

TEACHERS' PERCEPTIONS AND PRACTICES OF READING STRATEGIES TO
DEVELOPING LEARNERS' READING SKILL

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Reading is an essential skill for English as a second or foreign language (ESL/EFL). For many, reading is the most important skill to master. With strengthened reading skills, ESL/EFL readers make greater progress and attain greater development in all academic areas. In this regard, Wallace (1992) states that reading is an interactive process that goes on between the reader and the text resulting in comprehension with a purpose to gain information, verify existing knowledge, in order to critique writers' ideas or writing styles, for readers' enjoyment or to enhance the knowledge of the language being read. So, reading is an important means not only to gain knowledge but also to pursue further studies. This is also true that reading skill offers learners a wide range of interesting information as well as a variety of language expressions and structures which are of great usefulness for developing other language skills—writing, speaking and listening.

When dealing with a reading lesson, students often experience the lack of reading strategies which are essential for them to overcome the challenge in the classroom. Teachers' role for teaching strategies is more important while dealing with

reading lessons in the classroom. Nuttal (1996) values that as a teacher, one must aim to develop such a reading skill in their students that they could get the real taste of reading as the independent fluent readers which, in fact, is the ultimate goal of teaching reading. So, it is essential to have good reading strategies with ESL/EFL teachers through which students can boost up their reading skills thereby helping them to develop their language proficiency.

Besides developing reading proficiency of students, teachers who train students to use reading strategies can also help them become autonomous language learners. As a result, teaching students learning strategies is an important duty of language teachers since learning strategies can help students monitor and take charge of their own learning. Helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to be important characteristics of a good language teacher. Teachers have their own perceptions /cognitions/theories about teaching and learning often influenced by their trainings, work experiences and so on.

Thus, the primary purpose of this study was to explore teachers' perceptions and their classroom practices of reading strategies to developing learners' reading skill in the EFL classrooms and also to explore to what extent English language teachers' classroom practices correspond their perceptions. In general, the current study employed a qualitative research approach in order to provide a more holistic and comprehensive view of the participants in terms of teaching reading and reading strategies adopted in their classroom practices. In addition, qualitative approach of data collection and interpretation was adopted in order to get individuals to reflect thoughtfully about what they would see, feel and believe regarding the reading strategies to developing learners' reading skill. So, methods like in -depth interview

and classroom observations were the main tools to explore the actual practices of the research participants.

The result of the study reveals that developing reading strategies to the students in EFL reading classes are of great importance for them to develop their reading skills. Moreover, effective classroom practices by applying appropriate reading strategies enhance and support the development of learners' reading skill.

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DEDICATION

This dissertation is dedicated to my dear parents, elder sister and brother- in-law who always encouraged me to do better in my studies and tried to make me feel comfortable even in adverse situations.

DECLARATION

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

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CHAPTER I

INTRODUCTION

This chapter opens up with the narratives of my personal experiences as a student and as a teacher regarding learning reading skills and teaching reading skills, as a foundation stone of my research interest. It proceeds with a discussion on its background; the context goes with issue statement—the actual scenario of the situation. This section highlights the main purpose of the research along with research questions to explore the knowledge in the main area of interest. It also talks about the delimitations of the study and explores why this study is an important asset for me and others concerned as well.

Background

The research issue on reading strategies to developing learners' reading skill would not emerge if I developed my reading skill with reading strategies in my schooling studies. My teaching experiences and practices on teaching of reading also supported me a lot to bring the issue for the study. The following sections discuss my schooling narratives and teaching narratives on developing reading skill.

When I Was Crawling through Schooling

When I go back to my schooling stage, I tend to recall my memories particularly about the way of learning reading skill and teaching practices in my school then. I studied English language in a government school. The English studies used to begin from grade four. So, I began learning English from the same grade. There was no English teaching in earlier grades except for teaching English alphabets. "Our English", the name of the English textbook was prescribed for the

English language studies. It was the only textbook for English from grade four to grade ten. In my fifth grade, I was quite familiar with the contents of the textbook that it had four different sections such as reading, writing, listening and speaking. Regarding reading section, it was usual to open the book and listen to the teacher's reading aloud a reading text, translation of the text into Nepali language and to copy the answers of reading comprehension exercises from the blackboard. I still remember that I neither read any texts from top to bottom with interest as a student up to the secondary level nor anyone asked me to read. No teacher taught me how to read and I was totally confused for why they were teaching me reading.

My English teachers used to focus on giving me the readymade answers to textual questions given just before or after the text. They came to my class, read the lesson for me using my book, translated the text into Nepali language, gave answers to the questions, got me to copy their answers, asked me to memorize and to tell them when asked and that was all. I still visualise that I used to transcribe English words into Nepali and used to memorize the whole text reading in Nepali scripts. I cannot forget a particular episode when I had been able to reproduce an essay of about 250 words by memorizing this way. I can still remember the title of those reading texts and feel pleased to remember how beautifully my teacher used to tell me the story in Nepali. In fact, my teachers did what I needed to do to develop my reading skill. I have now realized that most probably they were not helping me develop my reading skill, rather they were developing their own skill, but unknowingly.

I believe the story of a particular moment of the schooling journey is interesting enough to mention here that in the SLC (School Leaving Certificate) examination, I had planned a good strategy to do the reading comprehension

exercises. This was just to copy sentences from the passage to answer the questions which would look as if they could adequately answer the questions, without being able to understand the reading text. I had even shared this strategy with my friends. After the exam was over, they said they applied the same strategy to the reading comprehension exercises. At this moment of writing, I remember a saying of my English teacher about improving our English competences. He often said, *‘Timiharu le angrezi sudharna tuppi bandhera disneri ghoknuparchha natra sambhav chhaina’*. ‘If you want to improve your English, you have to put a whole dictionary in your head by rote. Otherwise, it is not possible to learn English’.

As it is said reading is the basic skill which initiates other skills of language learning, the story of my language learning reflects that there was no teaching of reading strategies to the students that could motivate them to learning language and develop their reading skills.

When I Entered into the Job

After I passed proficiency certificate level with English major, I got a job of an English teacher for primary level in a private school. I was assigned to teach English to grades V and VI. I was appointed to the post in the mid of the academic session. First day, I had to teach the students reading comprehension exercises. In the meantime, I was trying to involve them in an interaction asking some questions regarding their understanding of the reading text which they were already taught. Students hesitated to respond the questions from the text. Then, I planned to ask some questions from the exercise itself that were given in their textbook. I asked a question from there and then students answered without any hesitation. Again, I asked the same question to another student. She also uttered the same sentences to

answer the question. But, when I asked the same question in a different pattern, changing its structure, no student was able to answer.

The fact was that the teacher would dictate the answers of the questions and students simply would memorize those answers however, without understanding the text. The questions in their examination would appear from the textbook's exercises itself. I taught the students there for one year. Then, I left the school and moved to another school. By then I had completed bachelor studies. In the new school too I found no difference on the practices of ELT teachers for teaching of reading to the students compared to the previous school: simply reading texts by teachers themselves, explaining texts, dictating answers, asking to memorize them and grading pass in the examination.

In my case, during initial days of teaching career, somehow, I also tried to teach my students following the same method by which I was taught and I saw other teachers' practices. For me too, teaching reading was to teach a particular text to the learners and I was teaching the text because it was there to be taught in the text book. Students were supposed to answer the textual questions exactly as I had given to them. Because I was not aware of reading strategy by the term itself, I also followed the same teaching way that my colleagues had. But the only difference was I would involve the students in group work, interaction and group discussion focusing on creative learning as I learned that from B. Ed study.

Slowly and gradually, a lot of exposure through my university orientation of language teaching, the interactions with my tutors, study of available literature of English language teaching, trainings and workshops and most probably my own teaching experience stimulated me to re-think what I was doing. I have realized that whatever my teacher, fellow teachers and I were doing at the initial stage was not an

effective method of teaching reading; it was totally traditional and it didn't help reading. Now, I imagine if I had been given sufficient opportunities and proper orientation to read, I would have developed my English so well.

In fact, on the part of my teachers, they thought, they were helping me so much, taking burden, doing a lot of labor to give me readymade answers so that I didn't have to work hard but rather I could learn the answers by heart and sit for the exam. I was happy at the time and used to ask for such answers quite often. Now, I have realized that this kind of tendency was a type of barrier for the development of my reading skill. In fact, this kind of suffering has given birth to this research work.

Critical Look at Experiences

English has been widely used in many areas such as politics, economics, tourism, electronics, telecommunication, culture and science and technology. English is not only a means of communication but also a key to accessing the latest achievements of science and technology. Therefore, it is necessary for the non-native speakers to have a good command over English language to satisfy the growing needs of a nation. And, so is the case of Nepal.

Reading is an essential skill for English as a second or foreign language (ESL/EFL). For many, reading is the most important skill to master. With strengthened reading skills, ESL/ EFL readers will make greater progress and attain greater development in all academic areas. In Nepal, English is taught and learned in a non – native environment. So, reading is not only an important means to gain knowledge but also a means by which further study takes place. Most ELT teachers in Nepal accused of not teaching reading texts to their students effectively. The failure rate of English is high in SLC results especially in public schools. According to the present curriculum of secondary level, English language carries 100 full marks.

Reading skill alone carries 40% in SLC examination. In this regard, Gnawali (2000) tries to reveal a quotation of the majority of the ELT teachers regarding teaching reading in the context of Nepal

“My students do not show interest in reading. Even if they do, they have very poor comprehension. Whenever they face comprehension questions in the examination, they copy a sentence from the passage as if any sentence would satisfactorily answer any given question. It is very difficult to teach reading to the students of EFL in Nepal”. (p1.)

This is arguably true that the students fail English because they have problems with reading comprehension exercises. They lack the skill of reading that leads them to go for copying a sentence from the passage that they think that would satisfactorily answer any given question. Gnawali (2000) further says that the problem does not lie with the students but with the techniques and approaches applied by the teachers. Most teachers do not consider teaching students effective reading strategies, especially showing them how to utilize the skills and knowledge that they bring from their first language in order to cope with reading in the second language rather try to memorize vocabularies and solution of exercises given in the text.

For all of these reasons, it will be significant to have a study into teachers' perceptions of reading strategies to developing learners' reading skill and their classroom practices. By doing so, we can explore the relationship between teacher perceptions and practices and student learning. Moreover, teachers' perceptions are related to student learning through some event or sequences of events, mediated by the teachers that happen in the classroom. These events might be said to cause student learning in the sense that the events in the classroom lead, in the case of effective teaching, to student learning.

Problem Statement

In Nepal, English is taught and learned in a non – native environment. So, reading is not only an important means to gain knowledge but also a means by which further study takes place. Carrell (1984) values that for many students reading is by far the most important of the four macro skills, particularly in English as a second or a foreign language. This is also true to the students of Nepal especially, who study in government schools—non English medium school—since the reading skill offers them a wide range of interesting information as well as a variety of language expressions and structures which are of great usefulness for developing other language skills.

The present curriculum of secondary level shows that the full marks of English subject is 100. This has been divided into four different categories for assessing four skills such as listening, speaking, reading and writing. Reading skill alone carries 40% in SLC examination. Remaining others carry 60% including listening 10%, writing 35% and speaking 15%. The government has focused more on better performance of students in English but the failure trend in English has not improved notably, especially in public schools in Nepal. It is said that students find reading tasks most difficult in the exams so that their weaker performances lie in the reading skill. It is seen that students fail English because they are not good at reading skill. Thus, teaching of reading has been a challenge for the EFL teachers.

Teacher-centered classroom practices, lack of motivation and classroom practices of traditional approached can be vital reasons for it. Gnawali (2001) opines that teacher-centered classroom practices, teachers' dependence on the textbooks produced and prescribed by the MOE and obligation to follow guidelines based on the same text book for testing do not help effective teaching of reading. My own

experience of not being able to read and comprehend a longer text as a student was also due to teacher-centered teaching; totally based on a certain textbook. Similarly, my teachers did not consider teaching students effective reading strategies, especially showing them how to utilize the skills and knowledge that they bring from their first language in order to cope with reading in the second language, but rather tried to memorize vocabularies and solution of exercises given in the text. In this way, all these things serve as evidence to state the problem in reading skill which occupies the greater space in the English curriculum of Nepal.

While dealing with a reading lesson, as my narratives reflected in previous section, students often experience the lack of reading strategies which are essential for them to overcome the challenges in the classroom. The way teachers think about, understand, and value instruction influence their classroom practices. That is why, it is felt very essential to find out what perceptions English teachers bear and what practices they adopt in their teaching reading classes in this changing context, either teaching a particular text or developing reading skills through reading strategies.

Purpose of the Research

The primary purpose of this study was to explore the teachers' perceptions and their classroom practices of reading strategies to developing learners' reading skills in the EFL classrooms. In addition to this, the study aimed at examining the extent to which their perceptions were reflected in their actual classroom practices.

Research Questions

This study set the following research questions:

1. How do teachers perceive reading strategies to developing learners' reading skills?
2. To what extent teachers are aware of appropriate reading strategies?

3. To what extent teachers' perceptions are reflected in their classroom practices?

Significance of Research

It is believed that reading is the most focused language skill in English language teaching in the context of Nepal. Reading alone carries 40% in SLC examination as it supports the overall proficiency and works as an access to crucial information as well as it provides a good model for language learning. My own experience shows that teaching of reading mostly depends on a prescribed textbook and there exists a wrong concept that teaching reading is to teach a particular textbook. Therefore, Gnawali (2001) states that the practice of teaching only the textbook and preparing the students for examination questions to be asked from the same textbook still prevails in a large number of schools.

This research aimed at looking into teachers' perceptions and practices of reading strategies to developing learners' reading skills in the EFL classrooms. It highlights the important role of teachers' perceptions and the important role of reading strategies to developing reading skills of learners. More importantly, it offers the theoretical basis for the application of reading strategies in the classroom. As remarkable development has been seen in the field of ELT in recent years, there occurs some kind of modification in perceptions and practices of teaching reading and more regular research studies in the field are needed to make it more effective, reliable and practical in the modern context.

This research was conducted to explore what English language teachers actually bear in their mind and what actually happens in real classroom situations for reading strategies towards the development of learners' reading skills. I believe this study contributes to the development of reading strategies while teaching reading. Firstly, it serves as a guideline to me for professional development and

helps me expand the horizon of my knowledge as well. Furthermore, it is equally important for all those who are interested in professional development in the field of teaching English.

Delimitations

This study was limited to finding the perceptions and the day to day classroom practices of reading strategies to developing learners' reading skill in the EFL classrooms by the secondary English teachers. Furthermore, it was limited to examine the extent to which teachers' perceptions were reflected in their classroom practices. Although there are different aspects of teaching language even within the reading skill alone, this study focused only on perceptions and practices of English teachers of reading strategies to developing learners' reading skill.

Organization of the Study

This study consists of five chapters. Following this introductory chapter, chapter II reviews extant literature and previous research works as well. Chapter III elaborates on the methodological approach adopted in the study. Chapter IV includes a detailed account and data analysis and interpretation based on the use of qualitative research techniques. The final chapter (Chapter V) provides a summary of key findings on the basis of data analysis and interpretation in chapter IV with reference to each of the research questions followed by a consideration of pedagogical implications for teachers and ELT professionals. Chapter V concludes with a brief account of my own reflection on this study.

Chapter Summary

The chapter began with an introduction to this study. I reflected narratives of my own experiences that included both schooling and teaching, regarding learning reading and teaching reading in the EFL classrooms which encouraged me to carry

out this research. Furthermore, this chapter presented the main purpose along with research questions to explore the knowledge in the main areas of interest and the delimitation of the study. In addition, it also includes the significance of the research for the researcher and other concerned persons.

CHAPTER II

LITERATURE REVIEW

This chapter reviews theories related to reading and reading activities in general and reading strategies in particular. It also reviews recent researches on the subject of teaching reading and reading strategies that have been accomplished thus far. Specifically, it comprises thematic review, theoretical review, research gap and also review of previous research studies. In addition, this section also includes conceptual framework of the study.

Thematic Review

This section presents thematic concepts on reading, reading skills, teaching reading and reading strategies. It identifies the literature that explains the basic concept of reading, reading skills, teaching reading skills, types of reading, and stages of reading and approaches of teaching reading. Likewise, the section highlights the concept of reading strategies, importance of reading strategies in second language reading classrooms as well as importance of strategies in the learning process.

Defining Reading

In very general, reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. It is completely an individual activity which takes place in all different ways from reading newspapers, magazines, written texts, telephone directories, labels on medicine bottles and so on. In other words, reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain has to work out significance of these messages. Reading does not exist alone

because it is interwoven with other skills, for instance the written script is to be recognized while reading.

The ability to read is such a natural part of human beings that they seldom try to define reading. However, there are still different points of views on what reading is. As for me, reading skill is a total understanding of a message from a text. It is a mental process of securing and reacting to an author's message represented by written or printed symbols. To read, one must recognize words, know the meaning of words, and understand the ideas expressed by the author, sense the mood and the tone of selection, evaluate the accuracy of the ideas and see or apply them.

