

Effectiveness of Content–based Instruction in Teaching Reading

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Abstract—This research paper examines the “Effectiveness of Content-Based Instruction in Teaching Reading.” The objective of the study is to find out the effectiveness of content-based instruction in teaching reading. This study was conducted in Shree Jalpa Devi Secondary School Kamalbazar, Achham (Nepal). The students of grade 9 were taken as the sample of the study. First, I administered a pre-test using the test items in the beginning and on the basis of the result of pre- test, experimental teaching was started. Three progressive tests were administered in the interval of seven class periods each. I taught for 25 days using content-based instruction method. The action research was conducted to find out the strengths and weaknesses of content-based instruction on teaching reading. After the completion of teaching, a post-test was administered. The results of both the tests were compared to determine the effectiveness of content-based instruction on teaching reading. Content-based instruction was found to be effective in teaching reading.

Index Terms—content, progressive test, pre and post tests, teaching method, effective reading, theme-based approach

I. INTRODUCTION

A. General Background

Language teaching involves teaching of both the first and second or foreign language. The purpose of teaching language is to enable the students to communicate in the target language. In the world of language teaching and learning many schools of thought have come out and gone, so also language teaching methods were changed. Brown (1994, p.140) defines teaching method as 'the application of theoretical findings and positions.' They may be thought of as 'theory and practice.' There has been a variety of such applications, some in total philosophical oppositions to other

B. English Language Teaching

There are more than five thousand languages in use in the present world, yet the English language has gained topmost position in the sense that it is the most widely used international language. It is used as a link language because it is used to communicate with the people who speak other languages apart from English as their native languages. English is the most prominent language in almost all areas, for example, business, education, mass media, international diplomacy, science and technology, economics, politics, medicine, world marketing, law and so on. It is rich in its vocabulary, in its use, structure and literature. According to Crystal (2003), "A quarter of the world's population speaks English." (as cited in Harmer, 2002, p.1). So, the sound knowledge of the English is the most popular demand of the current world. But, there is no consistency of using approaches, methods and techniques.

Among different methods, the 'Grammar Translation Method' is the most traditional method, which is also called classic method, which was in fact first known in the US as the Prussian method. Richards and Rodgers (2009, p.6) say, "This method was used for the purpose of helping students and appreciates foreign language literature." Among four language skills, this method gives emphasis on reading and writing. Vocabulary in the target language is learned through direct translation from the native language. Though this method is widely used in many parts of our country, there is no natural use of language. Grammar is taught deductively. No language functions are emphasized. It lacks to create communicative competence in students. Due to these shortcomings, the new way of teaching language started. Teachers began to teach foreign language in a way that was similar to first language acquisition. So, the 'Direct Method' was launched to address all shortcomings. This method focuses on oral communication. No translation is allowed. According to Diller (1978), "The direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the student's native language" (as cited in Larsen-Freeman, 2009, p.23). Direct method advocates an integration of four language skills. Grammar is taught inductively and it develops a sense of discovery in students. The use of lot of audio visual aids make classroom interesting and lively, which is useful for the beginners.

The Oral Situational Language Teaching was developed by British applied linguists from the 1930s to 1960s. The advocates of this method was Harold Palmer and A. S. Hornby, attempted to develop a more scientific foundation for an oral approach than in direct method. Palmer (1917) mentions, "The result was a systematic study of principles

and procedures that could be applied to the selection and organization of content of a language course" (as cited in Richards and Rodgers, 2009, p.36). The main feature of this approach is language teaching begins with the spoken language. New languages are introduced and practiced situationally. Items are graded from simple to complex. Under current communicative approaches, Richards and Rodgers (2009) have mentioned the following:

- a. Communicative language teaching
- b. The natural approach
- c. Co-operative language learning
- d. Content- based instruction
- e. Task-based language teaching.

