he can find, like even hoarding boards, tag of clothes or whatever can be found around after its all habit formation.

Interviewer: Practical strategies indeed. How do you enhance students' reading comprehension skills?

Niraj: During guided reading sessions, we engage in discussions to comprehend the text. Asking questions that encourage analysis and inference is also part of the process. I provide them with various reading texts during the guided reading sessions and have a discussion to help them comprehend.

Interviewer: Active engagement in discussions is valuable. How do you manage classroom activities during interventions?

Niraj: I provide instructions to the whole class and work independently with the group that needs additional support.

Interviewer: Balancing individualized and group learning. What types of reading materials do you use to support struggling students?

Niraj: I choose books that are their book band level. I also choose newspaper articles (make sure they are differentiated), and use funny poems sometimes. Making them clear of the objective, finding some reading materials that interest the learners. For example, if a child is interested in space/universe, find suitable texts. It does relate to learner's motivation as it provides some stimuli.

Interviewer: Catering to different interests. Do you find that you mostly use student-centered or teacher-centered approaches in your classes?

Niraj: It's a bit of both, I'd say. The approach depends on the specific needs of the students.

Interviewer: Flexibility is important. Do you usually conduct interventions in groups or individually?

Niraj: It depends on the need of students. While, sometimes in groups, but again sometimes its one-on-one.

Interviewer: Adapting to individual needs. How do you motivate students to read and develop their skills?

Niraj: I encourage them to read for fun and discuss books I've read to pique their interest. We also organize book-related activities and competitions to keep them engaged.

Interviewer: Building interest through interactive activities. How do you make learning relevant to students' lives, and how does this relate to their motivation?

Niraj: I find reading materials that align with their interests. This definitely relates to their motivation as it provides stimuli to engage them.

Interviewer: Practical connections stimulate interest. Lastly, how do you acknowledge students' achievements and keep them motivated?

Niraj: Positive feedback, mentioning their achievements in front of the class, and even offering incentives to reward their progress are some of the ways I keep them motivated. Positive feedback is important and it is also necessary of making sure that the feedback is particular, may be by mentioning them in front of the class for a job well done or providing some incentives and in cases if the progress is going well make sure to cut short their interventions by 5-10 minutes like a reward for working well.

Interviewer: Your insights into motivating students and improving their reading skills are valuable. Thank you, Niraj.

Niraj: Thank you. Tailoring instruction and fostering motivation are vital components of effective teaching.