Grellet (1981), in this regard, opines that reading is an active skill; it constantly involves guessing, predicting, checking and asking oneself questions. Reading involves different information processing mechanisms. Both top-down and bottom-up techniques can be used in reading. In top-down processing, the reader draws on his/her own intelligence and experience. We might compare this technique to an eagle's eye view of the landscape. In bottom-up processing the reader builds up a meaning from the black marks on the page recognizing letters and words, working out sentence structures. It can be compared to a scientist examining ecology with a magnifying glass.

Similarly, McDonough and Shaw (2002) value that reading as a skill, is clearly one of the most important, in fact in many instances around the world. We may argue that reading is the most important foreign language skill, particularly in cases where students have to read English materials for their own specialist subject but may never have to speak the language. Such cases are often referred to as English as a library language.

Narrowing down the broad concept of general reading into the specific—reading in educational process—different views have been appeared. Nuttal (2000) defines reading as decode, decipher, identify or articulate, speak, pronounce or understand, respond and get meaning. Similarly, Goodman (1998) (as cited in Urquhart & Weir, 1998) defines reading as a receptive language process and psycholinguistic game. When a student reads a text loudly or silently he/she recognizes the words, understands the meaning and language as three definitions emphasize that reading is a receptive language process. In a way, a student is getting bits of knowledge from the written text. However, it is not a sole purpose that reading is done only for getting knowledge; but rather the purpose of reading is also for pleasure and sometimes for survival as well. Therefore, Wallace (1992) states that the purposes of reading are for learning, for pleasure and for survival. This proposal doesn't give the discorsal definition of reading. Discourse defines that reading doesn't necessarily mean only to read written text but also objects, behaviors, etc.

On the whole, reading involves the recognition of important elements of meaning in their essential relation, including accuracy and thoroughness in comprehension. It involves the association of the written word with spoken sound and of spoken sound with meaning. Reading is the most important skill to gain more knowledge. The more one reads, the more s/he gains. That is why we can say that the most pleasant and efficient way to learn language or the only way of truly mastering any language is reading.

Reading Skill

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge or in order to critique a writer's ideas or writing style. The purpose for reading guides the reader's selection of texts and also

determines the appropriate approach to reading comprehension. Research shows that good readers read extensively and integrate information in the text with existing knowledge. They have the flexible reading style, depending on what they are reading. The specific skills involved in reading can be defined as Heaton (1988), "The ability to understand relation between parts of a text through both lexical devices and grammatical cohesive devices, especially anaphoric and cataphoric reference and connectives" (p105). He concludes that comprehension depends on the ability of the reader how s/he generalizes and draws conclusion while doing reading. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading purpose.

Reading is basically and entirely necessary for increasing one's own professional knowledge and keeping oneself update with the things happen around him/her. 'Reading' may mean many things and it takes one different meanings in different contexts. Simply a reader reads in order to obtain information which is presented in written form, but the nature of the information requires a more explicit definition. Information means the content which is cognitive (intellectual) or referential (factual) or affective or emotional. Regarding reading, Goodman (as cited in Urquhart & Weir, 1998) states that reading involves syntactic, semantic and pragmatic knowledge where as Widdowson (as cited in Urquhart & Weir, 1998) views reading as the process of getting linguistic information via print and Perfetti (as cited in Urquhart & Weir, 1998) defines reading as the skill of transforming printed words into spoken words.

Reading is carried out for a purpose other than reading the language itself. Just as we read the message in order to be able to do something else, so the students

who are learning a foreign language should be less concerned with the language than with the message it is used to communicate. So the materials that we use depend on the purpose of our reading and we would learn that 'how we read' depends on 'why' and 'what' we read. Urquhart and Weir (1998) summarize reading as the process of receiving and interpreting information encoded in language via the medium of print but it is not merely looking and pronouncing the words aloud or moving lips and eyes rather it refers to the process of recognizing words, sentences, structures and the whole message of the text and being a receptive skill, it works as an input in language learners and supports the development of overall proficiency and provides access to important information at work and in school (Nuttall, 1996). However, she states that the acquisition of reading skill is never easy and students need consistent practice to develop as a fluent reader.

In reading, a variety of skills are involved which can and should be developed through continuous and systematic reading practice. The true meaning of reading skill resembles the recognition of the script of a language, the deduction of meaning and use of information, lexical items, understanding conceptual meaning, understanding relations between parts of a text through lexical cohesive devices.

Reading Comprehension

Every reader reads to grasp information from the graphic representation of language. The term 'reading' and 'reading comprehension' are sometimes, treated to refer to the same thing or process but they are different. Reading comprehension is one of the most complex forms of cognition which means complete understanding of a text. It is the result of information from visual, auditory, semantic, conceptual and linguistic sources combining instantly to provide a rendition of each sentence or fragment. Reading comprehension also involves understanding the value of the text.

Grellet (1981) expresses that reading comprehension is interpreted as extracting the required information from the written text as efficiently as possible. It is an adaptive and dynamic process where the readers apply different cognitive strategies according to both their aims and given situational context, cognitive strategies are of mental programme which influence the selection and seducing of different mental operations. They are applied by the reader in order to facilitate or improve comprehension, acquisition, vocal and application of knowledge.

Reading comprehension is needed entirely for the students of the higher and advanced level and general intelligence, interest in particular subject, previous knowledge of the subject help a lot in reading comprehension. In fact, reading comprehension is a process of extracting three levels of meaning: lexical meaning, grammatical/structural meaning and socio-cultural meaning. It is a complex process of reading because so many factors need to be considered. Some of which are given below:

Background Knowledge

For Barntiz (1986), the reader's knowledge of cultural schemata, routines and conventions and the knowledge of discovered structures used in that cultural tradition significantly predict the level of reading attained.

Syntactic Knowledge

Reading comprehension requires some level of grammatical analysis of the written text. Typically syntactic information is processed automatically and not even noticed by the reader when reading in a first language. These syntactic processes may need to become more visible for reading in a second language. Especially two aspects of syntax will be important in determining the extent to which a reader will be successful in comprehending a second language; the degree to which the reader has

mastered the syntax of the second language and the similarity between syntactic functions in the two languages.

Vocabulary

This possibility of a universal device cannot explain the word identification skills that readers need to establish in order to read in a second language. Simple knowledge of vocabulary and semantics is needed to interpret the text.

The Role of Orthography

The issue of whether the first language reading skill transfers to the foreign language barely arises if the two languages are written in a different script. Different kinds of scripts are read most efficiently with different reading strategies and comprehension is the direct result of efficiently and skillfully the reading is carried out. Henderson (1984), lists three types of scripts, each with different implications for reading: logographic, syllabographic, and alphabetic.

Implications for Instruction

The variations in emphasis on either top down or bottom up processing that characterizes second language reading has direct implications for instruction. To facilitate top down processing, a foreign languages reader would need to become familiar with the content that was being read and with cultural conventions of the text. Conversely to facilitate bottom up processing, the reader would need to establish elaborate grapheme, lexical and syntactic resources for the new language since reading comprehension was built out of these. It seems clear that complete comprehension of the text cannot be attained without some measure of information from both these directions of processing.

Types of Reading

Generally when we talk about reading, it leads us towards the broad definition, reading what and reading what for. Each reading takes place with a purpose of a reader that varies from one type of reading text to another type of text. For the students, they read reading texts for developing their language skills. Thus, they are supposed to comprehend a text by doing a number of reading activities and exercises. Sometimes, they need to go for scanning the text for particular bits of information they are searching for and need to be able to skim a text to get a general idea of what it is about. Similarly, sometimes, they need to be able to do close reading for analyzing a particular piece of statement given in the text where they have to be able to lay their emphasis on reading closely. A text can be read silently and sometimes it needs to be read loudly. In this regard, scholars like Nuttall, Harmer, Doff, Cameron, Grellet, Urquhart and Weir and others have discussed several types of reading. However, their emphasis is on the way readers read and the purpose they read for. Based on the purpose of reading and the level of the readers involved, types of reading can be categorized as follow.

Silent Reading

Generally, silent reading refers to the understanding of the messages from graphic symbols through eyes. In this regard, Doff (1995) spells out, “Silent reading involves looking at sentences and understanding the message they convey, in other words, ‘making sense’ of a written text that does not normally involve saying the words we read not even silently inside our mind” (p. 67). From this statement we can generalize that silent reading is something where a reader makes sense of a written text without uttering words. Similarly, Cameron (2001) says that faster skillful readers can be encouraged to try to read silently, they will need reminding to keep their lips

still at first and to try to read, through the brain rather than the mouth. The ideas convey that understanding a reading text involves mental process in silent reading. It is believed that this type of reading not only enhances speed, it also fosters better comprehension. It is useful for self study reading, library reading, sometime even for classroom reading.

Loud Reading

Loud reading is also called oral reading which involves both mental and physical process. Nuttal (1996), in this regard opines that loud reading is the process of vocalization of printed matters into an audible speech sound. Similarly Doff (1995) puts forth his ideas that loud reading is not only purposeful for understanding the text but also to convey the reading information or message to others. It is true that we cannot take it for granted that everybody is able to read. Thus, reading aloud is good for those who cannot read too.

Doff furthermore says that reading out parts of a newspaper article to a friend or reading a notice to other people who cannot see it is another benefit of reading loud. In case of students, it is carried out to enable the students to read with correct pronunciation, articulation, intonation and rhythm. Nuttal (1996) asserts that it is useful for the students of early stage to check their pronunciation, speed, tone, pitch, etc.; but it is not of much practical use as it doesn't help the one who reads aloud to learn much about the meaning of the text . In the meantime, she says that it is an advanced skill, reflecting oral ability as well as understanding, one should not underrate the demands it makes. She concludes that it can be used as 'read and look up' technique, as a listening activity and to enhance enjoyment of literature. Moreover, this type of reading is also beneficial to test pupil's knowledge of English words and phrases and whether s/he knows how to pronounce them.

Skimming

Generally, skimming is perceived as making a rapid survey of text, passage, articles and books to find out what they mainly consist of. Grellet (1981) states that it is a technique of reading quickly running one's eyes over a text to get the gist of it. In regard to skimming, Urquhart and Weir (1998) state that the text is processed quickly to locate important information, to decide the relevance of the texts to established needs. From these ideas, it can be clearly traced that skimming is a process where the reader's eye runs quickly over the texts to find out what it is about, to locate facts or comment on a particular subject or to obtain the main idea/gist expressed in the text.

In order to develop this skill, a number of activities can be designed and used. Nuttall (1996) and Urquhart and Weir (1998) suggest some common activities to develop this skill like identifying the source, reading titles and subtitles, reading the abstract, introductory and/or concluding paragraphs carefully, reading the first and last sentence of each paragraph, identifying discourse markers, noting key content words, identifying markers of importance, skipping clusters of details and glancing at any non-verbal information. Skimming is done at a speed three to four times faster than normal reading. A reader often skims when s/he has lots of materials to read in a limited amount of time. This technique is useful when a reader is seeking specific information rather than comprehension. It works well to find dates, names and places.

Scanning

Scanning is a type of speed-reading which is used when the reader wants to locate a particular piece of information, key words or ideas without necessarily understanding the rest of the text or page. Regarding scanning, Nuttall (1996) says, by scanning, we mean glancing rapidly through a text either to search for a specific

piece of information or to get an initial impression of whether the text is suitable for a given purpose.

It involves moving the eyes quickly down the page seeking specific words and phrases. Urquhart and Weir (1998) claim that readers read selectively to achieve very specific reading goals, e.g. looking for specific words, phrases, figures, percentages, names, dates of a particular events or specific items in an index. It is also used when the reader first finds a resource to determine whether it will answer her/his questions. Scanning is also useful in locating statements, definitions, formulas etc. which the reader must remember completely and precisely.

Intensive Reading

Intensive reading is a detail study. Generally, it involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills. Debat (2006) says that intensive reading is a detailed study in which students have to learn all the words, their spelling, meaning and pronunciation and practice scanning and skimming. Similarly, Harmer (2001) says in intensive reading, “We may want to have students practice specific skills such as skimming; reading to extract specific information or scanning; reading for general understanding” (p. 115). He has also presented four roles of teacher as organizer, observer, feedback giver and promoter to make students read intensively.

Intensive reading aims at assimilation of language skills including the study of words, phrases, sentence patterns and other related aspects. It encourages the students to comprehend the text, its sense and meaning. Students do not get only the literal meaning of the text but also extract the contextual meaning.

Extensive Reading

Extensive reading is also known as independent reading. It is primarily carried out to train the students to read directly and fluently in the foreign language for their own enjoyment, without the aid of the teacher. Nuttall (1996) describes extensive reading as the private world of reading for our own interest and offers some valuable suggestions for organizing such activities. She points out that reading is what the student does alone with the text; reading instruction is what the teacher does with the students to help them when they read. According to her, the goal of teaching reading is to bring the readers for extensive reading, producing a self-reliant reader. She argues that reading extensively is the easiest and the most effective way to improve reading. Urquhart and Weir (1998) call it as the relatively rapid reading of long texts. Davis (as cited in Correia, 2006) claimed that extensive reading, as a plan, is effective without the pressure of testing or marks as it is done at home under learners' control but not an obligation imposed by the teachers. As students select book according to their desires, it is normal for sharing.

In this type of reading students feel free and comfortable with the text. The aim of this type of reading is to get the learners reading for enjoyment. This type of reading is associated with supplementary reading that includes reading short stories, novels, magazine and newspaper articles. Students enjoy their understanding the message and getting pleasure rather than learning of words and structures. Extensive reading can provide comprehensible input and help to build confidence with extended texts.

Teaching Reading Skills

Teaching reading does not mean excluding speaking, listening and writing. It is a question of focus: some lessons concentrate on reading, others do not. The other

skills are always needed to provide variety, to enable the students to learn effectively or to give feedback. So we do not keep language skills in separate boxes. Activities that integrate them reflect our use of language in real life. The text will be used as a starting point for work on the other skills, just as it always has been. Reading is the focus of attention. It is the most vital skill, and provides the most spin-offs for general language learning.

Slack (2008) states that successful reading instruction begins and ends with a clear understanding of what students need to know and be able to do as defined by stated standards. The major point to be noted when practicing reading in the classroom is that it is a silent activity. Therefore, silent reading should be encouraged in most cases, though the teacher may sometimes need to read part of the text aloud. Reading as such is an extremely difficult exercise. However, the way/type of reading depends upon the level of readers. For instance the beginner language learners cannot read silently, instead, they need to verbalize the words.

While teaching reading comprehension in the classroom a teacher should bear in mind that a text is a succession of separate sentences thematically related and that it is necessary merely to deal with the structure and the meaning of the sentences, if reading is to be effective, the structure of longer units such as the paragraph or the whole text must be understood. It is not good to study a text as though it is a series of independent units. For this, one should start with global understanding and move towards detailed understanding rather than working the other way round. That means the task given to begin with should be of a global kind within the competence of the learners. Gradually they read more fluently and get the gist of a text more easily; a deeper and more detailed understanding of the text. If the activities are of global type, the students' confidence may be built up when faced with authentic texts and the

students will not get completely lost. To develop the student's skills of inference, anticipation and deduction, we can start with longer texts accompanied by photographs, diagrams, a number of paragraphs, etc.

There are various skills and techniques to teach reading around the world. Depending on the various contexts, different persons have forth put their definition differently. Grellet (1981) states that the techniques for reading are sensitizing, improving reading speed and from skimming to scanning. Talking about extensive and intensive reading, Harmer (2001) describes that to get maximum benefit from reading, students need to involve in both extensive and intensive reading.

Stages of Teaching Reading

The following three stages are very popularly used in teaching reading.

These are discussed below:

Pre-reading Stage

This stage is also known as preparatory stage. In this stage, the teacher spends some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata so that students can bring the best of their knowledge and skills to a text when they have been given a chance to ease into the passage. Debat (2006) also puts forward similar ideas and claims that pre-reading activities are the devices for bridging the gap between the texts' contents and the reader's schemata by having students think, write and discuss everything they know about the topic, employing techniques such as prediction, previewing and semantic mapping.

In the pre-read stage, the teacher establishes a purpose for students' reading. That is, the teacher takes into account the students' language and proficiency levels and determines the appropriate tasks for them to complete. There could be least three considerations influencing the process of establishing purposes for reading: the match

between the content of the text and the students' familiarity with that content; the teacher's purpose for having students read a text; and getting the reader to establish reasons for reading.

Previewing the text is a useful preparation activity which enables students to establish their own expectations about what information they will find in the text and the way that information will be organized. According to Debat, in previewing, students look at titles, headings, pictures, read the first or the last paragraph and make some guesses about the text that help students understand what the text is about by activating their formal and content schemata. Previewing activities may include working with the title of a text to establish expectations about the content of the text; reading selected parts of the text in order to sample the ideas presented and to establish a mental framework for reading; reading the introduction and identifying the key issues to be discussed; reading the conclusion paragraph; skimming the text; reading the first sentence of each of the body paragraphs; and scanning parts of the text for specific information.

Similarly, next activity could be activating and building background knowledge. Regarding the activation of background knowledge, Ur (1996) argues that activating readers' prior knowledge or background knowledge of a topic before they begin to read may help students' comprehension. He also claims that tasks make the activities more interesting since the readers have a purpose in reading and teachers may see how well the text is understood with the help of the task given before and/or after reading.