Here my concern and the area of interest is Content –Based Instruction

C. *Content-based Instruction*

Content- Based Instruction (CBI) or Content Based Language Teaching (CBLT) is a communicative approach to second language teaching in which teaching program is organized, around content rather than a linguistic syllabus. Saint Augustine was an early proponent of CBI which emerged in 1980s. It draws on the principles of communicative language teaching. Classroom should focus on real communication about the subject matter from outside the domain of language. The subject matter was not grammar, function or some other language -based unit of organization but content. Krankhe (1987) mentions, "It is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught" (as cited in Richards and Rodgers, 2009, p.204). CBI is a different from traditional foreign language teaching method.

D. *What Is Content?*

To understand about content -based instruction one should be clear about content. It also offers demonstration, imitation, miming, those recommending the use of objects, pictures and audio visual presentation and proposals supporting translation, explanation and definition as aids to understand meaning in language teaching

Wesche (1993) says that in content- based language teaching, the claim is that students both content knowledge and increased language proficiency. (ibid)

E. *Objectives of Content-based Instruction*

Language learning is proportional to the learning of content in CBI; therefore its objectives are stated as the objectives of the content course. According to Brinton et al. (1989), the objectives of CBI are as follows:

1. To activate and develop existing language skills.
2. To acquire learning skills and strategies that could be applied in future language development opportunities.
3. To develop academic skills applicable to university study in all subject areas.
4. To broaden students understanding of English speaking people. (as cited in Richards and Rodgers, 2009, p.211)

F. *Principles of Content-based Instruction*

CBI is against the traditional approaches to language teaching. In it, language forms the primary focus of the syllabus and of classroom teaching. The main principle of CBI is people learn a second language most successfully when they learn it with interest.

According to Larsen-Freeman (2009, p.41), the principles of CBI are as follows:

1. The subject matter content is used for language teaching purpose.
2. Teacher should build on students' previous experience.
3. When learners perceive the relevance of their language use they are motivated to learn. They know that it is a means to an end rather than an end in itself.
4. The teacher 'scaffolds' the linguistic content, i.e. helps learners say what it is they want to say by building together with the students complete utterance.
5. Language is learned effectively when it is used as a medium to convey informational content of interest to the students.
6. Vocabulary is easier to acquire when there are contextual clues to help convey meaning.
7. When they work with authentic subject matter, students need language support. For instance, the teacher may provide a number of examples, build in some redundancy, use comprehension checks, etc,
8. Learners work with meaningful, cognitively demanding language and content within the context of authentic material and tasks.
9. Communicative competence involves more than using language conversationally. It also includes the ability to read discuss and write about content from other fields. (as cited in <http://rate.org.ro/blog1.php>).

G. Teaching Learning Activities of CBI

They focus on teaching content and language together. The Language skills development, vocabulary building, communicative interaction etc are used in it. It also deals on study skills and synthesis of materials and grammar.

H. Approaches to CBI in Secondary Level

According to (Brinton et al. 1989), the different approaches of CBI are used in secondary level are:

1. Theme-based approach
2. Adjunct approach

(as cited in <http://www.humnet.ucla.edu/flr/content-based/general-models/d-brinton.htm>)

Theme-based Approach

According to Brinton (et al. 1989): Theme-based Approach focuses on learning strategies, concepts, tasks and skills that are needed in subject areas in the mainstream curriculum, grouped around topics and themes such as consumer, education map skills, foods and nutrition. Success for this model rests on co-operative learning in heterogeneous small group settings ((as cited in <http://www.humnet.ucla.edu/flr/content-based/general-models/d-brinton.htm>)

Adjunct Approach

This approach is similar to the theme based component. In it, the language teachers should be familiar with the content material. There should be coordination between language teacher and content teacher. Two classes are adjusted together to make it effective.

Language learning Skills

Language learning skill means able to communicate in that language in which s\he is exposed to. The choice of language depends upon the channel of communication. A language is basically used in the real life situation in order to receive information. Language exists in two forms, the spoken and written. Speaking and writing themselves are the encoding process whereby we communicate our ideas, thoughts and feelings through one or the other form of the language: and listening and reading are the parallel decoding process by which we understand either a spoken or written message. To grasp information, we have to listen to someone or something or read a written text. Therefore, these different activities are called language skills.

In language learning receptive skills precede productive skills. The above picture displays listening and reading skills. To get master of language skills first the learners should listen to that language then slowly he starts to speak then he starts to read in that language at last he can write in that language in which he is exposed to. These are not only integrated in language teaching and learning, this comes true in real life situation using language for various purposes.

I. Reading Skills

Teaching of reading is an important aspect of teaching\learning a foreign language. Reading is one of the receptive language skills. It generally means understanding or making sense of a given text. It involves extracting the required information from the text as effectively as possible. Reading opens the gates of knowledge. To open the gates of knowledge the reader should actively participate and do the activities to get the meaning out. So, reading is not a passive skill. Reading means comprehension. Without comprehension there is no significance of reading

Though many people say that the terms 'reading and 'a reading comprehension' are same, reading means the reader reads without understanding also. But reading comprehension is one of the most complex forms of cognition which means complete understanding of a text, which is very useful for higher level students and previous knowledge of the subject help a lot in reading comprehension. Fry (1965, p.24) writes the following words about comprehension:

It is very difficult to define comprehension. Reduced to its simplest elements we might say that comprehension is a part of the communication process of getting the thoughts that were in the author's mind into the reader's mind. This is a difficult process because it involves the transmission of an idea through several imperfect media. For example, the author must have a clear idea in his mind, then, reduce this idea to written language; this will be printed; and finally the reader looks at the printed word and forms an idea (as cited in: <http://www.articlesbase.com/languages-articles/importance-of-reading-comprehension-in-second-language-learning-1325911.html#ixzz17o10NCEt>).

According to Lado (1961, p.132), "To read is to grasp language patterns, from their written representation. In a second language, reading is usually taught to students who are already literate in the source language" (as cited in www.nurariifs.blogspot.com). Reading offers language input, as listening does (Cross, 1992). So, reading is a receptive language skill. Similarly, Bhattarai (2006) says, reading as a mechanical skill, starting from the recognition of shapes and blocks to the movement of eyes or achieving so many words and lines per hour with accuracy, comprehension.

While reading foreign language text, the reader has to try to understand the message and information contained in the text without the help of native speakers of the language. There are a number of reasons for reading. The learners

read for information, pleasure, for specific purposes too. The students read English text for career, higher study, exposure /acquisition, good model writing, language study and good reading texts etc.

Lado (1961, p.223) says, reading in a foreign language consists of grasping meaning in that language through its written representation.

J. Types of Reading

Reading is one of the important academic skills of language. Reading can be classified into different types on the basis of the purpose of reading and the levels of the readers. In other words, types of reading are concerned with who are the readers (experts, learners) and why they are reading (for specific information, the general information, pleasure and satisfaction etc.). The types of reading are discussed below:

i). Reading Aloud: Reading aloud is carried out to enable the learners to read with correct pronunciation, articulation, intonation and rhythm. The main aim of reading aloud is to develop a desire for silent reading to the students.

ii). Silent Reading: Silent reading is only for understanding the content. According to Richards et al. (1999), "Silent reading is the process of perceiving the written text in order to understand its content." It is appropriate for all who want to understand both implicit and explicit information contained in the text.

iii). Rapid Reading: Rapid reading is also known as faster reading which consists of the techniques to teach people to read more quickly. Rapid reading is not aloud because oral reading intervenes the speed of reading. So, it is always silent. For silent reading readers should not care about spelling and word but, eye should jump chunk to chunk, sentence to sentence.

iv). Extensive Reading: Extensive reading is mainly done for pleasure, satisfaction and general understanding of theme rather than the detail and deep comprehension. Extensive reading is also known as independent reading. Rivers (1996) says extensive reading is "to train the students to read directly and fluently in the foreign language for their own enjoyment, without the aid of teacher". (as cited in *Journal of NELTA*, 2016).

v). Intensive Reading: In this type of reading the reader should go through both implicit and explicit information and not only that they should also master the structure and vocabulary given in the text. Intensive reading is generally at a slower speed and requires a higher degree of understanding.

vi). Skimming: Skimming is a type of speed-reading in which the readers make a survey of texts to grasp central idea or general theme of the text. According to Grellet (1981, p.19), "When skimming, readers go through the reading material quickly in order to get an idea of the tone or the intention of the writer."

vii). Scanning: In scanning, readers mainly try to locate specific information like name, date. They wonder over the text until they find specific piece of information without understanding the rest of the text or passage.