Several researches on reading comprehension show that the students benefit in three main ways from having an introduction to the topic of an informational text before they begin to read. First, an introduction helps students to recall any

information that they may already know about the topic, either from personal experience or other reading. If the students keep this knowledge in mind as they read, they increase their opportunities to make sense of information they find in the text. An introduction may also bring to mind cultural factors that help them understand the new material, thus enhancing comprehension. Second, getting the students to start to think about the topic should increase their interest in the topic and thereby motivate them to read the text. Third, if the introduction activity is conducted in English, it will also review or introduce the relevant vocabulary for that topic.

Regarding this stage, Nuttall (1996) suggests the following activities.

- Providing a reason for reading.
- Introducing the text
- Setting a top-down task
- Braking up the text
- Dealing with new language
- Asking signpost questions (p. 154)

Similarly, other scholars suggest other kind of activities, Doff (1995) suggests presenting some of the new words which will appear in the text, giving a brief introduction to the text, giving one or two guiding questions (orally or on the board) for students to think about as they read. However, we can reach the common conclusion that this stage helps build schemata and vocabulary. Anyway, this pre-reading stage helps build schemata and vocabulary so that students can bring the best of their knowledge and skills to a text.

While-reading Stage

Not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read. At this

stage, the students actually read the text silently and find out the answer of specific questions or the gist of the text. Nuttall (1996) says that while-reading stage is the real reading stage that requires the students read the text silently in group, pair or individually; they practise scanning, skimming and other sub-skills of reading. This stage, too, requires the teacher's guidance to ensure that students assume an active, questioning approach to the material. Such guidance can be supplied by a number of while-reading tasks. The simplest technique for this purpose is to the major ideas of the text. Nuttall furthermore says that in this stage, the teacher guides and monitors the interaction between the reader and the text and provides them consultation if necessary.

The teacher is required to watch students and evaluate their activities.

Different techniques like elicitation and discussion are also used to deal with different language items in the group or class mode. The group work can be done while reading because much of the guidance comes from fellow students. We can also use series of statements, instructions, and/or questions that leads students through the assigned reading and indicates what information is important, how a paragraph or section is organized, and what is to be learned. These are useful in guiding the students through the text, but considerably more work for the teacher.

Post-reading

This is the final stage of teaching reading comprehension. At this stage, some comprehension questions for evaluation and personal response are asked to find out whether the learners have understood the text or not. Nuttall (1996) also values that post reading activity includes questions of evaluation and personal responses relating the text to the outside world. Comprehension questions could be one form of activity appropriate for post reading. The teacher should also consider vocabulary study and

ask students to identify the author's purpose, discuss the author's line of reasoning, examine grammatical structures and steer the students toward a follow up writing exercise. Close to this statement, Nuttal furthermore states that this is the time to reconsider the hypotheses students made about the text in the early stages, their opinions about the writer's aims, about the main message of the text and such ideas can be substantiated and refined or if necessary rejected and replaced. The work may be done either orally or in writing. The last stage of the reading lesson is intended to review the content; work on bottom-up concerns such as grammar, vocabulary, and discourse features; and consolidates what has been read by relating the new information to the learners' knowledge, interests, and opinions.

Debat (2006) also suggests text related comprehension type questions, critical thinking questions, reflective questions, discussion, talk, role play, dramatization, reproducing, paraphrasing, etc. Such activities offer the chance to evaluate students' adequacy of interpretations focusing on the wide range of questions that allow different interpretations.

Approaches of Reading

Reading is viewed as a cognitive activity and it has been major interests of cognitive psychologists who are interested in reading have constructed models of the reading process what Urquhart & Weir (1998) call it processing a text as a series of stages each of which is complete before the next stage begins. According to them, research in the field of reading first brought the bottom-up approach which was then replaced by the top-down approach which in turn was replaced by interactive model.

Bottom-up Model

According to the bottom – up model, as Nunan (1991) argues that reading is viewed as the process of meaning interpretation in which the language is translated from one form of symbolic representation to another. It is also understood as the process of recognizing the printed letters and words and building up a meaning from the smallest textual units at the bottom (letter and words) to larger units at the top (phrases, clauses, intersentential linkages) In other words, in the bottom – up model, the reader begins with the written text (the bottom) and constructs meaning from letters, words, phrases and sentences found within, and then processes the text in a linear fashion. Clearly, in the view of this driven model, the reader seems to play a relatively passive role because the basis of bottom – up processing is the linguistic knowledge of the reader.

Regarding bottom-up approach, Harmer (2007) states that in bottom-up processing, the reader focuses on such things as individual words, phrases or cohesive devices and achieves understanding by stringing these detailed elements together to build up a whole. In this approach as Anderson (1999) claims, the readers are expected to recognize letters at first and then recognize the words and in the end the readers get the meaning intended by the writer in the initial level. According to him, the readers analyze the words, phrases, clauses, sentences and paragraphs and then try to find out the meaning they carry in the advanced level.

Top – down Model

In this model, reading was seen as the process in which readers move from the top, the higher level of mental stages down to the text itself. This approach emphasizes the reconstruction of meaning rather than the decoding of form, the interaction between the reader and the text rather than the graphic forms of the printed

pages. The readers proves his active role in the reading process by bringing to the interaction his/ her available knowledge of the subject, knowledge of and expectations about how language works, motivation, interest and attitudes towards the content of the text. According to Ur (1996), reading means reading and understanding and according to Anderson (1999), reading is not a passive process but an active fluent process which involves the reader and the reading material in building meaning. What is more, meaning of the reading materials does not reside on the printed page, nor it is only in the head of the reader. A synergy occurs in reading which is the combination of the words on the printed page with the reader's background knowledge and experiences.

Apparently, the strong points of top – down models outnumber those of the bottom – up as the reader – the center of the reading process – proves his active role. However, for some researchers, these models still reveal certain shortcomings. Due to limitations of both bottom – up and top – down models, a new and more insightful reading process has been proposed under the name of interactive model.

Interactive Model

Interactive theorists appreciate the role of prior knowledge and prediction, and at the same time emphasize the importance of rapid and accurate processing of the actual words of the text. According to Hayes (1991), in interactive models, different processes are thought to be responsible for providing information that is shared with other processes. The information obtained from each type of processing is combined to determine the most appropriate interpretation of the printed pages. The arrival and popularity of the arrival and popularity of interactive models show that interactive models can maximize the strengths and minimizes the weaknesses of born bottom – up and top –down model.

Nuttall (1996) states that readers continually shift from one focus to another adopting the top down approach to predict the probable meaning then moving to the bottom up approach to check whether that is really what the writer says. This way, she sees continuous interaction between top-down and bottom-up approach. Harmer (2007) also sees the interactions between them. He states,

The acts of reading is like interactions between top down and bottom-up processing because sometimes it is the individual details that help us understand the whole, sometimes, it is our overview that allows us to process the details. Sometimes, it is difficult to come to a clear general picture of what a text is about without a good understanding of the details. But without some global understanding of the topic that is written or spoken, even an understanding of the details may not be enough (p. 270).

Hence, for both Harmer and Nuttall, the combination of both models has become an interactive model. They both agree upon the idea that interactive model acknowledges that lower level processing skills are essential for fluent and accurate reading. The same is the case with Debat (2006) as the interactive model takes into account the continuous interaction between bottom-up and top-down processing in the construction of the meaning of a text. She claims that efficient and effective reading entails both processes interacting simultaneously, in spite of the fact that the field today is strongly influenced by top-down processing perspectives. She further claims that lower level processing skills are essential for fluent and accurate reading; it also emphasizes that bottom-up processing becomes more automatic; higher-level skills will become more engaged. She says there is continuous interaction between bottom-up and top-down processing in the construction of the meaning of a text.

Urquhart and Weir (1998) take the reference of Goodman and states that readers utilize not one but three kinds of information simultaneously; these are orthographic, syntactic and semantic. They claim that regular sequence does not occur in interactive model but there are several patterns of information processing, all potentially operating at the same point while making the meaning of a text.

Defining Strategies

Learning strategies are defined as —specific actions, behaviors, steps, or techniques - such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task - used by students to enhance their own learning. Nunan (1991) says that they are mental communicative procedure, learners use in order to learn and use a language. When the learner consciously chooses strategies that fit his/her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning.

Language learning strategies are among the main factors that help determine how —and how well —students learn a second or foreign language. A second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted.

According to Stern (1992), there are five main language learning strategies. These are Management and Planning Strategies, Cognitive Strategies, Communicative - Experiential Strategies, Interpersonal Strategies, Affective Strategies. The framework that has been most useful and generally accepted is O'Malley and Chamot (1990)'s. In O'Malley and Chamot's framework, three major types of strategies

named as metacognitive, cognitive and social/ affective are distinguished in accordance with the information processing model, on which their research is based. The subtypes of these strategies were identified by O'Malley and Chamot on the basis of their several descriptive studies on learning strategies used by second language learners.

Learning strategy definition and classification (O'Malley and Chamot, 1990)	
Learning strategies	Definition
A. METACOGNITIVE STRATEGIES	
<i>Planning</i>	
Advance organizers	Previewing the main ideas and concepts of the material to be learned, often by skimming the text for the organizing principle
Directed attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distracters.
Functional planning	Planning for and rehearsing linguistic components necessary to carry out an upcoming task
Selective attention	Deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts and/ or linguistic markers
Self – management	Understanding the conditions that help one learn and arranging for the presence of those conditions
<i>Monitoring</i>	
Self – monitoring	Checking one's comprehension during listening or reading checking the accuracy and/or appropriateness of one's oral or written production while it is taking place
<i>Evaluation</i>	
Self – evaluation	Checking the outcomes of one's own language against a standard after it has been completed
B. COGNITIVE STRATEGIES	
Resourcing	Using target language reference materials such as dictionaries, encyclopedias, or textbooks

Repetition	Imitating a language model, including overt practice and silent rehearsal
Grouping	Classifying words, terminology or concepts according to the attributes or meaning
Deduction	Applying rules to understand or produce the second language making up rules based on language analysis
Imagery	Using visual images (either mental or actual) to understand or remember new information
Auditory representation	Planning back in one's mind the sound of a word, phrase or longer language sequence
Key word method	Remember a new word in the second language by: (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (2) generating easily recalled images of some relationship with the first language homonym and the new word in the second language.
Elaboration	Relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information.
Transfer	Using previous linguistic knowledge or prior skills to assist comprehension or production.
Inferencing	Using available information to guess meaning of new items, predict outcomes or fill in missing information.
Note taking	Writing down key words or concepts in abbreviated verbal, graphic or numerical form while listening or reading.
Summarizing	Making a mental, oral or written summary of new information gained through listening or reading.
Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.
Translation	Using the first language as a base for understanding and/or producing the second language.
C.SOCIAL / AFFECTIVE STRATEGIES	
Question for clarification	Eliciting from a teacher or peer additional explanations, rephrasing, examples or verification.

Cooperation	Working together with one or more peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.
Self - talk	Reducing anxiety by using mental techniques that make one feel competent to do the learning task.

The Importance of Strategies in the Learning Process

Knowledge of strategies is important because if one is conscious of the processes underlying the learning that s/he is involved in, then the learning will be more effective. The fact showed that learners who are taught learning strategies are more highly motivated than those who are not. However, not all learners automatically know which strategies work best for them. For this reason, explicit strategy training, coupled with thinking about how one goes about learning, and experimenting with different strategies, can lead to more effective learning. Oxford (1990) argues that strategies are important for two reasons. In the first place, strategies — ...are tools for active, self – directed involvement, which is essential for developing communicative competence. Secondly, learners who have developed appropriate learning strategies have greater self – confidence and learn more effectively. According to Oxford (1990), language learning strategies:

- contribute to the main goal, communicative competence
- allow learners to become more self – directed
- expand the role of teachers
- support learning both directly and indirectly

Strategies in Teaching Second Language Reading

Reading strategies are seen as comprehension processes that enable readers to construct meaning from the printed page most effectively. In other words, those strategies show how readers tackle a reading task, how they interpret their reading and

what they do when they do not comprehend. Many researchers have similarities in categorizing reading strategies as it has been found that they emphasized the role of prior knowledge in reading. Brwon (1990) introduced skimming, scanning and guessing as effective strategies in reading. However, there are some differences in their classification. For instance, Barnett (1988) (as cited in Brantmeier, 2002) summarizes reading strategies as follows:

The strategies may involve skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, following references, and separating main ideas from supporting ideas

Furthermore, reading strategies can consist of evaluating content, such as agreeing or disagreeing, making an association with prior knowledge or experience, asking and answering questions, looking at the key words, using sentence structure analysis such as determining the subject, verb or object of the sentence, skipping and rereading. Clearly, not all strategies are of equal effectiveness due to different types of reading texts and tasks, and reading strategy use by each reader.

Anderson (1999) introduces six strategies for consideration when teaching reading (p. 4)

- Activating prior knowledge
- Cultivate vocabulary
- Teach for comprehension
- Increase reading rate
- Verify reading strategy
- Evaluate progress

Effective language instructors show students how they can adjust their

reading behavior to deal with a variety of situations, types of input and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation. Finally, these strategies appear to be effective since they help language learners enhance the reading ability.

Theoretical Review

This section discusses a theory related to the study. The section highlights how a theory has influenced developing reading skills of the language learners.

Schema Theory

A theory closely related to top-down processing called schema theory has a major impact on reading instruction. It describes in detail how the background knowledge of the learner interacts with the reading task and illustrates how a student's knowledge and previous experience with the world is crucial to deciphering a text. The ability to use this schemata, or background knowledge, plays a fundamental role in one's trial to comprehend a text. According to Nunan (1999) schema theory is based on the notion that past experiences lead to the creation of mental frameworks that help readers make sense of new experiences. This means that past experiences will be related to new experiences which may include the knowledge of objects, situations and events as well as knowledge of procedures for retrieving, organizing and interpreting information. Bernhardt (as cited in Urquhart & Weir, 1998) states that background knowledge may include subject specific pre-knowledge, cultural knowledge and information supplied to the readers shortly before reading (p. 69).

Carrell (as cited in Urquhart & Weir, 1998) sees two types of schemata: content schemata; knowledge about the subject matter of a text and formal schemata; the knowledge about the structure of a text (rhetorical structure). Urquhart and Weir (1998) call it background knowledge which is a part of this theory of comprehension

associated with the notion of schemata that a text is never complete and that the reader must supply additional material derived from their existing knowledge of the world (p. 63).

These schemata enable readers to predict events and meaning as well as to infer meaning from a wider context. Regarding the importance of schemata, Harmer (1991) states that schema which is defined as background knowledge that enables the readers to make prediction for more successful interactions plays a vital role in that interpretation. According to him, the reader's age, gender, experience and culture are important considerations for teachers who want to select readings that will motivate their students.

Anderson (as cited in Debat, 2006) states when readers cannot locate schemata that fit a text, they may find it incomprehensible. Rumelhart (as cited in Urquhart & Weir, 1998) sees such schemata as being fluid and constantly capable of adoptions to fresh information. Likewise, Bartlett (as cited in Urquhart & Weir, 1998) found that for comprehension and remembering to take place, the linguistic input needs to match the existing mental configuration or concepts; the input which doesn't match the configuration is not remembered and comprehended (p. 70).

So, Urquhart and Weir (1998) see the role of the teacher paramount to activate and build schemata. According to them, the first task of a teacher is to select texts that are relevant to the students' needs, preferences, individual differences, and cultures. The goal is to provide meaningful texts so that readers understand the message which entails activating existing schemata and helping build new schemata.

Review of Previous Research Studies

Khatiwada (2009) conducted a research on “Analysis of Secondary English Teachers’ Strategies of Dealing with Reading Skills” with the aim of finding out the

strategies employed by the teachers to involve the students in communicative activities. He conducted the research in public schools of Kathmandu districts. In his research, he found those teachers' beliefs influencing their classroom practices in teaching reading. He concluded that the teachers use different strategies in their classroom to make their students understand while dealing with reading skill.

In his research, the teachers believed that no single approach of teaching reading strategy works for every student; rather teachers need to use different strategies for different kind of students as situations appear while teaching in the classroom. His further finding shows that some teachers in their classroom practices were using their native languages. For this, he claims they believed that if students understand the reading text very well, it will good to use our native languages while teaching. Their hypotheses regarding teaching reading helped them to conceptualize their beliefs towards teaching reading which they were practising the same in their classroom.

Tharu (2008) carried out a study on "Teaching Extensive Reading for Foreign Language Learning" with the objectives of suggesting the ways of making an extensive reading programme (ER) more effective; to explore the means of making active participation of students' in ER lessons; to suggest ways to select the ER materials as per need, level and cultural background of the students; and to explore the pros and cons of an ER programme. His study found that due to the students' different abilities, learning style, level and cultural background, it was very difficult to recommend suitable books. The informants emphasized that student-centered teaching and learning process helped them flourish their creativity and imagination. He found that through ER one could develop reading

comprehension skills, a good writing style, an adequate vocabulary and advanced grammar and above all it would help to become a good reader.

Shrestha (2009) did a research on “Practices of Interactive Teaching Reading by Secondary English Teachers of Public Schools”. His purpose to carry out a research on this topic was to analyze and describe the perception and classroom practice of interactive teaching reading skills of English language teachers of public schools in Lalitpur district of Nepal. He carried out the research using three data collection approaches: questionnaire, interview and observation. His research among public schools of Lalitpur district provided different results in his study.

He found that many language teachers of public schools had sufficient understanding of the teaching reading approaches. All of them did not use interactive approach while teaching reading. Moreover, he found that teachers’ personal belief affected the classroom practices of teaching reading in order to make their students understand. Knowingly, most teachers did not use interactive approaches of teaching reading. They believed that following an already defined approach in particular cannot be applicable in other context to a large extent.

Kattel (2009) carried out a study on “Reading Comprehension of Grade Ten Students” to find out reading comprehension of Secondary level students of Sindhupalchok district and to suggest some pedagogical implications on the basis of findings drawn from the study. The study found that more focus was laid on textbook and preparation for exam rather than developing the particular skill of reading.

Marasini (2005) in his M. Ed. thesis entitled “Effectiveness of Silent Reading in Understanding Unseen Text” found silent reading as less time consuming and causing less fatigue. It means silent reading was found to be more

effective than loud reading in understanding unseen text. And he has suggested focusing on silent reading while teaching it.

Kuzborska (2011) carried out a case study on “Links between Teachers’ Beliefs and Practices and Research on Reading”. This study investigated the relationship between the beliefs of eight teachers and their practices in the teaching of reading to advanced learners. The study examined teachers’ beliefs about reading by applying an evaluative-interpretative paradigm. The goal of the research was to understand and accurately represent teachers’ experiences as well as their interpretations of those experiences in a particular setting.

He found that the beliefs that were identified as congruent with practices of the majority of the teachers reflected a skill-based approach to reading instruction, emphasizing vocabulary, reading aloud, translation, and whole class discussion of texts. However, he claims that a metacognitive-strategy approach was largely supported by research and regarded as most appropriate in academic contexts.

In this way, a very few research works have been carried out on teaching reading and many of them have focused on the aspects like testing reading, testing comprehension, perceptions and practices in dealing with reading, but no research has been done in the area of teachers’ perceptions and practices of reading strategies to developing reading skill in the learners.

Research Gap

The above review of related research works helped me understand that no such empirical research concerning the overall concept of teaching reading and teaching of reading strategies of language teachers appeared to have been done. A number of research works have focused on a particular approach or method or have examined a certain extensive reading programme in a particular school but the issue

of teachers' theoretical knowledge on teaching of reading strategies and its implementation in classroom while teaching reading appears to have been largely ignored in previous studies.

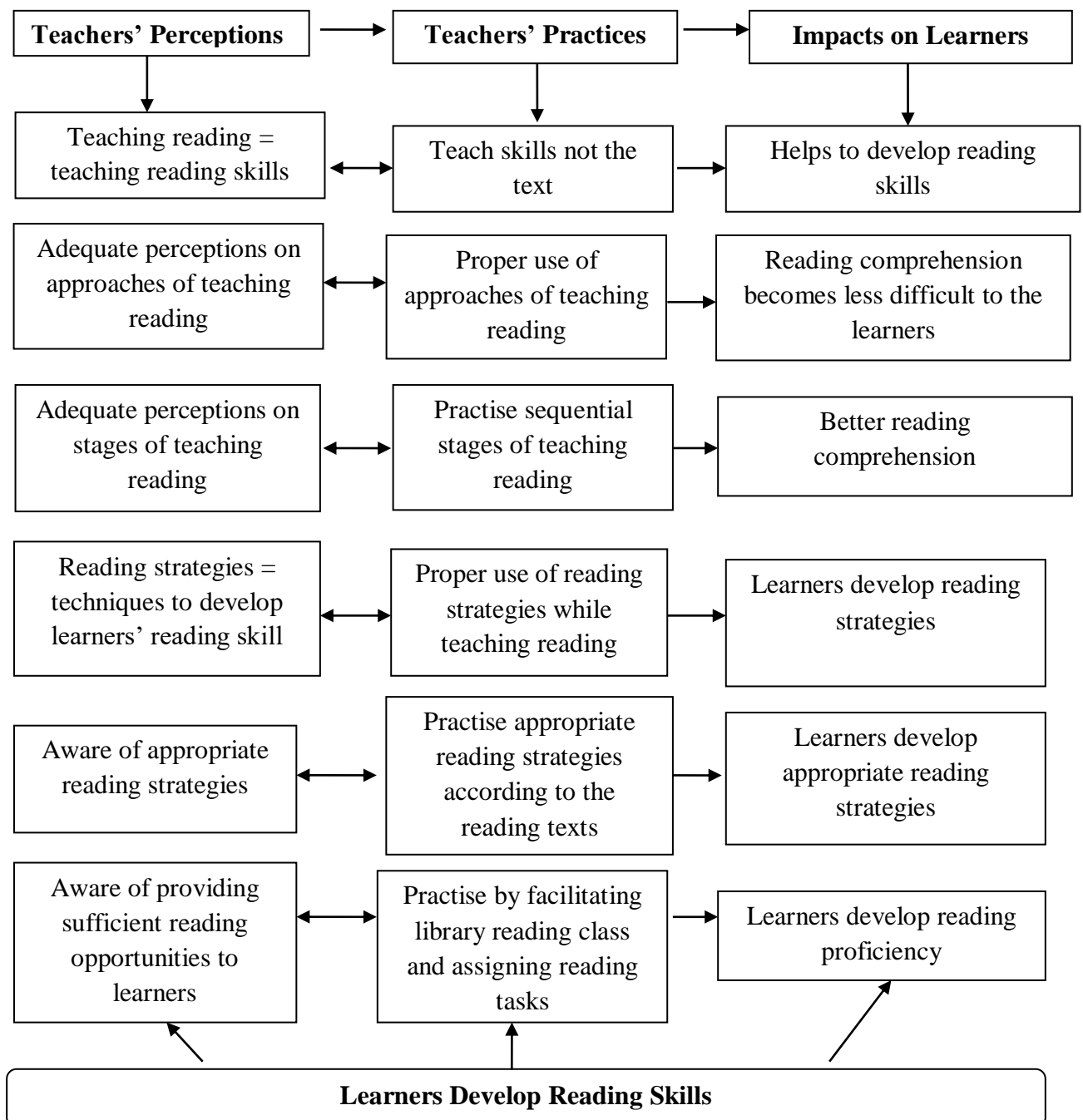
Unlike previous studies, this research study explored perceptions and practices of teaching of reading strategies to be confirmed over teachers' perceptions influencing their classroom practices. On the one hand, it explored teachers' perceptions of reading strategies to developing learners' reading skill; on the other hand, the study observed application of their perceptions into the classroom practices. Moreover, this study looked into the gap between teachers' perceptions and practices of reading strategies to developing learners' reading skill.

Because previous researches are lacking the depth study upon both mostly attached phenomena of teaching reading—perceptions and practices, the study could not address the important part of research and looked like simply a case study. However, this research went into the depth interpretation of both phenomena regarding the research interest. It used interview to understand their actual perceptions of reading strategies to developing learners' reading skill and observation to see whether their perceptions are influencing classroom practices. This study, in fact, was an attempt to fill the gaps by exploring teachers' perceptions and practices of the research issue. This present study differs from the previous research works to the extent that it is more comprehensive evidence covering English teachers' perceptions of reading strategies to developing learners' reading skill and their uses in the classroom practices.

Conceptual Framework

This conceptual framework is based on the notion that practices of appropriate reading strategies develop the reading skills of the learners. I believe if

the teachers' perception of teaching reading, teaching reading purpose, teaching reading process and reading strategies is good and so is the actual classroom practice, the product of such effort will automatically be good. Teachers are the implementation agent in the classroom. Thus, if English teachers have better perceptions and effective practices of teaching reading by adopting appropriate reading strategies, obviously, their learners will be interested in reading, will read more and by reading more, they can develop their reading skills.



Chapter Summary

This chapter reviewed theories related to reading and reading activities in general and reading strategies in particular. It also reviewed recent researches on the subject of teaching reading and reading strategies that have been accomplished thus far. This section highlighted bottom-up, top-down and interactive approach along with the three sequential stages of teaching reading, popularly known as pre-reading, while-reading and post reading activities with a number of activities to be done in a reading classroom. More importantly, it highlighted the learning strategies to reading. The chapter concluded with the conceptual framework of the study.

CHAPTER III

RESEARCH METHODOLOGY

This chapter begins with an introduction to the philosophical and methodological approaches and research design with a view to scrutinizing the research questions and the research purpose set in the Chapter I, followed by a discussion on each of them. Similarly, the chapter encompasses my ontological, epistemological and axiological assumptions and paradigmatic stand to look and interpret the actual scenario of teaching of reading strategies to developing learners' reading skill in the EFL classrooms. An overview of research design follows beginning with an outline of key approaches taken up; namely in-depth interview and class room observation along with justification of their use. The subsequent section includes an illustration of the specific process of data collection followed by data analysis. This chapter also includes a brief account on selection of the location and research participants. In addition, quality standards and ethical issues concerning the research process are clarified. The chapter concludes with a brief summary of the foregoing sections.

Philosophical Considerations

Every research is guided by philosophical assumptions. It gives a researcher a standpoint to address a wide variety of problems such as those connected with existence, knowledge, values, reason, mind and language. The whole research was designed on the basis of the following branches of philosophy:

My Ontology

Ontology is, put simply, about existence. In other words, it is a science or study of being: specifically, a branch of metaphysics relating to the nature and relations of being; a particular system according to which problems of the nature of being are investigated; first philosophy. It is concerned with the kinds of entities and specifically the kinds of abstract entities that are to be admitted to a language system. Richards (2007) also spells out almost the similar view. He states that ontology literally the science or study of being is concerned with the nature of reality. He relates the study to reality. Reality can be perceived differently as all the individuals are different by nature. For some, reality and truth might be one and absolute and for some realities might be multiple.

In relation to my research, I collected and analyzed only those data that I saw and experienced in the field through in-depth interview and classroom observation of the participants. The study and findings showed that they were subjective, socially constructed in a particular context at a certain period of time with my participants. As my participants were different by nature, perception, context and background, they perceived and practised reading strategies consequently based on their knowledge, context, background and belief upon the subject.

Therefore, I received varieties of responses to my queries and contradictions in their practices while going through their actual classroom practices via classroom observation. It was because as Cohen et al. (2000) states that knowledge is personal, subjective and unique. Seen realities have been carefully examined through each participant's emotions, beliefs, attitudes, feelings and ideas in the research that pushed the research ontologically towards the subjectivism as it is the philosophical theory that ascribes to the individual mind or subject and its sensations, ideas, attitudes,

feelings, emotions, and beliefs a privileged or preeminent status in the world order and in our knowledge of that order.

My Epistemology

Epistemology refers to knowledge and to the notion that each thesis is expected to make a contribution to knowledge itself. Creswell (2003) values that epistemology is theory of knowledge embedded in the theoretical perspective informs the research e.g. positivism and subjectivism. With these two definitions, one can draw the general picture of it saying that epistemology is a theory of knowledge that helps to establish the common beliefs, facts in relation to informing of it.

This study was guided by subjectivism. In the study, there were interactions between I and respondents in a regular basis for a certain period of the time that helped me to create knowledge of the participants. The findings of the study revealed that different participants reflected various perceptions and practices regarding teaching of reading strategies to the learners' for developing their reading skill that were found to be changing according to the situation and context. They interpreted the reality based on such experience.

The focus was given on the accounts given by my informants based on their lived experiences to generate the truth, reality and knowledge. As Cohen et al. (2000) states that knowledge is a softer, more subjective, spiritual or even transcendental kind based on experience and insight of a unique and personal nature, the participants' various perceptions and practices upon the research interest were outcomes of their lived experience of teaching reading which I found different from one individual to another.

My Axiology

We live in our bodies in different ways according to different paradigms, for example, some of us seek alternative lifestyles for healing versus conventional methods of treatment, depending on our values. Axiology (the reflection of our values) is tied to our relationship with nature and the way we use language in our culture. This brings to mind the difference between facts and values as evidenced in the modern paradigm, which regards facts as more important, versus the postmodern paradigm, which regards values more highly. In a sentence, axiology is theory of value. Creswell (2003) says that the individuals seek understanding of the world in which they live and work. They develop subjective meaning of their experience. Here, the concept value is subjective. Subjectivism gives the priority to the text as well as field.

Akin to the ideas, in my study, I put every effort to give a due respect to every participant's perception in terms of teaching reading in general and teaching of reading strategies in particular without any biasness or exaggeration but it involved filtering, processing, storing and analyzing the data received from my participants based upon their underlying values, cultures and contexts in the light of already established\proven value, theories, knowledge available in the literature of English Language Teaching (ELT). Their individual perceptions, thinking, experiential knowledge and multi-layered value were equally respected.

Paradigmatic Consideration

A paradigm as Willis (2007) says is a comprehensive belief system, world view or frame work that guides research and practice in a field. It acts as a guide of any research because it talks about the existence of knowledge, nature of knowledge and how we can get that knowledge. Guba and Lincoln (as cited in Richards, 2003)

say that a paradigm may be viewed as a set of basic beliefs. Furthermore, they say that researchers must be very much clear about their base on which they can start their thinking. It represents a worldview that defines for its holder, the nature of the “world”, the individual’s place in it and the range of possible relationships to that world and its part. In this regard, Richards (2003) says, “Research paradigm tells a researcher about his\her research position and what the implication of such stand might be” (p. 33). Consequently I was clear about my paradigmatic position that is interpretive paradigm. The following section discusses more about it.

Interpretivism

Interpretivism, in general refers to approaches emphasizing the meaningful nature of people's participation in social and cultural life. The methods of natural science are seen as inappropriate for such investigation. Researchers working within this tradition analyze the meanings people confer upon their own and others' actions. Denzin and Lincoln (1994) say that the constructivist or interpretivist believes that to understand the world of musing one must interpret it. The inquirer must elucidate the process, meaning construction and clarify what and how meanings are embodied in the language and actions of social actors. They further spell out that all interpretive inquirers listen, ask, record and examine. How those activities might best be defined and employed depends on the inquirer’s purpose for doing the inquiry. Purpose, in turn, is shaped by epistemological and methodological commitments.

The underlying assumption of interpretivism is that the whole needs to be examined in order to understand phenomena. As my research proposed to reflect the perceptions and practices of EFL teachers for teaching of reading strategies to developing learners’ reading skills, I would not be able to make justice and get

satisfaction myself in the absence of interpretive paradigm in my research so as to understand their subjective world of experiences as Cohen et.al (2007) states that interpretive paradigm is to understand the subjective world of human experience. The purpose of the study was to understand teachers' perceptions and their classroom practices from within themselves to retain the integrity of the phenomena being investigated. I began my research with individuals and set out to understand participants' interpretations of their perceptions around them.

In my research, the collected data were interpreted with an adequate perception of the reality of teaching of strategies in terms of the lived experiences of my participants. In other words, being an interpretive researcher, I was more concerned with generating context based understanding of my informants' thoughts, beliefs, and values about their perception and practice of teaching reading with the belief of van Manen (1990) that time and context free generalization is not always possible.

Although the participants did not express their perceptions of teaching of reading strategies to the learners' reading skill development taking a standpoint of a particular theory, their practices upon particular context were enough to generate the knowledge and theory. Glaser & Strauss (1967) as cited in (Cohen et al 2007) say that theory should not precede research but follow it. Furthermore he adds that theory is emergent and must arise from particular situations; it should be grounded in data generated by the research act. Therefore, I had multiple realities, not single realities of phenomena, and that these realities were different in terms of the situations in the study based on the experience of my informants.

Methodological Consideration

Methodology refers to the theory of getting knowledge to the considerations of the best ways, methods or procedures which provide the evident basis for the construction of knowledge about whatever research it is being obtained. In fact, methodology and procedure determine the nature of the findings of the research. So, the aim of methodology as Cohen et al (2000) is to help a researcher to understand the broadest possible terms, not the products of scientific inquiry but the process itself. According to them, methodology refers to a range of approaches used in educational research to gather data which are to be used as a basis for inference, interpretation and prediction. The following section discusses the methodological considerations adopted in this research:

Interpretive Inquiry

As much as my study was concerned, the subjective data was gathered through interpretive inquiry in attempt to exploring lived experiences of the research participants on the basis of their background, context and beliefs. Therefore, my study began with classroom observation to observe naturally occurring practices as much as possible. Methods like in -depth interview and classroom observations were the main tools to explore the experiences of my research participants. These methods were appropriate for studying the ways in which the research participants in this study perceived reading and practised teaching it. Meanwhile, extensive notes were taken.

Patton (1990) says that subjective data imply opinion rather than fact, intuition rather than logic, impression rather than confirmation. In this sense, basically, I was interested in understanding the meaning my informants constructed that was, how they would make sense of their world and the experiences they had in the world. My attempt was to explore the meaning by interpreting the understandings, values,

experiences, opinions and behaviors of my informants. In order to find out what a particular phenomenon means to people it is necessary to ask them and to observe what they do. Furthermore, it is equally important to interpret their words and practices in the light of literature and established theory. That is why; interpretive inquiry was necessary to explore the perceptions and practices of English teachers of teaching of reading strategies to learners' reading skill development.