K. Objectives of the Study

The objectives of the present study were:

- a) To expose the effectiveness of content-based instruction in teaching reading at grade nine.
- b) To find out some pedagogical uses.

L. Significance of the Study

Despite the fact that language is primarily spoken, learning to read in mother tongue or in English is essential. It is because students will be able to understand the worlds' culture. The content-based instruction is a modern communicative approach which integrates learning of language through content and the students will be highly motivated to learn a second language because it better reflects learners' need of learning a second language

This study aims to find out the effectiveness of the content-based instruction in teaching reading which provides information in the field of English language teaching. The teacher, textbook writers and syllabus designers can modify their approach in the light of information provided by this study.

II. METHODOLOGY

The following methodology was adopted to fulfill the objectives of the study.

A. Sources of Data

Sources of data are the prospective things, places, persons, where solution to the problem lies. Here, the researcher used both primary and secondary sources of data. The primary sources were used to collect required data and the secondary sources were used to facilitate the research.

Primary Sources of Data

The primary sources of data were collected from all the students of grade nine studying in a government-aided school of Achham district. I myself was involved in teaching. Thirty- three students studying in Shree Jalpa Devi Secondary School, Kamalbazar, were selected for the purpose of carrying out the research.

Secondary Sources of Data

Regarding the secondary sources of data, detailed information is presented in the references. However, the secondary sources of data were collected from the related proposals, theses, articles, journals. The different websites were surfed and studied relevant research papers, books such as Lado (1961), Grellet (1981), Harmer (2002), Khaniya (2005), Larsen- Freeman (2008), Richards and Rodgers (2009),

B. Sampling Procedures

One of the government- aided secondary school of Achham district, Shree Jalpa Devi Secondary School, Kamalbazar, was selected using purposive non -random sampling procedure. All the students of grade nine were selected as the sample of the research.

C. Tools for Data Collection

Test items were the main tools for data collection from the primary sources. Regarding marking scheme, pre- and post- tests were designed with ten items consisting 70 marks; each of the progressive tests was assigned 20 marks.

III. ANALYSIS AND INTERPRETATION

This section deals with the analysis and interpretation of the data collected from the primary sources. The primary sources of data were obtained through pre- test, three progressive tests and a post- test

A. Analysis and Interpretation of the Test Score

The holistic comparison of the scores of pre- test and post-test is analyzed as follows:

Holistic Comparison of Pre -Test and Post -Test

The comparison consists of a table where the results of pre- test and post-test for 10 items are presented. Objective test- item based comparison consists of multiple choice, true false, gap filling, similar meaning, matching, ordering jumbled sentences and cloze test. Subjective test–item based comparison consists of open–ended short answer questions.

TABLE NO. 1
HOLISTIC COMPARISON OF PRE -TEST AND POST- TEST

S.N.	F.M.	Scores obtained in pre-test	Scores obtained in post-test	Differences between two test scores	Differences in average scores
1	2310	240	461	221	22.1

The given table illustrates the comparison between scores of pre- test and post-test. The total 33 students were involved in pre -test and post- test. Difference between the average scores is 22.1. The scores obtained in post -test is two times greater than pre-test, which proves that is the strength part of CBI in teaching reading.

Analysis of Pre- test Scores

The pre-test items consisted of cloze test, matching items, question answer, jumble sentences, synonyms, fill in the blanks, multiple choices and write your experiences. The further consisted of one seen and one unseen reading texts based on the level of the students of grade 9. The scores of the students on pre-test were obtained as follows:

TABLE NO. 2
INDIVIDUAL SCORES ON PRE-TEST

S. N.	F.M.	Scores	Percentage of scores	No. of Students	Percentage of students
1	70	37	52.9 %	4	12.1%
2	70	34	48.6%	3	9.1%
3	70	30	42.9%	5	15.2%
4	70	28	40.0%	6	18.2%
5	70	27	38.6%	4	12.1%
6	70	25	35.7%	2	6.1%
7	70	21	30.0%	1	3.0%
8	70	17	24.3%	5	15.2%
9	70	12	17.1%	1	3%
10	70	9	12.86%	2	6.1%

Average score =24

The above table shows that 4 (i.e. 12.1%) students have obtained 37 marks out of 70 full marks. It is the highest score on the pre-test. The lowest score is 9, which is obtained by 2 (i.e. 6.1%) students. The average score is 24. Around 75% students obtained above average scores and 25% of students are below the average scores. It clearly shows that the class consists of mixed ability groups. Some of them are very weak some of them are medium on reading proficiency.

Analysis of Post -Test

Post -test was administered after teaching 25 class days using CBI method on reading text from the textbook of grade nine. The Individual scores on post-test are given below:

TABLE NO. 3
INDIVIDUAL SCORES ON POST- TEST

S. N.	F. M.	Scores	Percentage of Scores	No. of Students	Percentage of student
1	70	57	81.43%	3	9.09%
2	70	55	78.57%	4	12.12%
3	70	53	75.71%	3	9.09%
4	70	52	74.29%	5	15.15%
5	70	49	70.00%	3	9.09%
6	70	48	68.57%	3	9.09%
7	70	46	65.71%	5	15.15%
8	70	40	57.14%	2	6.06%
9	70	31	44.29%	3	9.09%
10	70	30	42.86%	2	6.06%

Average score = 46.1

The given table reveals the fact that 81.43% of full marks is the highest score obtained by 3 (i.e. 9.09 %) students. About 43 % was the lowest score obtained by 2 (i.e. 6.06 %) students. Table shows 46.1 (65.8%) is the average score while it was only 24 in pre- test. Twenty- seven (85%) students are above the average score. The average scores and number of students obtaining average score is increased in comparison of pre- test.

In comparison to the marks in pre-test, post- test score reveals the development of the reading proficiency in students. In pre- test, the scores were distributed around 30 – 52 %. Although it was around average score, it was not satisfactory. In post -test more than 85% of students obtained more than average score and only about 15 % of students acquired less than average. The average score is increased by 22.1% than that of pre-test.

The increment in the average score is the result of the content-based instruction method used while teaching. Therefore, it can be claimed that CBI method is an effective method to develop students reading proficiency.

First Progressive Test Scores

After the interval of the teaching of the first seven classes, I administered the first progressive test. The aim was to find out how the classes are in progress and what further improvements in teaching strategy were necessary.

TABLE NO. 4
INDIVIDUAL SCORES ON FIRST PROGRESSIVE TEST

S.N.	F.M.	Scores	Percentage	No. of students	Percentage
1	20	17	85%	4	12.12%
2	20	15	75%	2	6.06%
3	20	14	70%	5	15.15%
4	20	13	65%	4	12.12%
5	20	11	55%	6	18.18%
6	20	10	50%	5	15.15%
7	20	9	45%	4	12.12%
8	20	8	40%	2	6.06%
9	20	7	35%	1	3.03%

Average score =11.56

As the above table clearly reveals that 4 (i.e. 12.12%) students have scored 85% which is the highest score in this test and 1 (i.e. 3.03%) of the students has scored 35% which is the lowest mark. The average mark obtained by the students is 11.56. More than 64% students have obtained above the average score and about 36% students have obtained below the average score. Comparing the results of the pre-test with first progressive test result students have shown satisfactory progress in reading which is the effect of CBI method.

In pre- test the highest score obtained by 12% of the students was only 52%, where in the first progressive test, 12% of the students scored 85% which is satisfactory increments. Difference of the highest scores between pre-test and first progressive test is 33%. Students obtaining the lowest score are 35% which is greater than pre-test value (23%).

Second Progressive Test

After taking the first progressive test on 10th Magh, two texts were provided to the students for reading purpose. After teaching for fourteen days, a second progressive test was administered on 18th Magh, The results of second progressive test are as follows:

TABLE NO. 5
INDIVIDUAL SCORES ON SECOND PROGRESSIVE TEST

S. N.	F.M.	Scores	Percentage	No. of Students	Percentage
1	20	18	90%	3	9.09%
2	20	17	85%	4	12.12%
3	20	15	75%	2	6.06%
4	20	13	65%	5	15.15%
5	20	12	60%	6	18.18%
6	20	11	55%	3	9.09%
7	20	9	45%	4	12.12%
8	20	8	40%	5	15.15%
9	20	6	30%	1	3.03%

Average score = 12.33

The given table illustrates that 3 (i.e. 9.09%) students have scored 18 marks out of 20, which is 90 % of full marks. It is the highest score and 1 (i.e. 3.03%) student has scored 6 marks which is the lowest score in this test. In the first progressive test, the highest score was 17 but in this test the highest score is 18. In the first progressive test the average score was 11.56 but in this test the average score is 12.33 and the lowest marks also has increased in the second progressive test than the first progressive test by 5 %. This shows the remarkable progress of students on reading. It has added more expectation on my hope to continue the use of CBI on language teaching.

Third Progressive Test Scores

After teaching 21 class days the third progressive test was administered. The given table reveals the score of the students on the third progressive test.

TABLE NO. 6
INDIVIDUAL SCORES ON THIRD PROGRESSIVE TEST

S.N.	F.M.	Scores	Percentage of Score	No. of students	Percentage of Students
1	20	19	95%	4	12.12%
2	20	18	90%	5	15.15%
3	20	16	80%	3	9.09%
4	20	14	70%	4	12.12%
5	20	13	65%	2	6.06%
6	20	12	60%	5	15.15%
7	20	11	55%	7	21.21%
8	20	9	45%	1	3.03%
9	20	8	40%	2	6.06%

Average Score= 13.33

As the above table shows that 4 (i.e. 12.12%) students have obtained the highest scores of 95% in full marks 20. The lowest score is 8 (40%) same as in a second progressive test. The average score is 13.33 which is 66.65% of full marks which is 1% greater than the second progressive test, about 2% greater than the first progressive test and 32% greater than the pre -test score. In comparison to the pre-test, average score has been increased in the third progressive test. The analysis of five tests scores has shown that CBI plays significant role in teaching reading proficiency.

B. Item-wise Analysis and Interpretation of the Test Results

The pre-test and post-test consisted of the same ten items such as multiple choice, true false, gap filling, similar meaning, matching, ordering jumbled sentences, cloze test. Subjective test–item based comparison consists of open-ended short answer questions.

First Progressive Test

First progressive test contained five categories and eighteen items. They were multiple choice, fill in the blanks; matching items rearrange the sentences and question answer. The following table shows the item-wise correct and incorrect responses.

TABLE NO.7
ITEM-WISE RESPONSES TO FIRST PROGRESSIVE TEST

S.N.	Items	No. of the items	Correct Responses	Percentage of correct responses	incorrect responses	Percentage of incorrect responses	Total Responses
1	Multiple choice	4	100	75.75%	32	24.25%	132
2	Matching items	4	97	73.48%	35	26.52%	132
3	Fill in the blanks	4	90	68.18%	42	31.82%	132
4	Rearrange the sentences	4	83	62.87%	49	37.13%	132
5	Question answer	2	34	51.52%	32	48.48%	66

The above table displays that the item multiple choice has the highest number of correct responses i.e.75.75%. Question answer has the lowest number of correct responses i.e. 51.52%. Comparing the item- wise correct responses in progressive test with that in pre-test, there was the number of correct responses in multiple choice 51.52%, in matching 45.45%, in rearrange the sentences in correct order 42.42%, in fill in the blanks 28.48%, in question answer 22.73% but in first progressive test they are 75.75%, 73.48%, 62.87%, 51.52.% respectively.

Comparing two tests reveals that progress made by the students in each items is satisfactory because of the use of CBI method.

Second Progressive Test

Second progressive test contained five categories, i.e. single meaning, multiple choice, true false, write the name of animals and question answer with 17 items consisted twenty full marks. The following table shows the item-wise correct and incorrect responses.

TABLE NO. 8
ITEM- WISE RESPONSES TO SECOND PROGRESSIVE TEST

S.N.	Items	No. of the items	Correct Responses	Percentage of correct responses	incorrect responses	Percentage of incorrect responses	Total Responses
1	Multiple choice	5	116	70.30%	49	29.70%	165
2	True false	5	120	72.72%	45	27.28%	165
3	Single meaning	4	93	70.45%	39	29.55%	132
4	Write the name of two animals	1	14	42.42%	19	57.58%	33
5	Question answer	2	39	59.09%	27	40.91%	66

The above table shows that true false items has the highest number of correct responses i.e. 72.72%. Write the names of two animals has the lowest number of correct responses i.e. 42.42%. It shows that most of the students have given the number of correct responses more than 50%. This results asserts that the classroom teaching through CBI has been more effective.

Third Progressive Test

Third progressive test consisted of five categories with 20 full marks. The following table presents the item- wise correct and incorrect responses to third progressive test.

TABLE NO. 9
ITEM- WISE RESPONSES TO THIRD PROGRESSIVE TEST

S.N.	Items	No. of the items	Correct Responses	Percentage of correct responses	incorrect responses	Percentage of incorrect responses	Total Responses
1	Multiple choice	4	125	94.69%	7	5.31%	132
2	Matching items	4	119	90.15%	13	9.85%	132
3	Cloze test	4	84	63.63%	48	36.37%	132
4	Rearrange the sentences	4	91	68.88%	41	31.12%	132
5	Question answer	2	42	63.64%	12	36.36%	66

As the table shows, multiple choice has the highest number of correct responses i.e. 94.69%. Cloze test has the lowest number of correct responses i.e. 63.63%.

Observation of the above distribution of responses on each of the specified test items shows that most of the students have given most of the responses correctly. The number of correct responses in each item reveals that the use of CBI in teaching reading is beneficial.

IV. FINDINGS AND RECOMMENDATIONS

Findings

The findings of this study have been identified on the basis of the results of the pre-test, progressive test and post-test. It is based on the results of the group rather than the responses of the individual students. From this analysis and interpretation of the data, the researcher comes to the following conclusion:

1. From the holistic comparison of pre-test and post-test, the following items are derived:

a). The comparison of score obtained by the students in pre-test and post-test reveals that teaching reading through CBI is an effective method in developing students' reading skill. The scores of the students were distributed around the average score of 24 in pre-test whereas, in post-test their score were distributed around the average score of 46.1. The average score in post-test is increased by 22.1. So, it can be said that it is effective to teach reading through CBI.

2. On the basis of individual scores of progressive tests and item-wise analysis of tests, the findings are as follows:

a). Regarding the scores on progressive test, the progress is seen in every progressive test; students obtained average score of 11.53, 12.33 and 13.33 in first second and third progressive tests respectively.

b). The student's performance in specified items in pre-test, progressive tests and post-test was impressive. In most of the items their number of correct responses was greater in post-test than that of pre-test. In pre-test their correct responses were in multiple choice 51.52%, in matching 45.45%, in true false 36.36%, in making sentences 30.3%, in rearrange the sentences in correct order 42.42%, in fill in the blanks 28.48%, in question answer 22.73%, in write your experiences 42.42% and in synonyms 47.88%.

However, in post-test there correct responses were 60%, 44.24%, 60.60%, 42.92%, 21.21%, 50.90%, 39.39%, 20.30%, 48.48% and 89.28% respectively Their progress in all specified items proves the effective contribution of the method.

c). The student's performance in objective test items is better than in subjective test items. In both test the highest correct responses are in objective test i.e. the correct responses of multiple choice is 52.51% in pre-test and the correct responses of synonyms is 89.89% in post test but the correct responses of question answer is about 23% in pre-test and 21% in post-test. It proves that CBI is more effective in objective test- items

d). Among ten questions, CBI was found to be effective in eight questions the correct responses are also increased in post-test than in pre-test.

e). After the analysis of the correct and incorrect responses in different items in progressive tests, it is found that the multiple choice and true false items were easier for them than the other items.

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