In my study, the experiences of English teachers for teaching of reading strategies to the learners' reading skill development were revealed on the basis of their shared pattern of beliefs or feelings. I focused on the descriptions of experience as it actually appeared in my informants' consciousness because I was not to test hypothesis but to get individuals to reflect thoughtfully about what they would see, feel and believe regarding the overall concept of reading strategies, teaching of reading strategies to develop the reading skill in the learners and how they bring their perceptions into the actual classroom practices.

The inquiry helped me to understand more about the teachers' experience of teaching of reading strategies which offered potentially interesting way forward because I am a teacher investigating my own field, and as teachers, we inevitably bring with us all sort of assumptions and presuppositions that need to be understood to make the meaning out of this.

Research Design

In a qualitative approach, the research design is viewed as an interactive process that is heavily based on primary data. It is an integrated approach that guides in planning, implementing and controlling the study. Ragin (1994) (as cited in Flick, 2006) defines research design as a plan for collecting and analyzing evidence that will make it possible for the investigator to answer whatever questions he or she has

posed. The following section discusses different aspects of the study from the research process prior to collecting, sampling and analyzing data.

Participants and Research Site for Data Collection

This research was carried out among the six teachers in Kathmandu. All the participants were selected from private schools who have been teaching English language in the secondary levels for long years. The informants were selected on the basis of purposive sampling including their experiences in regards to teaching reading. Although English teachers are supposed to look after all the four skills of language while teaching in schools, willingness of teachers were taken into account for sharing the information to the researcher.

I chose this area because I found this area well suited for the specific needs of my research to explore the teachers' perceptions and practices of teaching of reading strategies to developing learners' reading skills. There was convenient experience of visiting the research sites in this area as I reside in the same area that helped me to add more comfort, patience and ease to be mingled with the participants and to discuss on the research matters.

In this location, it was convenient for me to visit all the research participants so that relevant data could be gathered more effectively. If it is to look at the words of Marshal and Rossman (as cited in Maxwell, 1996) they say that it is better to choose that place where anyone can enter easily or it should be the place where it is possible for any to enter. Although I could find some research works close to my topic carried out in Bhaktapur and Lalitpur districts of the valley but research works related to my topic are yet to find, carried out in Kathmandu district. Hence, I believe this research work would add a great contribution to the field of ELT to have a wider

understanding of the actual practice of teaching reading in general and teaching of reading strategies in particular, in this area.

In the course of school teachers selection as participants, senior language teachers teaching in secondary level, possessing adequate experience of teaching English were given top priority. It was assumed that the participants had better idea and concrete perceptions about overall concept of teaching reading, reading strategies and reading skill on the basis of their long teaching experiences in the schools. In addition, the basis for the selection was professional relationship between I and the research participants, their acceptance, experience, interest, and location of the school they teach. It is great to mention that permission of the selected number fell on me to generate sufficient variety and depth of data in spite of the entire sample size was relatively small

Data Collection Approaches

There are various approaches to gather the data that vary from one method on another. The approaches like in-depth interviews and observations were used to carry out the whole research. The following sections discuss each approach.

In-Depth Interview

The interview is probably the most widely employed method in qualitative research. Of course, as I perceived, interpretive inquiry usually involves a substantial amount of interviewing and this factor undoubtedly contributes to the widespread use of the interview by qualitative researchers. However, it is the flexibility of the interview that makes it so attractive. Interviewing, the transcription of interviews, and the analysis of transcripts are all very time-consuming, but they can be more readily accommodated into researchers' personal lives.

Cohen et al. (2007) define in-depth interview as "...a two- person conversation initiated by the interviewer for the specific purposes of obtaining research relevant information as content specified by research objectives of systematic description, prediction or explanation" (p. 351). Burges (1984) views it as a conversation with a purpose and Kvale (as cited in Richards, 2003) calls it professional conversation. In depth interview was the main tool of data collection in this study. Marshal and Rossman (2006) also support this idea and further clarify that verbal reports provided by informants allow access to unlimited amounts of information and knowledge characterized by a depth only possible through one-to-one conversation. Patton (1990) also finds this beneficial as the major advantage of using interview as a data collection tool is its strength to find out things from people that we cannot directly observe, such as feelings, thoughts and intention. My aim was to find out how my informants perceived the overall concept of reading strategies and teaching of reading strategies to developing learners' reading skill. So, I believed that it was an appropriate method to enrich the data for research.

Scholars have identified different forms of interview like structured interview, semi-structured and unstructured types, I used a standardized format; though some emergent questions were also generated and asked, which were of more flexible type and allowed for a depth of feeling to be ascertained by probing and eliciting insightful responses.

Before moving on to the interview in the field, questions were written in advance exactly as they were to be asked during the interview. Each question was checked to ensure that it was likely to explore the respondent s' perception of my research interest. As Patton said that standardized interview must establish a fixed sequence of questions because of their structured format. The questions were piloted

as suggested by my tutor and were further modified to enhance their effectiveness in generating meaningful data. Thus, there was flexibility of having provision for negotiation, discussion and expansion of the interviewee's responses. Necessary modifications and additions to the questions were made as the interview was in progress. Each interview was audio taped and transcribed for subsequent analysis.

Regarding the interview schedule, it was divided into two sections. The first section consisted of a series of questions focusing on the research questions with emergent questions as well before classroom observation. The second section comprised stimulated recall questions that were related to participants' feeling about their task performance after class observation. It was to discuss the contradictions, if any, what they said and what they did. It was more of an informal type, simply listening to what my respondents were saying and sometimes asking them to explain how they would feel about the situation they were describing as suggested by Richards (2003). To record the data with care, I used an audio recording device and a notebook with the knowledge and permission of the respondents. However, particular consideration was given to confidentiality, ethics and rights of the interviewees.

Observation

I used class observation as a tool of data collection as a systematic research technique directed by a specific purpose. It was carefully focused and thoroughly recorded as Best & Kahn (1993) stress it and it was based particularly on the interview responses to find out what the teachers perceived, had the knowledge on the subject and how they would implement in their real class. In fact, my observation was an unstructured type with basic sets of taking notes in the situation, expanding notes to record issues, ideas and difficulties aroused during the observation for generating

new idea and developing tentative running record of ongoing analysis and interpretation.

During observations, I remained as an observer and did not take part in any classroom activity. At first, the presence of the observer made the atmosphere in the reading classes unnatural but slowly and gradually the classes started becoming familiar with it. Consequently, I found the atmosphere more natural during each observation. Field notes on the teacher's actual classroom practices regarding the research interest were taken. Talking about the recording of data, I used a class observation sheet to collect data from the observation but I could not decide and write things under the right headings in the observation form while the observation was going on. Thus, instead of writing in the observation form directly, I developed a running note and I recorded each and every step taken by the teacher. After each observation, I shared the observation notes and interpretations with the participants to check if my interpretations about the classroom activities were accurate.

Data Sources

As mentioned above, primarily, I collected the data through in-depth interviews' scripts, classroom observation sheet and running notes and tape scripts of the observations. In fact, the participants' perceptions of the overall concept of reading strategies and teaching of reading strategies to the development of learners' reading skill were explored through interview questions directly related to my research questions. Their expressions to each of my questions based on their lived experiences collected in the form of interview scripts gave me rich information regarding the topic.

Likewise, classroom observation report in the form of observation sheet and running note helped me verify their knowledge and explore what actually went on in

the class. This also gave me a lot of data based on their lived experience which was not told in the interview. Thus, interview and observation were my primary data collection tools whereas the internet, published books, ELT journals, presentation papers, seminar and workshop papers, lecture notes, dissertations and articles were the other sources of my data.

Data Collection and Analysis Process

Data can be collected through various ways, using various approaches in a convenient way in qualitative research. Following sections discuss the way data were collected and analyzed.

Data Collection Process

The data collection process began by establishing the data collection tools. As the purpose of the research for collecting data, description of the lived experiences was to be gathered under investigation. Longing to the data gathering procedure, I employed two sources to generate the description of lived experiences: my personal reflection on the experience and the research participants of the study who shared the experiences in response to the interview questions and implementation of such perceptions in the actual classroom practices.

The principal methods for generating data for this study were, however, in-depth interviews and observation. Two interview sessions; pre-observation interview and post –observation interview were conducted to obtain genuine information more effectively. Similarly, three lessons on teaching reading were observed; one before the interview; one after the first interview and the next after post observation interview. Primarily, the teachers' perceptions of reading strategies to developing reading skill and their actual classroom practices; to what extent their classroom practices corresponded their perceptions were given priority.

So as to gather the rich and detailed data, I firstly developed guiding questions needed for the research interviews which included interview questions mainly focusing on the research questions and the purpose of the study. Before going to the research participants, I piloted the questions to improve the quality and achieve the goal of the study before its actual implementation in the field. I selected two English teachers for piloting the questions. I checked the piloted questions and modified to make the study more reliable and valid. Then I visited the language teachers seeking their permission to be my research participants and established good rapport with the informants. In this phase research participants were requested for their consent, the purpose of the study was given, procedure of interview and observation was introduced and finally ethical values were clearly mentioned. The background information about my research was also given and they were requested for their full support.

Secondly, I managed time for the interview sessions individually. In this phase, the effort was made to reveal the lived experiences of research participants as far as possible spending enough time with each individual. Warm-up questions were asked before each interview to ensure that interviewees felt comfortable and willing to share their views and experiences. Each interview took between forty minutes to one hour. However, post observation interviews were comparatively shorter than the pre-observation interviews. Each interview was tape-recorded and later transcribed and analyzed thematically to ensure the accuracy of data collection. The use of the tape recorder also permitted me to be more attentive to interviewees. Thirdly, informal conversations and regular contact were made with research participants to uncover their feeling and to make confirmation of their data. Besides this, effort was

made to find out the realities which they had experienced in their life and their impact on professional life informally.

Data Analysis Process

After collection of the data from the field, process of the analyzing the data took place. Regarding data analysis, Richards (2003) states that analysis is neither a distinct stage nor a discrete process; it is something that is happening, in one form or another, throughout the whole research process. Similarly, Creswell (2003) clarifies that the process of data analysis as making sense out of text and image data which involves preparing the data for analysis, conducting different analysis, moving deeper and deeper into understanding the data, representing the data and making an interpretation of the larger meaning of the data. Likewise, Richards (2003) states, “Data analysis addresses the identification of essential features and the systematic descriptions of interrelationship among them” (p. 270). In this study, as mentioned above, the collected information through in-depth interviews’ scripts and classroom observations were looked into critically and kept under different themes and analyzed, discussed and interpreted. The collected data was interpreted in terms of similarities and differences within the total sample on the basis of established theories.

While preparing to analyze the data, as the first step, the audio tape recordings of interviews were transcribed verbatim. Then, the data were tabulated to the respective categories on the basis of key focusing questions and coding was made both in terms of themes and informants. This implies to the central analysis as defined by Patton (1990) that involves identifying, coding and categorizing the primary pattern of data and interpretation.

While analyzing, due attention was given to what informants said in varied situations as situation plays a vital role in giving meaning to their voices. Then, the data was studied and analyzed thematically on the ground of transcribed interview and description of the observation report and interpreted accordingly linking them based on the theories mentioned in the literature review.

Quality Standards

For interpretive research paradigm, usually smaller and non-random instruments are utilized to maintain the quality in it. First, the research should be trustworthy. It is the corresponding term used in qualitative research as a measure of a quality of research. The data and data analysis are believable and trustworthy to the extent. Similarly, researchers should go into the deep immersion to capture the gist and real image of participants. In relation to my research, the following strategies were employed in order to ensure the quality standards

Credibility plays a vital role in the qualitative research. Patton (1990) stated that credibility depends less on sample size than on the richness of the information that is gathered on the analytical abilities of the research. Thus, I closely observed the different stages of the research method within information collection, analysis and interpretation. The informants were given their earlier interview transcripts which enhanced the comprehensive meeting with the research respondents in the field and increased credibility. As Creswell (2003) stated real life is composed of different perspectives that do not always coalesce, discussing contrary information adds to the credibility of an account for a reader.

Likewise, I made attempts to present and analyze my data through reasonable and convincing statements with the justification of philosophical ground as well as the specific world views with sufficient literature review as Lincoln & Guba, (1989)

focus it because the credibility depends on the power of its presentation with richness of description and interpretation which convinces the reader that its findings are accurate which Creswell (2003) and Richards (2003) do agree.

Besides these, I used the process of prolonged engagement (Lincoln & Guba, 1989; Richards, 2003; Cohen et al, 2005) to establish credibility. I continued meeting and asking my participants to make sure what they said until I was sure that no more relevant information was there to be gathered as suggested by as the idea of Best and Kahn (1993). Moreover, the data obtained from interviews and the data gathered from class observation were cross checked to establish trustworthiness in which Denzin & Lincoln (2005) also stress for the trustworthiness of the study. My interpretation came after following the detailed process of transcription, coding, categorizing and developing themes all of which increased trustworthiness of the study.

Confirmability refers to the degree to which the results could be confirmed by others. I addressed the criteria of confirmability by visiting the real world contexts of my respondents. Guba and Lincoln (1989) stated that the criteria of confirmability are concerned with assuring that data interpretations and outcomes of inquires are rooted in contexts and persons apart from the evaluator and are not simply figments of the evaluators imagination. With reference to this, I presented my research findings and conclusions on the basis of the data collected from the research field.

Ethical Considerations

Ethical issues are present in any kind of research. The research process creates tension between the aims of research to make generalizations for the good of others, and the rights of participants to maintain privacy. Ethics pertains to doing well and avoiding harm. Harm can be prevented or reduced through the application of appropriate ethical principles. Cohen et al (2002) say, "Ethical issues may stem from

the kinds of problems investigated by social scientist and the methods, they use to obtain valid and reliable data” (p.49). Ethical issues in educational research, according to Richards (2003) may come from various sources. They can be from the nature of the study itself, the procedures to be adopted and the methods that will be used to collect the data, the type of data to be collected and what is done with the data and how these data will be presented. Researchers should also be aware that each stage of the research may be a potential source of ethical problems as Cohen et al (2000) states. Therefore, in this research, I was aware of the ethical responsibilities.

Being a qualitative researcher, to ensure my respondents’ rights, I made it clear that my research was only an academic piece and it was not for any other purpose. The purposes and nature of my research were clearly and honestly explained to my informants and requested for the consent beforehand; they were clearly told that they had the rights to withdraw at any time without giving me any reason. Also, I informed them about data collection tools and activities as suggested by Creswell (2003). Then, requests were made for them to participate in interview and classroom observation and the school administration was also informed and permission was taken. Requests for interviews and observation to be audio-taped were also made at this point.

Moreover, my participants were fully assured that no harm and no hurt in any way would come to them due to their participation in this research. All participants were assigned a code name like P1, P2...up to P6 to ensure their identities remained confidential. They were assured that no identifying information would be included in the study. Furthermore, all participants were also assured that the information they provided would be used to fulfill the objectives of research only. During the entire research, I also took under consideration their sensitivity in regards

to age, ethnicity, gender, culture, religion, language and, socio-economic status. Bell (1999) as cited in (Cohen et al. 2008) says that access and acceptance is to gain permission early with fully informed consent gained and indicating to participants the possible benefits of the research. I was conscious and respectful regarding my respondents' privacy in terms of whether to be or not to be part of my research; to answer or not answer my questions; to be interviewed or not interviewed. I also made sincere efforts to honestly interpret and report my findings. Meanwhile, I was very respectful to dignity, privacy and interest of my respondents.

Chapter Summary

This chapter began with the discussion on my philosophical stand point and assumptions on which I stood and saw the world of knowledge, reality and value on my topic. And, this chapter also outlined the research design and described the research procedures used in detail. Moreover, the chapter focused on multiple methods of data collection like in -depth interview and observation to explore the experiences of my research participants because these methods were appropriate for studying the ways in which the research participants in this study expressed perceptions on the research topic. This chapter also stated the data collection and analysis procedures. Besides this, the chapter highlighted the ethical considerations for my proposed study.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

The following chapter includes an extensive analysis of the research data obtained from interviews and classroom observations during the research period. The research questions raised in chapter I are addressed in this section with a view to responding them in the words of research data. Moreover, the data gathered from interviews and classroom observations of my participants coded as p1, p2...p6 have been examined thematically in the light of interpretative paradigm and the established theory discussed in chapter II. The themes developed on the basis of collected data are directly related to the research topic.

Research Participants

This study was carried out among six English teachers of secondary level of Kathmandu district. All of them were research participants in my study. Their names have been coded as P1, P2....P6. I collected information from my participants through interviews and classroom observations. Their brief profiles are presented as below.

Participant 1 is a male English teacher. He started his teaching career at school itself in 2007. He started his teaching career beginning with primary English teacher. He has completed M.A. in English and currently doing one year B.Ed. in English. In his view, doing B.Ed. is more important for teaching profession. He teaches plus two and B.A. students in different colleges. He has varieties of experiences regarding teaching reading for different levels of students.

Participant 2 is a male English teacher for secondary level. He has been in the field of teaching English for the last five years. He has completed his M.Ed. in regards to academic recognition. He started his career in the school in primary level. In Kathmandu, he has taught four different private schools. Apart from the academic qualification, he has been attending training programs, seminars and symposiums regarding English language teaching. He has a number of different experiences regarding language teaching in different schools. In relation to teaching reading, he thinks reading is the most important skill of language teaching that needs to be much focused unlike other skills.

Participant 3 is a male English teacher. He has been teaching English in Kathmandu for more than five years. He started his teaching career after he completed his B.A. in English, as a lower secondary English teacher. He says based on his performances, the management of the school has promoted him to the Head of English Department. Regarding his academic qualification, he has completed M.A. in English and has recently joined MPhil studies in Educational Leadership. He has diverse experiences of teaching English language. Regarding teaching reading, he says that it is interesting to teach but challenging.

Participant 4 is a male English teacher. He has been teaching English for last 7 years. He has M.A. in English. Besides teaching English for secondary level students, he teaches English for plus two level students too. He has gathered varied experiences regarding teaching English. Apart from these, he has attended numerous trainings for English language teaching. He says he enjoys teaching literature rather than language. Regarding teaching reading, he says he has tough experiences with middle school students.

Participant 5 is a male English teacher for secondary level. He has been teaching English in private schools for last 8 years. He has done M. Ed. in English. Recently, he plans to do M.A. too. He is also a part time language teacher in an English language teaching institution. Teaching school students and language learners are different in many aspects in his experience. He wants to be a professor in the future. He has attended trainings and workshops regarding English language teaching. Teaching reading is interesting part of language in his view.

Participant 6 is a male teacher. He has been teaching English for six years. He has M.A. in English and currently doing one year B.Ed. in English. He started his teaching career as a primary level English teacher in a private school. Besides his teaching experiences, he has attended a few workshops regarding English language teaching. In relation to teaching reading, he always thinks of new strategies to make the students clear about the text as he says.

Analysis and Interpretation

As I set the research questions to collect the reading strategies followed by the secondary level English teachers, I needed to look at their perceptions and classroom practices for it. As per the research process, I interviewed six English language teachers teaching at secondary level followed by classroom observations. I recorded their interviews on a tape recorder and the audio tape recordings of interviews were transcribed verbatim. The transcription from the interviews led me to see each of my participants' perception towards the topic. Different stages of interviews including in-depth interview brought a clear and original portrayal on the topic. Their verbal expressions were present as perceptions towards the topic; however, I also needed to see their perceptions expressed during the interviews, in the classroom practices.

Thus, I had their classroom observations that helped me find similarities between the information collected from interviews and the information collected from classroom observation. The information collected from their interviews was further examined while observing their lessons. Then, I established the contradictions produced by these data collection tools through post-observation interviews. After that, I reduced and tabulated the data under the respective categories on the basis of key focusing questions. Finally, for the discussion and interpretation, I thematized the data which was directly related to the purpose of the study.

Theme: 1 Perception of Teaching Reading in Secondary Level

When I asked my participants to share their views on teaching reading on the basis of their teaching experiences, I could see different views of the participants on the matter. Since all the participants were quite experienced teachers in secondary level, their common focus could be seen on teaching skills of reading. If I summed up their different views, the common sentence would be drawn like this: Teaching reading is a part of teaching language where teachers' focus goes on teaching reading skills to the students. Among my six informants, two of them (P1 and P5) perceived teaching reading as an effort to make their students comprehend the text that they read. Responding to my question P5 said,

If you ask me, teaching reading is a part of teaching skills of reading by which students will be able to read and understand the texts where teachers focus on developing reading skills in the students.

Likewise, P1 also expressed similar kind of views. For both of them, teaching reading is developing skill of reading in students so that they can have easy time to comprehend the text. In this regard, two other informants (P2 and P6) also had similar kind of ideas as their opinion was on teaching techniques of reading

before moving to any other stages of teaching reading. According to P6, teaching reading skill is to help the learners build competence in particularly techniques that also includes graphic symbols. Urquhart and Weir (1998) also have a close view to this as they define that reading as the process of receiving and interpreting information encoded in language via the medium of print.

Similar was the case with P4 whose opinion was also not so different from the rest of the informants. He also viewed teaching reading as helping students to master this skill and to enhance the level of comprehension. For P3 also, teaching reading means helping a learner to understand the text in their own way, not necessarily what we impose upon them. According to him, he simply helps learners to understand the meaning of a written text; it is to show the way to tackle the text to gain meaning from it.

While analyzing the responses of all of my informants, I came to know the common point which all of my informants agree upon. For them, teaching reading is to train the learners with required sub-skills or techniques they need to understand the complete message of a text which is similar to the idea of Nuttall (1996) that reading is understanding, interpreting or making sense of a given text.

In this way, in the course of defining teaching of reading, all of my informants directly or indirectly highlighted the term 'skill' though they used several terms like teaching reading is to teach skills required to read and understand the text (P1, P3 and P4), teaching of the ways we tackle the texts (P2), teaching the required techniques (P5) and teaching of ideas to construct meaning (P6). This focus on 'skill development' is also seen in Nuttall's description. Regarding this, she says,

The purpose of teaching reading is to enable students to enjoy reading in the foreign language and to read without help of authentic texts at appropriate speed, silently and with adequate understanding (p. 31).

The common view from the participants' sharing is teaching reading is to enable students to reading English texts by teaching them techniques and strengthening their reading skills. In a way, they have a good perception on teaching reading.

Theme-2 Teaching Reading Approaches

Regarding the approaches of reading, my participants' views came differently. Initially, the views were different because they did not know a few technical terms used in education like approach but when I specified the terms in very simple words, the views were close to each other on reading approaches. P1 expressed his view as if he was well aware of reading approaches according to the level of students, and background of the students. The similar views P3 had he said,

I feel to teach differently when I teach in lower classes because I think to make them understand a reading text, I have to teach them from word level upwards but when I teach higher classes I don't read the text aloud, do not go for each sentence explanation but simply tell them a brief summary or sometimes only theme depending upon the nature of text. If the text is included complex sentences then again I have to go for sentences analyses too. So it depends upon the nature of text and level of the students.

Likewise, the following was the view of P1,

When I teach reading texts especially my focus goes on vocabulary teaching because my ideas say that unless teachers teach the vocabularies to the learners in a careful way, students may go for literal translation of

vocabularies and try to interpret the text in similar ways so teaching vocabulary is a first thing that I do and I let the students interpret the texts in their ways and later on I give the short interpretation of the text.

The two similar views given by two different informants show that focuses have been on tracing the main message of the text, no matter, if the learners do not understand some words, sentences or phrases, is top-down approach and dealing with the lower level like understanding the meaning of each and every word, sentence in string, then making meaning of the text refers to the bottom-up process. I found their views valid while comparing to the established theory as in these models. Nunan (1991) argues that in bottom-up approach reading is viewed as the process of meaning interpretation in which the language is translated from one form of symbolic representation to another. Both Nuttall (1996) and Harmer (2007) agree upon a common point that in bottom-up processing, the reader focuses on such things as individual words, phrases or cohesive devices and achieves understanding by stringing these detailed elements together to build up a whole. In this regard, Debat (2006) in her paper also writes: "...in bottom –up processing, information is received and processed beginning with the smallest sound units, and then proceeding to letter blends, words, phrases, and sentences" (p. 31).

Going to the top-down approach of reading, Nunan (1996) says that top-down reading was seen as the process in which readers move from the top, the higher level of mental stages down to the text itself. Harmer (2007) says that in top-down approach, the reader is helped to get a general view of the reading passage, in some way, absorbing the overall picture. Similarly, Nuttall (1996) gives a clear image of the top-down approach comparing it to an eagle's eye view of the

landscape from a great height since the eagle can see a wide area spread out below and understands the nature of the whole land

In relation to the approaches of teaching reading, P2 put his ideas a bit differently. He said he understood reading approach as reading aloud and reading between the lines. This view implies that he had no idea about the names of approaches but his idea somehow had a relation to the approaches to teaching reading because reading for general idea is near to the top-down processing where as reading for the specific information needs basic and lower level processing to get the information. His classroom observation also justified his understanding as he was found dealing the text from top-down approach first and then bottom-up approach.

Similarly while responding to my question, P5 and P6 easily admitted that they didn't have any idea of these approaches. While observing their lesson, I found them dealing with bottom-up approach as both of them were focusing on words, phrases and sentences then to the whole text to make the meaning of it

In this way, the data from the interviews and classroom observation showed that two of my informants (P3 and P1) had good perception of approaches and they used them depending on the types and purpose of reading and level of the learners. Similarly, the different ideas of P5 and P6 and their classroom practices of bottom-up approach show that though they were not aware of technical term like approach their practices were close to traditional approach that is what bottom-up approach considered. However, their sharing based on the teaching experiences were good as they came to know that the technical terms and names of the models which are also norms of transformative research.

Theme –3 Teachers’ Perceptions of Reading Strategies to Developing Learners’ Reading Skill

In general, most of the teachers were aware of the reading strategies, their contents and importance. When I asked my informants to share their teaching experiences on reading strategy two participants (P1 & P3) shared their ideas as reading strategy is the techniques that a learner uses when s/he is reading the text. In the words of P1,

While reading the text, the learners or readers try to make sense of the text that they read by using different processes or techniques. They do it because reading entire text without understanding anything is worthless and it happens if they don’t do it

P3 also had the similar views as he said reading strategy is what readers use to understand thoroughly what they are reading. These views come closer to Brantmeier (2002) as he defined that reading strategies as —the comprehension processes that readers use in order to make sense of what they read. Likewise, P2 said that reading strategy is the techniques used by readers to read the text effectively. Here, P2’s focus is on reading effectively. So reading strategy is applied for effective reading otherwise it is worthless and senseless like the views of P1 and P3. P6 expressed a bit longer view about it. He said,

As far as I know it is just an essential skill (as the skills for guessing words, getting main ideas) that readers use to enhance their own reading (fast reading, reading in a limited time) to achieve desired goals or objectives. And sometimes readers’ processes for reading like skimming and scanning.

His view on the topic showed that he was quite aware of reading strategy and his view is also close to Barnett(1988) as he opines that reading comprehension

process may involve skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, following references and separating main ideas from supporting ones

P4 and P5 easily admitted that they were not quite sure about the concept of reading strategy however their opinions were quite close to the concept. When I heard their rambled views I could easily come to the point that their central meaning of a whole long explanation about reading strategy was readers' own ideas of understanding the text.

Coming to the topic on developing reading strategies, interviews to the participants in many phases showed that few of the participants were well aware of developing reading strategies. They could express their views in confident ways. Out of six participants, three participants (P1, P3 & P4) emphasized the importance of reading strategies to developing reading skill, in reading lessons. Whenever there is a reading lesson, there are so many factors to play the role for comprehending it successfully or not. Pointing out few factors P3 said,

Normally, reading is a difficult skill which could only be improved after a long time. Background knowledge, vocabulary and grammar competence could be important factors to have an adequate understanding but without reading strategies, students could hardly complete the reading tasks in a limited time.

His focus was on reading strategies to be had with students to complete the reading tasks. For the purpose, moreover, he said that reading strategy to students can be done in the classroom setting in the different stages of reading tasks. The description indicates that he gives a bit of information to lead the students to the text.

What is more important for him is setting a challenge, giving them the reason for reading through different tasks that make them motivated and interested in reading. Ur (1996) also argues that tasks make the activities more interesting since the readers have a purpose in reading. Nuttall (1996) has also emphasized providing a reason \setting a purpose for reading. According to her, in real life, we read for a purpose that influences the way we read, otherwise there arises the issue: Why should the students want to read this? She suggests giving the purpose so that they judge what to skim over and what to attend to in detail.

Obviously as he said background knowledge, vocabulary and grammar competence are the major factors to understand the text; however, without reading strategies it is hardly to complete the reading tasks. Coming to the view of P4, he believes that reading strategies to the students help them not only understand the meaning of a text but also complete reading exercises easily. His strategy to present them reading strategy says that a teacher should set a reading task in such a way that facilitates them to understand the meaning of a text, develop as students' strategy and complete the task. In an attempt to clarify his statement he said,

Generally I divide the lesson in three stages of teaching as it is famously known: Pre-reading activities, while reading activities and post reading activities. In the first stage, I give them background information of a reading lesson and guess the meaning or guess what the text talks about, on the basis of their pre-knowledge. In the second stage, I make my students read the text silently. Students are supposed to read and understand the text on their own. My role is just to mobilize myself in the class. I should see just they are reading properly or not. Even if they ask me questions in this stage, I don't feel pleased to deal instantly. And in the final stage, I ask them subjective type

of question on the basis of the text. Reading comprehension tasks given in the book are dealt with the students when they are in while reading stage. If necessary I guide them for it.

From this account it shows that his teaching reading activity is quite systematic but I wondered how the students develop them as a strategy of reading and asked him the same as a question. His response showed that if a teacher practises something regularly in the classroom throughout the year, students will take it as a strategy. For example, he said,

If a teacher always starts a new reading lesson with background information, proceeds with dealing vocabulary, reading silent and completing reading tasks and ends with subjective questions, the students will also seek for the background information, vocabulary dealing and reading silent for when they go for reading a new lesson for understanding it.

To teach good reading strategies to the students, teachers also should have adequate ideas on reading strategies and they should follow it as a teaching practice in the classroom was his additional view to clarify his ideas. The above description shows that P3 and P4 were well aware of teaching stages and developing them as reading strategies of the students by classroom teaching practice while dealing with reading texts and reading comprehension tasks.

Likewise, P1 also expressed a long and descriptive explanation but was close to P3 and P4's views. In his view, teaching a reading lesson is a way to present a lesson so as to make the students comprehend the text in purposeful meaning. Beside this, there are some effective strategies which make readers grab the meaning of intended piece of reading text within whole reading text that help students complete

reading tasks and understanding the text in a gradual process. Seeming to have depth knowledge about reading strategies he said,

Sometimes, thanks to having effective reading strategies, some students could finish the reading tasks in a limit period of time without having understood some irrelevant distracters

His expression shows that reading a text with an effective strategy leads the students to get the intended piece of information in the text. Students should not bother with irrelevant distracters in the text. They should go on reading until they finish the reading text. In the meantime, he pinpoints the value of skimming and scanning; though he did not know the terms. He said that sometimes a reader should have a technique to run through the text to the gist of it. Grellet(1981) defines skimming as close as the words of P1 for which he says that skimming is a technique of reading quickly running one's eyes over a text to get the gist of it. In response to my question how he develops this strategy to the students, he said that he presents a number of styles like reading titles and subtitles, reading first two sentences and last two sentences of each paragraph, reading the statement quoted in the story.

However, he said that it depends on the nature of reading text. Nuttall (1996) and Urquhart and Weir (1998) suggest some common activities to develop this skill like identifying the source, reading titles and subtitles, reading the abstract, introductory and/or concluding paragraphs carefully, reading the first and last sentence of each paragraph, identifying discourse markers, noting key content words, identifying markers of importance, skipping clusters of details and glancing at any non-verbal information. According to them skimming should get adequate space in a reading class. However, it may not be possible to include this sub-skill in each and every class; it can also be practiced alternatively.

Furthermore, he said that sometimes students can get intended information without understanding the whole text. They can do it from first paragraph of the text without reading rest of others which he meant to say scanning but he did not know the word. Grellet (1981) says that scanning is a type of speed reading which is used when a reader wants to locate a particular piece of information without necessarily understanding the rest of the text of passage. In this way he points out the emphasis of reading strategy and teaching reading strategy in the classroom. By this, they all meant the necessity of developing reading strategies to students.

Analyzing the responses of P5 & p6, their views were a bit different than of others. They focused on students' lack of confidence in comprehending the text. To quote P5 here,

Students take reading a text in English language as a difficult job. They try to get the translation of entire difficult words into Nepali language before they go on reading. Even if they do not do so, they go through the dictionary for each difficult vocabulary of the text. When they do so, they get frustrated in the halfway of the text and they stop reading. However when they read a Nepali reading text, they do not bother about difficult words and do not go for dictionary; rather they carry on reading until they complete it. So if you ask me, teachers should teach them a strategy to guess the meaning and do not bother about any strange distracters.

His above view indicates that he is aware of reading strategies for the students and he has his own beliefs as per teaching a reading text and set them as students' reading strategy. Similarly as close to his view P6 also had the same kind of awareness in teaching reading. In his view, students seem to think reading means going word by word, stopping to look up every unknown vocabulary items until they

finish reading. So to overcome this, P6 believes that teachers should be aware of reading strategies which can be applied in the classroom and students can set them as their strategies.

P2 touched on the difficulties students have to face when they were not aware of reading strategies. He said,

Students are relying exclusively on their linguistic knowledge. It can be a bad habit and students would have many difficulties when they have a long text or a text with many different terminologies.

Thus, according to him, to help students overcome these kinds of challenges, it is important to help them build up their own reading strategies. Students should be taught the reading strategies so that they could apply different strategies for different reading texts for which teachers should practise the activities in such a way that is why students can develop their own reading strategies.

Analyzing all the participants' views, I can reach the common point that all six participants from secondary level teachers' perceptions on reading strategy and teaching of reading strategy were quite enough toward students' learning particularly by reading the text with appropriate strategies. The methods and techniques, as they spoke that they were practising in classroom teaching were worthy because they were close to set methods and widely used stages. They were not only expressing the benefits of being read with strategy but also expressed about the reality those students are stuck within a general perception that they go through random and unsystematic way of reading. From their expressions it can be said that on the one hand, students should know about reading strategies. On the other hand, the teachers believed that teachers' role in teaching of reading strategies is also very important. Moreover, teachers should take into account the necessary reading strategies to teach.

Therefore, students could develop a set of reading strategies and match appropriate strategies to each reading material

However, when discussing the methods of teaching reading often used in their classrooms, four participants said that they were paying attention to solving the learning tasks and how to get students to do the tasks well without teaching students how to deal with different texts. One of the participants said that he had been asking the students to do the tasks in while – reading stage and how to do the tasks fast to get the answer.

In short, all six participants in this study acknowledged the importance of reading strategies to students to enhance their reading skills. This is because if students were just reading every word from the reading text and doing all the tasks it seemed that they would not be able to improve their own reading.

Theme –4 Teachers’ Awareness of the Appropriate Reading Strategies to Developing Reading Skills

When I asked my participants to express their views on appropriate reading strategies for enhancing and supporting the development of students’ reading skills, all the participants expressed their views as if they were aware of them. Their awareness has been described here on the basis of learning strategies.

Metacognitive Awareness

While discussing the effective reading strategies that aimed to develop students’ reading proficiency, two participants in this study reported asking students to preview the headings, illustrations and the text before reading. The students, therefore, were prepared for the coming text. Then they asked students to skim the text; read the comprehension questions to know what to focus on before reading in details; scan for key words or skip inessential words. Out of two participants (P3

&P4), P3 said, 'Normally, I ask students to have a quick look at the title of the reading text or pictures (if any) to guess the content of the text.' Similarly on the other hand, another participant (P4) opined, 'They are told to read the comprehension questions before reading, underline key words before they read.' Now, to analyze these two teachers' views on appropriate strategies, these activities are much important to build up the reading skills in students. O'Malley and Chamot (1990) classified these activities as metacognitive strategies and they were named advanced organizers, directed attention and selective attention respectively.

The other three participants (P1, P2 &P5) also reported that they asked students to preview the text and brainstorm some words relating to the reading text. They believed that by doing so, they could elicit students' background knowledge about the text. These activities could be categorized as advanced organizers and functional planning as O'Malley and Chamot (1990) classified them under metacognitive strategies.

They expressed similar voice as P1 said, 'I often ask students to look at the headings or illustrations to guess what they are going to read, then I ask them to brainstorm the words that may happen in the text.' Likewise, P2 said, 'if you ask me, I generally ask the students to guess how the story begins and progresses by looking at headings.' Similarly, P5 spoke, 'what I do is I ask the students to look at the pictures in the text and come up with the possible words in the text.'

However, one participant (P6) said that he only focused on solving the reading tasks without employing any of the above strategies. He tried to direct students to the content of the reading text: new words and new structures and hardly taught students reading strategies though she still emphasized the importance of teaching reading strategies to the students. He mentioned some

difficulties when dealing reading strategies with his reading class.

Cognitive Awareness

When I threw a question at my participants targeting the response for cognitive strategy, all the six participants reported using the strategies such as elaboration, inferencing, translation and summarizing that O'Malley and Chamot (1990) classified as cognitive strategies. Firstly, I would like to quote the response of P4. Seemingly quite experienced in this particular matter, he said, 'I often elicit students' background knowledge of the reading text or ask students guess the content of new words by using related information.'

Likewise in the words of P1 and P2, students are asked to do the post - reading by translating the reading text, summarizing the text in oral or written form. By inferencing, some teachers implied that they expected students not just to understand the words but to be able to express the words in a different way. Similar to this view, P3 said, 'when I ask the students to explain the part of a reading text, they simply try to explain memorizing all the sentences from the text but I give more focus on building up their ability to express the words in a different way.' Furthermore, P4's ideas would be relating new information to old information.

Another strategy reported to be used in the post – reading was summarizing. It could be done in spoken or written form. Four participants shared the idea that it was very important for students to know how to synthesize new information gained through reading. Moreover, this strategy was perceived to be important in a sense that when students could summarize the content or main ideas of the text; they must have something in their mind. Therefore, they could remember key words or main ideas. Also, the teachers can develop or improve students' knowledge about the issues presented in the reading text.

Some teachers admitted that they used translation strategy as the way to get the full understanding from the students. P5 said, 'when I use translation strategy it is much easier to make my students clear on the particular text.' Unlike his idea, P6 used this at the beginning of the reading lesson due to the fact that this could cause the laziness from students when everything was clear to them. At that time, -guessing meaning of words or content would become meaningless in P5's view.

Social/Affective Awareness

Data from the interviews indicated that the six participants usually used pair work or group work in reading activities. According to the participants, some students may be shy to speak and afraid of making mistakes in front of the class so peer discussion, whole class, groups and pair discussion should be encouraged to minimize their anxiety. In the view of P5, generally in the classroom students are from various background and they feel shy to speak and hesitate to make mistakes in front of their friends and teacher. He believed that pair works, group works and class discussion help to break their hesitation to be opened up. Since there are a lot benefits from the strategy many teachers are not aware of it. However, P5 seemed to be aware of this and said, 'What is more, this strategy was thought to be effective since it creates opportunities for students to work together to solve a task or get feedback.'

Another social strategy was reported to be used by all six participants. That was 'Question for Clarification'. P3, P4 and P5 believed that students should be encouraged to ask teachers or their classmates for what they do not understand. Since three participants' sharing came closer to each other, P6 was also not the exception. As soon as I threw the question at him, he said 'Students always ask their partners to explain new words or new information and I encourage them to do that. They could have a chance to learn from their friends.'

Only two participants (P1 and P2) indicated the need of teaching self – talk to students to reduce anxiety, especially for low level students. Usually, participants reported letting students solve the learning tasks without paying attention to their mental problems.

I myself think that pair work and group work are good examples of social strategy since they encouraged the cooperation between students as active readers. For low level students, it is necessary to encourage them to make questions for the teachers and even their friends to get explanations or examples for what they have not understood. It is also important to teach students to use self – talk strategy. Low level students always felt lack of confidence to do the learning tasks and must depend much on the help from teachers or other advanced learners.

Theme –5 Teachers’ Actual Classroom Practices

Among two data collection tools, Interview and Classroom Observation, both of them were used in the participants unless responses could address the research questions fully.

This section addresses the research question—what are the teachers’ actual classroom practices towards teaching reading strategies? It was based on the data of classroom observations with six participants. Interpretations based on observations data are categorized under strategies.

According to O’Malley and Chamot (1990), metacognitive strategies can be divided into three stages: planning, monitoring and evaluation. Two teachers introduced metacognitive strategies with such activities as skimming, scanning, brainstorming and picture word association. This could be seen in class of P3 and P4 where most strategies were introduced.

As noted in the observation, metacognitive strategy was taught quite

frequently. All the six participants focused on advance organizers, directed attention and selective attention. In class of P5 and P6, directed attention strategy was used from five to ten minutes. These teachers asked students to ignore some irrelevant distracters in the reading texts as new words or structures to pay attention to the learning tasks. It was useful for students and they could move to the reading text without being upset by many new distracters.

This was also the trend with P3 and P4 who directed their focus on directed attention, functional planning and selective attention strategies. When being asked why they chose to do these strategies, participants explained they used these strategies to prepare students for the reading material. Advance organizers; for example, was thought to be effective for learners to get the main ideas before reading.

In the classes of P1 and P2, teachers taught students to read comprehension questions before reading and highlighted the key words in the questions. I observed that the students in these classes initially knew how to direct their attention to the reading tasks with the teacher's instructions.

Although in the interview, all six participants believed all metacognitive strategies are effective in helping students improve their reading skill; however, in their real classroom practices, only some strategies were taught. In post interviews, two teachers explained that they did not have time to teach these strategies. What they could do more was to help students remember the new information in the reading text. Other teachers said the reading tasks in the textbook are not varied. That is why they only teach some certain strategies but not all.

In fact, I observed that most participants used imagery strategy to teach reading. This strategy was seen in such activities as using pictures in the reading

texts or real objects to help students understand or remember new words or new information. The students seemed to be excited when their teachers used this strategy. However, teachers only asked students to carry out activities without explaining clearly to the students the purposes of doing these.

All six participants said that they liked to teach students how to elaborate, transfer or inference but only four participants used elaboration and transfer and only two teachers used inferencing strategy. To explain this, P1 and P2 said they also focused much on the content of the text and that their students lacked prior knowledge so they could not use strategies such as in elaboration, transfer or inferencing strategy.

Again, summarizing was liked by most participants but two participants did not teach students how to summarize. Students were only asked to understand the new words, structures and answer the reading comprehension questions.

Two participants used translation strategy for teaching some vocabularies and explaining few contexts from the story. However, these two participants showed their hesitation when dealing with this strategy. According to them, this strategy was done because they wanted their students to understand the text in full but they added that it could slow down students' reading speed and form bad habit of reading if they wanted to understand every word of the text.

It was very easy to realize that in six classes observed, there were four classes in which participants used the pair – work, group – work very often (P3, P4, P5, P6). However, in classes of participants 1 and 2, pair work and group work was rare. When asked, these two teachers explained that they wanted their students to speak out their answers in chorus (whole class) to get their attention to the lesson. Individual work was also emphasized and the result was checked with the whole

class.

One advantage of this method was students had to work by themselves actively to find the right answer for each task. However, it could be seen that when there was no cooperation between students, they could find it difficult to check their work or solve a problem beyond their ability. If they could work together, they could have opportunities to share information, pool information, check a learning task or get feedback from the partners. Pair – work and group – work are mainly students' interactions with one or several students. This is a common feature in classes of P3 and P4.

It could be seen in the interview that six participants liked to use the mixture of working between students: pair – work, group – work, whole – class work and individual work. As a complement to foreign language teaching material, this might contribute to the strengthening of the students' self-esteem once they got through the text and understood it. In two periods (80 minutes), students were asked to work with each other in different tasks and this brought about the flexibility in controlling of students' work.

It can be clearly said from the observations that, all six participants teach students question for clarification. It was a strategy to elicit explanations from teachers or other students to get the correct answer for the reading tasks. In the classes I observed, students always wanted to ask their teachers about new information (new words, new structures) and the teachers also encouraged students to ask questions so that students could understand the questions clearly. Self – talk was preferred by six participants although in the pre – interviews, only two participants said they used this strategy in their classrooms. In fact, all six participants taught students to use self – talk -as the method to reduce their inner

anxiety.

Theme-6 Discrepancies and Factors Affecting Teachers' Perceptions Underlying their Classroom Practices

This section discusses contradiction between teachers' perceptions and classroom practices and also responses of the participants why their perceptions did not fully correspond to their actual classroom practices. It is based on the data of classroom observations and post – interviews with all six participants.

On the basis of their perceptions traced by interviews, all the six participants believed in the importance of teaching these strategies in the reading lesson but only two of them applied most of the strategies mentioned and four of them used one or two strategies. Among these participants, three participants reacted that teaching these strategies took much time in a reading lesson.

As for metacognitive strategies, all six participants were aware of the necessity of teaching cognitive strategies to students but two teachers still did not apply these strategies. The preferable strategies in classes of these teachers were summary and translation. Four other teachers believed in using cognitive strategies as a good method to teach students reading skills. In this point, their perceptions about teaching reading strategies were consistent with what they did in their real classroom practices.

In the post-interview stage P3, P4 and P5 reported almost similar voices. According to these participants who taught students elaboration, transfer and summarizing, these strategies were essential for students because they could use their background knowledge to assist their reading comprehension or production. P1 and P2 were afraid that these strategies could not apply for their classes because their students lacked knowledge while participants 3,4, 5 and 6 said that

students should be encouraged to use their knowledge to understand the reading text and practice the skills of guessing meaning of words or getting the main ideas of the reading text.

Actually, in the classroom where teachers taught students how to elaborate (or transfer or summarize), it was found that students were more interested in the reading lesson because they could compare what they had known to what they were reading. Students became more active in class when they were asked to write fast about what they knew about the topic or guess the meaning of words. Sometimes, students' predictions were similar to what they were going to read.

According to the information from the classroom observation, all six participants liked to use question for clarification and self – talk and only four teachers used cooperation in their classroom. Comparing with what they believed they should do, it can be seen that although they thought it was a good idea for students to have opportunities to work with one another to solve the problems or to check their answers, in fact, only four participants did so. This was explained that –it was a waste of time and the teachers who said so said they could not control such big classes if they gave students time to work in pairs or groups. This seemed untrue with participants 3, 4 5, and 6 because these participants' classes were also very crowded and some students were also lowly motivated but they still taught students the social strategies; and they worked well.

In general, teachers' perceptions were not simple and their classroom practices did not always reflect their underlying attitudes. There were factors which affected the process of and learning reading skills. These factors seemed to make teachers' perceptions more complex and could create problems for both teachers and students. These factors were analyzed based on classroom observation and

post-interviews.

The Teaching Context

The teaching context consists of the amount of time, the physical condition of the reading class, the levels of students and so on. The teachers reported that limited time caused them a lot of difficulties. According to P1 and P2, in 40 minutes, they tried to help students understand the reading texts and do all designed tasks and they found it difficult to teach all necessary strategies to students. As a result, teachers just focused on getting students to do the reading activities and could not teach reading strategies. However, I thought that 40 minutes is enough for teaching a 250 to 300 word passage and what might cause them difficulties was their lack of reading strategies. Sometimes, they hesitated to apply new method of teaching. Moreover, mixed ability classes also caused teachers' difficulties: Teachers had to teach students of different abilities who wanted to learn different things at different speeds and in different ways. So, teachers could not satisfy all of them.

Teachers' Professional Experience

Most teachers were fully aware of the necessity of teaching reading strategies to the students but some teachers did not teach their students these strategies. The reasons for this could be that: The teachers who taught most of the strategies were well trained and well experienced in the field of teaching English language comparatively to others. The other teachers perhaps did not know these strategies or in some cases, they could know about these strategies but they minded to teach in their classrooms.

Students' Low Level of Motivation

Some students were lowly motivated so two participants did not want to teach reading strategies. The reason was simple because the words of P1, 'I try to get the tasks done. I can't do anything when students don't want to listen' were enough to prove it.

Materials and Curriculum

The materials do not provide appropriate strategies to apply for specific activities. This makes it even more difficult for potential strategic teachers to incorporate instruction on their classrooms.

Chapter Summary

In this chapter, I discussed and analyzed the research data gathered during interviews and classroom observations relating to the research questions raised in Chapter I. Each research question has been recapped and responded. The data collected from in-depth interviews and classroom observations of my six informants have been examined thematically with the spirit of interpretative paradigm and the established theory discussed in Chapter II. I discussed and tried to relate the description of my informants under a right theme developed on the basis of information collected and related to the research interest.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS AND IMPLICATIONS

This chapter includes a summary of key findings based on the data analysis and interpretation in chapter IV with reference to each research question. Conclusion of the study also shows up in this chapter followed by the summary of the findings. It also provides a reflection of pedagogical implication for teachers and ELT professionals too. Finally, it concludes with areas for further study and my own reflection upon the entire research work.

Summary of the Findings

The study was carried out among six English teachers of Kathmandu district. The study was carried out with the aim of exploring the teachers' perceptions of teaching of reading strategies to developing learners' reading skill and actual classroom practices of them in the EFL classrooms, and also to examine to what extent teachers' classroom practices reflected their perceptions. While going through classroom observation and in-depth interview, it was seen that English language teachers were aware of teaching of reading strategies and implication of them in actual classroom practices although there was no enough correspondence between what they said and what they practised. A qualitative research approach was adopted in order to collect data by means of multiple instruments: classroom observation and in-depth interview. Data analysis was done according to the data analysis process as mentioned in chapter III.

The key findings on each research question raised in chapter I of this study are presented below:

Findings on Research Question1: How Do Teachers Perceive Reading Strategies to Developing Learners' Reading Skills?

In relation to teachers' perceptions of reading strategy, all my six participants were aware of reading strategies, their contents and importance. They expressed that reading strategy is the technique that the readers use to understand thoroughly what they are reading. In addition to this, this research study also explored that informants were in the same boat for the view that the strategies readers use to understand different kinds of reading texts and these strategies help readers do reading comprehension tasks with the best results.

Regarding teachers' perceptions of teaching of reading strategy, all my six participants in this study acknowledged the importance of teaching of reading strategies to the students. The majority of the respondents stuck to the view that although background knowledge, vocabulary and grammar competence could be important factors to have an adequate understanding of a reading text, without reading strategies students could hardly complete the reading tasks in a limited time. The majority of them expressed that teaching of reading strategy helps to develop the learners' reading skills.

While facing to the importance of teaching of reading strategy to the students, none of the participants responded against the importance of it; but rather one of them (P1) students should have effective reading strategies with students that actually helped his students to complete the reading tasks easily. All of them agreed that students are to be taught effective reading strategies while teaching reading lessons, for which

teachers should demonstrate the lesson in such a way which leads the students to pick up the reading strategies while reading further texts.

Findings on Research Question 2: To What Extent Teachers Are Aware of Appropriate Reading Strategies?

This study indicated that the participants were aware of appropriate reading strategies for enhancing and supporting the development of students' reading skills to the largest extent. In relation to teachers' awareness of appropriate reading strategies for enhancing and supporting the development of students' reading skills, participants views that aimed to develop students' reading skills, this study showed that the majority of the participants were aware of using advanced organizers, directed attention, selective attention and functional planning which come under metacognitive strategies as O'Malley and Chamot (1990) classified. Similarly, in relation to my participants' cognitive awareness on teaching reading, all the six participants reported using the strategies such as elaboration, inferencing, translation and summarizing that O'Malley and Chamot (1990) classified as cognitive strategies.

In the meantime, participants focused their views on summarizing, and reported that they used it in the post – reading. In regards to my participants' social/ affective awareness on teaching reading, the obtained data from interviews indicated that they usually used pair work or group work in reading activities. As per the participants' perceptions, their awareness on enhancing cooperative learning among the students was effective on students learning as peer works, group works, whole class discussion, and pair discussion encouraged students to minimize their anxiety. In addition to this, this strategy was thought to be effective.

Research Question 3: To What Extent Teachers' Perceptions Are Reflected in Their Classroom Practices?

The data from interview and observation indicated that although all the participants perceived the importance of teaching of reading strategies in the reading lessons, their actual classroom practice did not reflect their perceptions to a large extent. In regards to metacognitive strategies all the informants were aware of the valued metacognitive strategies but only few of them applied most of the strategies mentioned and majority of them used one or two strategies. Similarly in connection to cognitive strategies, all six participants were aware of the necessity of teaching them to students but a few of them still did not apply these strategies. The preferable strategies in classes of these teachers were summary and translation. Most of other participants were aware of using cognitive strategies as good method to teach students reading skills.

In this point, their perceptions of teaching of reading strategies were not consistent with what they did in their real classroom practices. In addition to this, regarding social strategies, all of them liked to use question for clarification and self – talk and majority of them used. Comparing with what they perceived they needed to do; it can be seen that although all of them thought it was a good idea for students to have opportunities to work with one another to solve the problems or to check their answers, in fact, only some of them did. Hence, analyzing from the vantage point of each strategy there can be seen discrepancies to some extent between what they said and what they did.

Conclusion of the Study

On the basis of the key findings drawn from the research data, the following conclusions have been represented.

This study substantiates that my participants have good perceptions of teaching reading as they perceive teaching reading as an effort to train the learners with all required techniques to read and to comprehend the complete message of the text.

This research study shows that my participants have good perceptions of purpose of teaching reading. They concur that the purpose of teaching reading is to guide the students to deal any kind of text.

From the key findings of the study, we can conclude that the majority of my informants focus on skill development rather than making a particular text familiar to them. This indicates that my informants are well aware of recent concept of teaching reading.

This study presents that my participants are aware of elements to be focused while teaching reading, as the majority of them opined that they give proper attention to developing all required sub-skills to guide the learners for reading texts.

In relation to approaches of teaching reading, it is worthy to note that a majority of my participants follow both approaches, bottom- up approach and top-down approach according to the level of students which was opined during the interviews despite of having enough theoretical knowledge about them.

This study indicates that the majority of my participants are aware of reading strategies, their contents and importance as they expressed that reading strategy is the techniques that the readers use to understand thoroughly what they are reading. In addition to this, it also explored that participants have the view that the strategies

readers use to understand different kinds of reading texts help them do reading comprehension tasks with the best results.

This study indicates that my participants are aware of the importance of teaching of reading strategies to the development of reading skill in the EFL classrooms. In addition to this, it can be seen that they give more priority to reading strategies although they cannot ignore the fact that background knowledge, vocabulary and grammar competence are important factors to have an adequate understanding of a reading text.

The result of the study presents that the participants are well aware of teaching of reading strategies: Metacognitive, cognitive and social, in their perceptions. Their emphasis on those strategies is really worthwhile when they apply them in teaching reading lessons.

From findings of the study in relation to participants' actual classroom practices, we can conclude that the majority of the participants uses little components of each strategy except for social strategies. In the use of social strategies cooperation was much focused. So their actual classroom practices show that they are still not fully competent to apply their perceptions in real classroom teaching.

This study also reveals discrepancies between participants' perceptions and their actual classroom practices for teaching of reading strategies to developing reading skill in the EFL classrooms. The way teachers think about, perceive, and value instruction influences their classroom practices. However, in this study, participants' classroom practices do not always correspond to their perceptions. To some extent, their classroom practices are based on their perceptions. To other extent, their perceptions are not reflected.

The study furthermore shows that perceptions of the participants in this study are affected by a variety of external (teaching context, materials and curriculum, students' motivation) and internal factors (teachers' ability, teachers' training, and teachers' view). It is felt that these factors interplay to influence them in their process of teaching.

Pedagogical Implications of the Study

On the basis of the key findings and conclusions, following pedagogical implications can be drawn on the basis of actual scenario of teaching of reading strategies and the suggestions contributed by my participants in this study. I am pretty much sure that these implications will enable me and EFL teachers to deal with the teaching of reading strategies effectively to some extent in EFL classroom.

This study could make contribution to the issue of teaching reading, reading strategies and teaching of reading strategies. I believe this can be helpful for those all who are involved in the area of English language teaching, particularly while teaching reading.

There is a need of focus by EFL teachers on teaching of reading strategies to developing learners' reading skills than just explaining the texts to the students and dictating the solutions for comprehension exercises. In addition to this, the study also shows that there is a need to guide the learners with all required skills of reading, appropriate reading strategies to deal with any kind of reading texts rather than focusing on a particular textbook. Therefore, teachers' focus on dealing with only prescribed reading texts should shift to guide the students to enable them to comfort going with any kind of reading texts.

In addition, it is felt necessary for the teachers to be more aware of importance of social strategies to teaching reading and its tremendous contribution to developing

students' reading proficiency when it is applied in the actual classroom practices. Question for clarification, self-talk and most importantly cooperation strategies offer the students to get significant pleasure of reading texts and also to develop their reading proficiency. Thus, English language teachers could learn valuable lessons from this study and carefully consider their strategies which would improve teachers' practices to developing learners' reading skill in the EFL classrooms.

This study also depicts that English language teachers necessarily have to encourage the students particularly for reading texts because reading is a primary skill to help them become better readers and make proficient language learners. This research may be a reference for the teachers so that they can get an ample ideas on how reading strategies help the students as well as teachers for better comprehension which will lead them to be dedicated and self motivated towards teaching reading skills and strategies despite of having a lot of challenges like exam oriented concepts, slow learners in the classrooms, learners anxiety in reading books and so on.

This study shows that teachers' curiosity, inspiration, positive attitude, continuous encouragement, their deep concern about the texts their students are reading and getting involved in teaching useful reading strategies for different kind of texts can be very helpful technique a teacher can adopt to motivate the learners towards students' reading skills development.

Providing teaching materials, managing books of students' age, interest, level and facility to make the copies of a reading text were found greatly important to bring a variety in the class and to make the learners interested to read that can lead them towards developing reading culture. There seems a crucial role of school administration in this area. So, this study also can be a reference to school administration.

More significant to mention, teachers should be given opportunities to participate in training activities that extend over one or more school years and include frequent workshops, collaborative planning and classroom observation with a peer. Moreover, It has been seen in the research that a sort of workshop and training on teaching reading strategies on regular basis along with considerable follow-up help the English language teachers to utilize and implement the theoretical knowledge in their real classroom. Otherwise, trainings will be limited in teachers' heads to a certain period of time and slowly fade away without even trying to bring them in actual classroom practice.

Moreover, teachers need to be aware of theoretical knowledge of teaching of reading strategies and their procedures by attending any kind of related trainings or through cooperative learning which will not only help students to strengthen their reading skills but also enhances their professional development. This study reveals that despite of teachers' awareness on the importance of teaching of reading strategies, use of those perceptions remained little practised in the actual classroom. Therefore, teachers need to be able to bring into the action what they perceive upon which will make benefits on students' proficiency in learning, teachers' professional development and transfer of the knowledge and practice to others.

It is worth mentioning that there is a need to use as many authentic texts as possible, rather than focusing on a particular textbook. And teachers can use any kind of texts relevant to their students' interest and level and make the reading lesson lively and realistic.

This study observed a variety of appropriate approaches and appropriate reading strategies for enhancing and supporting the development of students' reading skills. Thus, this study can be a kind of reference for such activities for those

all who are involved in EFL practices. This can help particularly English language teachers to make their reading classes more effective.

Area for Future Research

This research study explored the teachers' perceptions of reading strategies to the development of reading skill and their actual classroom practices in a particular context with a few participants of a research field. The study explored the teachers' perceptions and their classroom practices of teaching of reading strategies to developing learners' reading skill and also examined how far their classroom practices reflected their perceptions. This research has attempted to be a means to examine the issue further but not an end in itself. Thus, there should be a series of innovative researches conducted in this key issue of teaching reading in English language teaching. Primarily, the upcoming researcher may focus on the following phenomena:

1. Teachers' perceptions are very important in teaching of reading strategies. It is apparent that classroom practices are based on a logical system of perceptions. However, teachers' perceptions are complicated. So there can be a study into teachers' perceptions and practices of teachers' teaching reading strategies.
2. Further research may look at the students' beliefs about reading strategies when dealing with texts in designed materials. It would be interesting to see their attitudes towards reading strategies and what reading strategies they employed. This research would be useful for teachers to enhance their students' reading proficiency.
3. Future researchers may look into the different significant roles and responsibilities of school management, parents, teachers and students behind bringing teachers beliefs towards teaching reading strategies into their actual

classroom practices.

4. Doing a comparative study between government schools and private schools in terms of teaching reading strategies in English class would be an eye opener for stakeholders and policy makers to see how things worked in two different contexts and what could be done for further improvements.
5. The similar study can be conducted with teachers of higher schools to find out more about teachers' perceptions about teaching of reading strategies.

My Reflection

First of all, I feel myself the luckiest person to get a great chance to study at Kathmandu University and make the study so much research oriented through providing a wide range of space to generate the knowledge, apply the knowledge and transfer the knowledge. Since I joined the graduate programme, I came across so many individuals who had a wide variety of experiences related to writing dissertations. I loved listening to their stories which included their expressions of accomplishments, satisfaction, determination to contribute and making a difference through their research study, frustration, dilemmas, thoughtfulness to their study areas and sometimes even rush to finish the whole study, eagerness to free themselves from this peculiar bound. All these mixed expressions made me curious to go through the process. As a result, "Writing Dissertation" became my much-awaited task. Finally I decided and promised myself that I would select a research topic of my interest rather than just taking it as a mandatory assignment for the completion of the graduate programme.

Talking about my experience regarding this study, I didn't encounter with any thorny ups and downs as such; it was really a normal journey for me while coming to this step. In fact, my own experience of teaching language for more than 5 years and

learning experience as a student of ELT had largely influenced me to carry out this study. I had selected the topic myself which I was really interested in to go in depth. So, it was quite a motivating journey for me. And finally, it has given me the fruit of my laborious endeavor with a lot of insightful learning.

I set out for the research once my proposal was accepted by the research committee. During my journey, I had an unexpected experience which compelled me to include my feelings in this dissertation. I call it ‘unexpected experience’ in the sense that I had expected my journey to be an extremely difficult one but to my surprise it came to me as an exciting experience. Yes, I have read very bitter and a sort of disappointing experience of researchers while collecting data like giving awkward reasons for not being able to be research participants, switching off mobile phones, showing that they have been very busy, refusing to have been interviewed, not speaking much and so on. However, in my case, I didn’t have such problems; rather, it was an exciting journey as all of my participants were very frank and willing to be developed and grow together. Another fact was I was from the same locality and I could meet them every morning and evening which made me more familiar and close to them. Anyway, everything was normal for me while collecting data. Thanks to all those participants who cordially helped me to reach my destination.

In fact, I had a problem with writing; the problem was within me. I tried to write several times, but the second paragraph of discussion and interpretation seemed similar to the first paragraph, for example. I mean, I could not make my writing rich enough in the beginning. Later on, after spending hours reading in TU library and KU library, I gained theoretical knowledge from there. I didn’t confine my study to it only though. Apart from this, I went through different websites on the

internet and got ideas from it. Finally, I could bring some modification in my writing and got it in this form.

I have got some insightful learning of much importance from different steps of this journey. From literature review, I came to understand that literature review covering broad areas was not necessary; rather it should be relevant to the research questions and later should relate with the data from the informants too. My literature review was also too broad.

During the interview, some of my informants requested me to provide the questions in advance; I was not sure whether it was advantageous and ethical or not. So, I made a call to my tutor and he suggested I should not make the questions available in advance. Rather, he suggested making regular contact and confirm what they said was their own and they could change their description if they wanted. I informed them the same thing. In fact, it made me easier to get more information; and because of this, they spoke more.

While writing tape-recorded transcription, it took me five to six hours for only one interview which I had not anticipated. From this when I categorized the data thematically under the right headings; I found nearly 50% data was not relevant to my research topic. Anyway, I learned from it too, but if I had devised my questions well and piloted it more often, I would not have been so tired of transcribing the interview data. Similar was the case with observation tool. I could not decide and write under right heading in the observation form. Instead of writing in the form directly, I developed a running note and I recorded each and every step taken by the teacher and students' activities as well and later devised and wrote under right question. This was also a kind of learning from this study.

Through this research, I got an opportunity to further strengthen my professional career and develop an interest to specialize in this particular aspect. While going through this dissertation process, I was able to widen my own work ethics, strong interpersonal skills, communication skills, ability to accept differences, appreciation for diversity, develop emotional skills and maturity in my thinking and perspectives. In a nutshell, writing dissertation has provided me a platform to learn and relate my theoretical understanding to a real world.

Chapter Summary

This chapter provided a summary of key findings on the basis of data analysis and interpretation with reference to each research question. This study claimed that the majority of the informants have adequate theoretical perceptions on teaching reading and teaching of reading strategies. However, some kind of problem with a few of my informants in terms of implementation was found. This chapter also explored the common affecting factors in developing reading skill of the learners through teaching of reading strategies more effectively and also presented pedagogical implications for teachers and all those EFL professionals. This chapter also concluded a brief account on my own reflection of carrying out this study.

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APPENDIX I

Interview Schedule

1. What does reading mean to you?
2. How do you explain teaching reading?
3. What do you think is the purpose of teaching reading?
4. How do you teach your students reading texts? Would you please mention the process?
5. How do you make teaching reading plans before you go for teaching reading texts? How do you plan your teaching if a reading text is longer?
6. What do you understand by teaching reading strategy?
7. What strategies do you think important/necessary in reading classroom?
8. In general, what strategies do you apply to your students in reading classes?
9. How do you deal with the vocabulary of a reading text while teaching reading?
10. Do you also use translation strategy while teaching reading? Why?
11. Do you use language games related to teaching reading? What kind? Why?
12. What is your take on giving focus on cooperative learning among the students? How do you emphasise cooperative learning among the students in your classroom?
13. How do you encourage your learners to develop their reading skills?
14. What has been your overall role in developing reading skills of the students?

APPENDIX II

Teacher Observation Sheet

Teacher's Name:	Date:
Class:	No of Students:
Period:	Time:
Lesson/Topic:	

1. Planning of the Teacher**a. Lesson Plan**

Has the teacher prepared a teaching reading plan? Has she/he clearly mentioned the objectives, teaching activities and materials?

.....

b. Teaching Materials:

Has the teacher prepared teaching materials for reading class? What were they?
Were they relevant to the lesson? Were they sufficient and of proper size?

.....

2. Warming –up Phase

a. How did the teacher warm-up the students for motivation?

.....

b. How did the learners react to the teacher's motivation?

.....

c. Did the teacher revise the previous lesson? How did the learners respond?

.....

3. Teaching Activities Phase :

a. How did the teacher introduce the lesson?

.....

b. How did the teacher proceed to the reading comprehension of the students?

Mention the process.

.....

c. Were there three stages of teaching reading process?

.....

d. What approach of teaching reading was used?

.....

e. How did the teacher end the lesson?

.....

4. Use of Strategies:

a. Did the teacher preview the main ideas and concept of the reading text to be learned?

.....

b. Were there scanning/ skimming activities? How did the activities go?

.....

c. Did the teacher tell the class to ignore irrelevant distracters of the reading text?

.....

d. Did the teacher involve the students in checking one's comprehension during teaching reading?

.....

e. Were the target language reference materials such as dictionaries, encyclopedias, or textbooks used?

.....

Use of Cognitive Strategies

Teac hers	Resourcing	Repetition	Grouping	Deduction	Imagery	Auditory representation	Key – word method	Elaboration	Transfer	Inferencing	Note -taking	Summarizing	Recombination	Translation	Remarks

Use of Social / Affective Strategies

Teachers	Question for clarification	Cooperation	Self - talk	Remarks

Comments (If any)	Suggestions (If any)

Observer:

Date:

Teacher: