

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 General Background**

Language is a means of communication through which we can express our desires, wishes and feelings. It is one of the gifts to the human beings which is most widely used in the world. It is primarily an instrument of communication among human beings in a community. A human language is a signaling system which operates with symbolic vocal sounds, and which is used by some groups of people for the purpose of communication and social cooperation. It is a social phenomenon used in our society to establish the relationship among the human beings to communicate with each other. Language is the process of transmitting the message through speaker to receivers. People exchange their feelings and emotions through it. The classical or structural linguistics has described the concept of the organization of a language in different ways than in present ones. Language has been playing an important role in transmitting the message from history, culture and religion from one generation to another. Crystal (1994, p. 212) defines language as “the systematic conventional use of sound, signs, or written symbols in a human society for communication and self expression”. According to Crystal, any means of communication to be language both source and receiver should be human.

No language is superior or inferior in terms of communicating ideas. However, some languages play a dominant role in the society. In this regard, English is considered to be a gateway to the world body of knowledge. It is important for the acceleration of technical development of the country. Furthermore, it is used as a lingua franca in many countries. As such, it occupies a significant role worldwide no matter whether it is used as a second or foreign language.

Women cover almost half of the population in the world. In the case of Nepal also, the population of women is almost half of the total population. However, women in Nepal have lower status in the society in comparison to men. This is due to the fact that women have low literacy rate and get less opportunity to go to school when they are young.

Nepal is one of the developing countries in south Asia where literacy rate is very low in comparison to other south Asian countries like Sri Lanka, Maldives, India, and Pakistan. At present, the overall literacy rate (6 years +) in Nepal is 53.7%. Among them, the male literacy is 65.1 and for female it is 42.5 %is (MOES, 2005). Thus, there is gender gap of about 22.6 in literacy rate.

There are various factors such as poor economic condition of the family, heavy workload at home, early marriage, which hinder the girls in going to school. Thus, these girls either can not go to school or have to drop out from school. Various awareness programs have been carried out in order to bring awareness about educating girls, as a result girls enrolment in the school has improved a lot in the recent few years. Non formal education has also been given to women with the aim of making them literate and empowering them. But this education lasts only for 5-6 months and the wish of women who want to go to school and learn even in the adulthood can not be fulfilled. Thus, recently a few number of schools, which are providing formal education to women who could not go to school or had to drop out from school during their school going age (6-15), have been established in Kathmandu Valley.

### **1.1.1 Formal and Non-formal Education**

Formal education is classroom-based education, which is provided by trained teachers. In the formal education system, teachers need to meet educational

standards and stick to specified curriculum. Classrooms have the same students and the same teachers every day and classroom activities can last several days. According to Combs (1973), formal education is the hierarchically structured, chronologically graded 'education system', running from primary school through the university and including, in addition to general academic studies, a variety of specialized programs and institutions for full time technical and professional training. ([www.infed.org/biblio/b-nonfor.htm](http://www.infed.org/biblio/b-nonfor.htm)). On the basis of this definition, we can list the following characteristics of formal education:

- a) It is linked with schools and institutions.
- b) It is the hierarchically structured and chronologically graded education system.
- c) It includes academic studies, specialized programs and technical and professional training.

Every kind of learning that happens outside the traditional school setting can be called non-formal. However, defining non-formal education is not so easy, it has been described variously as an educational movement, a setting, a process and a system. Combs (1973) says that non-formal education is any organized educational activity outside the established formal system- whether operating separately or as an important feature of some border activity – that is intended to serve identifiable learning clienteles and learning objectives.

([www.infed.org/biblio/b-nonfor.htm](http://www.infed.org/biblio/b-nonfor.htm)). Similarly, Tight (1996, p.68) says that non-formal education is about acknowledging three importance of education, leaning and training which takes place outside recognized educational institutions. Frodham (1993) associates four characteristics with non-formal education:

- a) Relevancy to the needs of disadvantaged groups
- b) Concern with specific categories of person.

- c) A focus on clearly defined purpose.
- d) Flexibility in organization and methods. ( <http://infed.org/.../b-nonformal.htm>).

The projects and programs implemented under the label of non-formal education are very diverse in nature. What they usually have in common is organized, systematic, educational activity, carried on outside the framework of the formal education system, to provide different types of learning to particular groups in the population, both adults and children.

Thus, non-formal education is different from the institutionalized, chronologically graded, and hierarchically structured nature of the formal education system. However, the boundaries between formal and non-formal education can sometimes be blurred when certification enters into a non-formal education programs.

The government of Nepal in 2013 for the first time started non-formal education system with an aim of making the people literate particularly in the Nepali language. However, its need was already felt immediately after the establishment of the democracy in 2007 because only 3% of the people were literate in the country at that time. Similarly, the Seti project implemented non-formal education program for 5 years in 2025. In 2001, the Ministry of Education executed women and child literacy programs through primary educational project. These two projects ultimately led the Ministry to establish a separate organization responsible for planning and implementing non-formal educational programs. Non-formal Education Center as a secretariat of the non-formal education council was established in 2059 responsible for planning and implementing of the programs (<http://nfec.gov.np>).

### **1.1.1.1 Adulthood and Adult Education**

The term adult comes from Latin verb as the term ‘adolescer’ - which means to ‘grow to maturity’. However, the word adult is derived from the past participle of the verb-adult-which means ‘grow to full size and strengthens’ or ‘matured’. Adults are, ‘therefore’ individuals who have completed their growth are related to assume their status in society along with other adult.

Different cultures have different age at which children reach the adult status. In most of the older cultures, they reached this status when their puberty growth is complete or nearly complete and when their sex organs develop to the point where they were capable of procreation.

Hurlock (2003, p.265) has divided adult education into three sub-divisions:

- 1) Early adulthood: early adulthood extends from age eighteen to approximately age forty, when the physical and psychological changes which accompany the beginning of the loss of reproductive capacity appear.
- 2) Middle adulthood (middle age): middle adulthood, or middle age, begins at forty and extends to age sixty, when both physical and psychological decline become apparent in the average person.
- 3) Late adulthood (old age): late adulthood or old age begins at sixty and extends to death. While physical and psychological decline speed up at this time, modern medical techniques, as well as careful attention to clothing and grooming, enable many man and woman to look, act, and feel much as they did when they were younger.

Adult education in the widest sense is any form of education that is provided to adults. In the narrowest sense, adult education is about literacy, about learning

to read the basic materials. So, adult education encompasses everything from basic literacy to personal fulfillment as a lifelong learner, even the attainment of advanced degree.

Adult education is the practice of teaching and educating adults. This often happens in work place, through 'extension' or 'continuing education' courses at secondary school, at a college or university. Other learning place includes folk high schools, community colleges and lifelong learning centers. This practice is often referred to as 'training and development. It should be noted that adult education does not apply to more traditional instructional settings; the concept is far more extensive. For example, an employer may offer various types of educational classes for employees. These may or may not be directly related to their jobs. Educating adults is also done in prison system throughout the world as part of an effort to rehabilitate offenders. Educating adults is different from educating children in several ways. First, adult education is voluntary; therefore, the participants are better motivated. Another difference is that adults have accumulated knowledge and experience that can add to or hinder the learning experience.

Worldwide, 774 million adults lack basic literacy skills, as measured by conventional methods, some 64% of them are women, a share virtually unchanged since the early 1990s. Direct measurement of literacy skills would significantly increase the global estimate of the number of adults denied to the right to literacy. Most countries have made little progress during the past decade in reducing the absolute number of illiterates, with the notable exceptions of china. The adult literacy rate in developing countries increased from 68% to 77% between the periods 1985-1994 and 1995-2004. Of the 101 countries still far from achieving 'universal literacy', 72 will not succeed in

halving their adult illiteracy rates by 2015 ( EFA Global Monitoring Report, 2008, p.5).

Since attendance of adult is usually voluntary, motivation is rarely a problem and results, usually occur more quietly. Their maturity in life experience, their willpower, perseverance and practical judgments should all facilitate reading growth. The relative command of language and the more mature facilities for logic and reasoning which adults normally possess may, however, be offset by rigidity of thoughts and habits, and a complete lack of awareness of the linguistic difference between the spoken vernacular and the more formal syntax of the printed word. Materials used with adults, therefore, should arouse immediate interest and be pertinent to the purpose which seems relevant to the adult. Moreover, adults usually learn most effectively if tasks are presented within a clearly defined system. As they frequently have a greater capacity for sustained effort than children, adults should have activities which demand such expenditure, but which are also overtly related to their expressed needs. Since most adults know what they want, they quickly become critical of methods and materials which fail to satisfy their needs. Newspapers, magazines, trade journals, any general reading matter which cater to their vocational, domestic or artistic needs should be used as source materials. Failure for adults, however, has even more immediate consequence than it has for children, while their sense of achievement can also be reflected phenomenally rapid progress. In today's world the unread are the unready and the unemployed. Though literacy programs are making headways, we must take care lest the uneducated become the undereducated.

### **1.1.1.2 Adult Education in Nepal**

There is no doubt that education is an indispensable factor to the all round development of a person, society, and the whole nation as well. Education

provides manpower, enhances human status, strengthens national unity and uplifts public awareness. Education plays the role of the base stone of development. Many agencies have been running formal and non-formal education program to illuminate illiteracy from the country. Adult education is one of the programs among them which aims to provide education to those people who are deprived of education and have crossed the school age. To accomplish the national motto 'education for all' and to bring in the main stream of education to those adults who are deprived of education because of various reasons, Nepal government, Ministry of Education and Sports has put forth directories of codes of conduct for adult education program in 2065 according to act 15 of amended educational law 2059. The Following objectives have been determined behind issuing this directory.

- (1) To signify and systemize the process of running informal schools/institution for adults.
- (2) To clarify the responsibility and accountability of authorized person who are involved in running these informal schools.
- (3) To provide continuous education opportunity using alternative way to those who have crossed school age but desire to get education.

On the basis of the Act-15 of education law, many adult educational programs have been run across the country. There are sixty nine informal schools only within Kathmandu district which provide adult education. Students who come to get adult education are above 14 years. They are both male and female. But the numbers of women students are more than men. There are many schools such as Prerana Women School, Chetana Women School which allow only women students. It is not necessary for adults to study 10 years to appear in the S.L.C. exam but minimum duration of primary, lower secondary and secondary level of adult schools is 3 years, 2 years and 1 year ([www. NFEC.edu.np](http://www.NFEC.edu.np)).

### **1.1.2 Learning Strategies**

Simply, strategy refers to a plan for achieving a major goal. Brown (1994, p.114) says “strategies are those specific attacks that we make on a given problem.” Accepting the above definition we can say that learning strategies are those attacks or activities that learners use while learning. There is no any fixed strategy to learn a particular item. It depends on the choice of learner and learning context. When the learners are active learning becomes more effective. So that learners are to be encouraged to use a variety of learning strategies such as applying prior knowledge, scanning for specific information, organizing information in graphs and charts, getting meaning from the context, keeping vocabulary notebook or word files and using outside resources and libraries.

Describing the second language learning process, Ellis (1985, p.165) says “the process involved in using second language knowledge consists of production and reception strategies”. Production and reception strategies refers to use of existing knowledge efficiently and clearly with minimum effort and communicative strategy occur when the speaker express his/her communicative goal (feelings, desires, wishes etc) in the way he planned to. Tarone (1980) says that learning strategies can be conscious and behavioral (e.g. memorization or repetition with the purpose of remembering) or they can be sub-conscious and psycholinguistic (e.g. inferring or overgeneralization) (cited in Ellis 1985, p.13). It means learners apply learning strategies consciously or sub-consciously. Contrary to this, Cohen (1998, p.4) states learning strategies as "learning process which are consciously selected by the learners." Similarly, Stern(1983, p.405) says "learning strategies refer to general tendencies or overall characteristics of the approach employed by the language learner, leaving learning techniques as the term to refer to particular forms of observable learning behavior, more or less consciously employed by the learner."(As Cited in Biolytic 1990, p.). Thus, learning strategy refer to any

tendencies or behavior which the learner chooses in the process of learning.

Cohen (1998, pp.5-6) divides language-learning strategy into four categories. They are:

### **1. Retrieval Strategy**

Retrieval strategies would be those strategies used to call up language material from storage, through whatever memory searching strategies the learner can muster. For example the learners who keep a list of verbs taking the subjunctive, a strategy may involve visualizing the list in their mind's eye and cross-checking to make sure that the verb they wish to use in subjunctive form actually requires the subjunctive. Likewise, a language use strategy would entail using the keyword mnemonic in order to retrieve the meaning of a given vocabulary.

### **2. Rehearsal Strategy**

Rehearsal strategies constitute another subset of language use strategies, namely, strategies for rehearsing target language structure. An example of rehearsal would be form-focused practice. A learner could also rehearse a subjunctive form in preparation for using it communicatively in a request in Spanish to a boss for a day off. As suggested above, some rehearsal strategies could be part of language learning as well as part of language use. Bialystok (1990, p.27) gives the example of memorizing how to request for asking a loaf of bread and two rolls at the bakery. So in this case memorizing serves as a rehearsal strategy.

### **3. Communicative Strategy**

Communicative strategies constitute a fourth subset of language use strategies, with the focus on approaches to conveying a message that is both meaningful and informative for the listener or reader. Much focus has been given to this category of strategies in literature (see Tarone et al. 1976, Bialystok, 1990 and Scot, 1977). Communicative strategies have been seen to include intra-lingual strategies such as that of over generalizing a grammar rule or vocabulary meaning from one context to another where it does not apply, intra-lingual strategies such as that of negative transfer (i.e. applying the patterns of the native or another language in the target language where those pattern does not apply), topic avoidance, message reduction, code switching and paraphrasing. It is obvious that communicative strategies may or may not have any impact on learning. For example learners may use a vocabulary item encountered for the first time in a given lesson to communicate a thought, without any intention of trying to learn the word.

Classification of learning strategies of O'Malley et al. (1985, pp.582-84) is little bit different from the above. They are as follows:

#### **1. Cognitive Strategy**

Cognitive strategies encompass the language learning strategies of identification, grouping, retention, rehearsal, and comprehension or production of words, phrases and other elements of the second language. Moreover cognitive strategies include the strategies of repetition, researching, translation, grouping, note taking, deduction, recombination, imagery, direct physical response, auditory representation, conceptualization, elaboration, transfer and inference.

## **2. Meta cognitive Strategy**

Meta cognitive strategies deal with pre-assessment and pre-planning, on-line planning and evaluation, and post evaluation of language learning activities and of language use events. Such strategies allow learners to control their own cognition by co-coordinating the planning, organizing and evaluating the learning process. There is a rather extensive literature demonstrating that the higher proficiency students are more likely to use meta cognitive strategies than the lower proficiency ones and to use them more effectively as well. Moreover, it encompasses the strategies of advance organizers, directed attention, selective attention. Self management, advance preparation, self monitoring, delayed production, self evaluation and self reinforcement.

## **3. Socio Affective Strategies**

Socio affective strategies include the actions which learners choose to take in order to interact with other learners and native speakers (e.g. asking questions, clarifying social roles and relationship or co-operating with others in order to complete the tasks). Moreover socio affective strategies serve to regulate emotions, motivation and attitudes (e.g. strategies for reduction of anxiety and for self encouragement).

### **1.1.3 Language Skills**

Language skills are mode and manners through which language is used. They are listening, speaking, reading and writing. Scrivener (2005, p.29) says that teachers normally think of there being four important macro-language skills: listening, speaking, reading and writing. Listening and reading are called receptive skills (the reader or listener receives information but doesn't produce it): speaking and writing on the other hand are the productive skills. Skills are

commonly used in combination rather than in isolation. Specially speaking and listening.” The micro skills of language are classified into active and passive skills as well. In this classification listening and reading come under passive skills and speaking and writing come under active skills. On the basis of importance there are primary and secondary skills. Primary skills include listening and speaking and secondary skills include reading and writing. Harmer(1991,p.1’) says “speaking and writing involve language production and, therefore, often regarded as productive skills: listening and reading, on the other hand involves receiving message and are, therefore, often referred as receptive skills.” He argues that very often, of course, language users employ a combination of skills at the same time. Speaking and listening usually happens simultaneously and people when they make notes or write something based on what they are reading. We can summarize the four major language skills in the following way:

<b>Medium</b>	<b>Speech</b>	<b>Written Words</b>
Skill		
Receptive	Listening and understanding	Reading and understanding
Productive	speaking	Writing

### **1.1.3.1 Reading Skills**

Reading opens the gate of knowledge. Generally it is the total understanding of a message or messages in a text. This means the message is not merely lying on the text waiting to be passively absorbed. But, the reader will have to be actively involved to get the meaning. According to Staiger (1973, p.45) “reading has been defined as the act of responding to printed symbols so that meaning is created.” Tinker and McCullough (1962, p.13) say “reading involves the recognition of printed or written symbols which serve as stimuli

for the recall of meaning built up through past experiences, and the construction of new meanings through manipulation of concepts already by the reader.” (cited in Staiger, 1973, p.15). It can be seen that, this definition is limited one, taking into consideration only the first stages of a child’s reading. Now, we see other broader definitions of reading. Doff (2002, p.4) opines “reading involves looking at sentences and words, recognizing them and understanding them. It is a process of making sense of written language.” Richards and Renandya (2003, p.273) opine:

In many second or foreign language teaching situations, reading receives a special focus. There is a number of reasons for this: first, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes. In fact, in most EFL situations the ability to read in a language is all that students ever want to acquire. Second written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written text can enhance the process of language acquisition. Good reading text also provide good models for writing, and provide opportunities to introduce new topics, to stimulate discussion, and to study language (e.g. vocabulary, grammar, and idioms). Reading, then, is a skill which is highly valued by students and teachers alike.

Highlighting the need of active involvement of a reader Grellet (1981, p.8) says “reading is an active skill. It constantly involves guessing, prediction, checking and asking oneself questions.” Gephart (1970, p.174) states more elaborately:

Reading is a term used to refer to an interaction by which meaning encoded in visual-stimuli by an author becomes meaning in the mind of the reader. The interaction always includes three facets: (1) material to be read; (2) knowledge possessed by the reader and (3) psychological and intellectual activities. The variability apparent when interaction is viewed at different points in time is a result of the variability possible in each of the several facets. (cited in Staiger1973, p.15).

Thus, reading is not only the construction of meaning from the text but it is also a form of thinking, problem solving or reasoning which involves analyzing and discriminating, judging, evaluating and synthesizing. It is an active skill which requires an active effort on the part of the reader.

We read for different purposes. Grellet (1981, p.4) says that there are two reasons for reading:

- Reading for pleasure and
- Reading for information (in order to find out something with the information you get)

Reading can be categorized on the basis of various factors which are as follows:

## **(A) On the Basis of Speed or Pace**

On the basis of speed or pace there are two types of reading. They are:

### **(1) Slow Reading**

The slow reading refers to the slow speed of reading. Generally, slow reading occurs in the first stage of reading, if the reader is reading a difficult passage and to understand the text in depth and learning system, the slow reading occurs automatically.

### **(2) Fast Reading**

Also known as speed or faster reading, speed reading refers to reading quickly to achieve a greater degree of understanding of what they read.

## **(B) On the Basis of Sound Produced**

There are two types of reading on the basis of noise which are as follows:

### **(1) Silent Reading**

Most of our day to day-reading is done silently. It refers to the understanding of message through the graphic symbols by our eyes. It is considered to be the best kind of reading as the mind is fully engaged in this act. Good silent reader does not allow moving the lips. S/he only perceives the ideas from their mental process. Silent reading is ideal reading and helps comprehension.

### **(2) Loud Reading**

Loud reading is also known as oral reading. It is carried out to enable the students to read with correct pronunciation, articulation, rhythm and intonation. Actually when we read aloud, our concentration is divided between reading and

speaking. This makes reading difficult and may cause problems in understanding the matter. Loud reading can be heard directly and if necessary feedback can be given for the readers.

### **(C) On the Basis of Focus/Attention During the Reading**

There are two types of reading on the basis of focus during the reading.

#### **(1) Skimming**

Skimming may be defined as looking over a text/book quickly in order to get a general or superficial idea of the content. Grellet (1981, p.19) says “when skimming, we go through the reading materials quickly to get the gist of it, to know how it is organized, to get the idea of the tone or the intention of the writer.” Similarly, Scrivener (2005, p.185) states “the learner would attempt to find the answer quickly, without reading every word in the passage, by speed reading through some positions of the text. Skimming is mainly concerned with finding key, topics, main ideas, overall theme, basic structure etc.” we conclude saying that skimming is a kind of reading which is used by a reader when S/he wants to get the main idea or the gist of the texts.

#### **(2) Scanning**

It is a kind of reading in which a reader is in the lookout for a particular item or items s/he believes is in the text. For example, the reader must read through a text as rapidly as s/he can, in order to find out information about a particular date, name etc. Grellet (1981, p.29) says “when scanning, we only try to locate specific information and when often we do not even follow the linearity of the passage to do so. We simply let our eyes wander; it can be a name, date, or a less specific piece of information.” In the words of Scrivener (2005, p.185) “a common scanning activity is searching for information in a life let or discovery

and a typical scanning task would be ‘what time does the Birmingham train leave? Or what does Cathy take with her to meeting?’ Thus, the key idea regarding scanning is to read quickly and find a specific piece of information. Rapid reading serves useful purposes such as perspectives, evaluation, and review.

Skimming is, therefore, a more thorough activity which requires an overall view of the text and implies a definite reading competence. Scanning, on the other hand, is far more limited since it only means retrieving what information is relevant to our purposes. Yet it is usual to make use of these two activities together when reading a text. For instance, we may well skim through an article first just to know whether it is worth reading then read it more carefully because we have decided that it is of interest.

#### **(D) On the Basis of Purposes of Reading**

There are two types of reading on the basis of general purposes of reading. They are as follows.

##### **(1) Intensive Reading**

When we read a shorter text like a research paper for getting special details or information, we read slowly with a lot of concentration. This is known as intensive reading. Intensive reading is a reading undertaken as solely for language study. Generally, the speed of reading is slower and requires a higher degree of understanding. According to Harmer (2001, p.24) “intensive reading or listening tends to be more concentrated, less relaxed, and often dedicated not so much to pleasure as to the achievement of a study goal.” He further says that intensive reading or listening is often done with the help and/or interruption of the teacher. Grellet (1981, p.4) defines intensive reading as “reading shorter

text to extract specific information. This is more an accuracy activity involving reading for detail.” In intensive reading students are expected to understand everything they read and are able to answer detailed vocabulary and comprehension questions. Intensive reading is generally at a slower speed and requires a higher degree of understanding than extensive reading. To sum up, intensive reading is a slow but detail reading. It involves depth reading, pausing, regression and appreciation and it is done under the guidance of the teacher.

## **(2) Extensive Reading**

Rivers (1968, p.229) states “Also known as independent reading, extensive reading 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.” It is a good rapid silent reading for pleasure and conscious language learning. In this kind of reading, students feel free and comfortable from their text. According to Carrel and Carson (1997, pp.49-50) “extensive reading...generally involves rapid reading of large quantities of materials or longer readings. (e.g. whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language .” (as cited in Richards and Jacobs 2003, pp.295-296). Grellet (1981, p.4) defines, “extensive reading as reading longer texts usually for one’s own pleasure.” Extensive reading means to read silently and quickly in order to understand the subject matter and derive the meaning as a whole without necessarily understanding each word and structures and without the help of the teacher. Harmer (2001, p.210) opines:

to get maximum benefit from their reading, students need to be involved in both extensive and intensive reading. Whereas with the former a

teacher encourages to students to choose for themselves what they read and to do so for pleasure and general language improvement, the latter is often (but not exclusively) teacher chosen and directed but is designed to enable students to develop specific receptive skills.

It is often assumed that in order to understand the whole (e.g. a book) we must first understand the parts (sentences, paragraphs, chapters) of which it is made up. However, we can in fact often understand a text adequately without grasping every part of it; students have to be encouraged to develop this facility. This suggests that we ought to pay interest to extensive as well as intensive reading.

### **1.1.3.2 Reading Comprehension**

Reading comprehension simply means understanding the text. Understanding text means extracting the required information from it as efficiently as possible. Ahamad (2006, pp.66) states “comprehension is the ability of readers to construct meaning from a piece of written text.” Emphasizing active involvement of students in reading for comprehension Richard and Renandya (2003, p.277) opine “reading for comprehension is the primary purpose for reading (though this I sometimes overlooked when students are asked to read overtly difficult texts): raising student awareness of main ideas in a text is essential for good comprehension.” Rivers (1968, pp.51-52) states

To comprehend the meaning means to extract from the printed patterns three levels of meaning: lexical meaning (the semantic content of the words and expressions), structural or grammatical meaning (deriving from interrelationships among words or parts

of words or from the other words) and social-cultural meaning (the evaluation which people of his own culture attach to the words and groups of words he is reading).

Thus, reading comprehension is the process of constructing meaning from the text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend a text. Reading comprehension involves at least two people: the reader and the writer using background knowledge to construct an approximate understanding of the writer's message.

According to Staiger (1973, p.45), "to derive full comprehension, a reader must first become the co-author, suspending judgment until he has absorbed the concepts presented and then scrutinizing and assessing the ideas in the light of his own knowledge and experiences." In the above lines, Staiger(1973, p.45) clearly presents that reading comprehension includes three things, which are as follows:

### **(1) Construction of Meaning**

This area is basic to all other aspects of comprehension. The following abilities must be developed to construct complete meaning

- To recognize words and understand words or groups of words that are meaningful as units; to recognize ever increasing groups of words that are meaningful as units; this includes word meaning, meaning of continuous written discourse (prose and poetry).
- To detect figurative language and well turned phrases and interpret the effect upon meaning.
- To recognize the function of grammar and syntax in controlling meaning.

- To interpret typographical devices clues to meaning.
- To grasp the literal meaning, or to understand direct statements made by the author.
- To identify parallel statements.
- To recognize paragraphs.
- To identify things mentioned most frequently.
- To recognize topic sentences and where division might come in a single paragraph.
- To understand the main idea in a passage.
- To follow the sequences of ideas and to anticipate this sequence.
- To understand the basis on which a passage is organized.

## **(2) Interpretation of Meaning**

In addition to understanding the direct meaning of a passage, comprehension must also include the ability to recognize implied and inferred meanings. This part of reading process necessities further mental activity and involves abilities to infer, deduce and construction the import, purport, and significance of a passage. This composite meaning will only be accomplished if the reader has been trained to interpret the passage in the light of the context and of his own previous knowledge and experience. Interpretation will include the following abilities:

- To understand the meaning of words and to realize the effect of the context upon meaning.
- To understand why the author included or excluded certain things.
- To assess the relevance of the materials.
- To summarize the passage.
- To select a suitable title.

- To identify the type of passage, e.g. fiction, history, factual, description, exposition etc.
- To be able to recognize and state the author's purposes in writing.
- To establish a purpose for reading.
- To keep the questions or problem in mind while reading for the answer.
- To see the motives of the author.
- To draw and support conclusions.
- To make inferences or predictions.
- To identify the tone of the passage.
- To determine the author's attitude towards the result.

### **(3) Evaluation of Meaning**

The evaluation of the passage will result from the synthesis and integration of the two previous sections, constructing and interpreting meaning. Evaluation includes critical reaction to the material read, which may include many intellectual processes such as discriminating, imagining, analyzing, judging, and problem-solving. It must be emphasized, however, that the function of criticism is not to be derogatory, but rather to establish principles for judging well. The following abilities should be developed to obtain evaluation of meaning:

- To appraise the passage for its ideas, purpose and presentation.
- To maintain an object attitude which demand proof and checking of sources.
- To recognize objective evidence and to distinguish between fact and opinion.
- To be aware of basic assumptions the author expects the reader to take for granted.

- To make critical judgments, such as: (a) to evaluate statements that conflict with or contradict one another: or (b) to judge if an argument is supported.
- To identify a valid objection not answered by the author.
- To detect special pleading such as emotional appeal or propaganda.
- To judge the effectiveness of devices used by the author, e.g. metaphor, simile, rhetorical questions etc.
- To understand that materials will differ greatly in validity and reliability because of the time written, pressure of circumstances, bias of writers and many other factors.

Good readers monitor their attention, concentration and effectiveness. They quickly recognize if they have missed an idea and backup to reread it.

### **1.1.3.3 Factors Affecting Reading Comprehension**

There are many factors which affect comprehension. Reading comprehension is affected by the reader knowledge of the topic, knowledge of language structure, knowledge of text structure and genres, knowledge of cognitive and meta cognitive strategies, their reasoning activities and their level of engagement. Reading comprehension is also affected by the quality of the reading materials. Some writers are better writers than others and some writers produce more complex reading materials than others. Text that is well organized and clear is called ‘considerate text’, the more inconsiderate the text the more work will be required of a reader to comprehend the text. Reader who does not have the background, abilities or motivation to overcome the barriers presented in inconsiderate text will have more difficulty comprehending these types of texts. Staiger (1973, p.51) opines, “another major factor which apparently results in many comprehension errors committed by readers may be their failure to identify or empathize the thought of the writer.” He further says

the genre or type of presentation the author chooses to use, in addition to the constraints that may result from the cognitive discipline under which he is operating can create many problems to readers who are unaware of the nature and impact of these controlling factors.

Students who had trouble learning to decode and recognize words often will have difficulty with reading comprehension. Students who struggle with decoding rarely have a chance to interact with more difficult text and often learn to dislike reading. As a result, these students do not have sufficient opportunities to develop the language skills and strategies necessary for becoming proficient readers. According to Stager 1973, p.51) “many studies suggest that not only intelligence, but appropriate levels of cognitive development, including vocabulary concept formation are prerequisites to comprehension.” Another feature that also affects comprehension is the type of instruction that a student receives. Strategies for improving reading comprehension must be taught directly by teachers.

## **1.2 Review of Related Literatures**

Shrestha (1998) carried out research on “Reading comprehension in English language of the students of grade 8”. The objectives of the study were to identify the reading comprehension level of the eight graders and to identify the problems affecting the reading comprehension ability. She used questionnaire as the tool to collect the data. She found that the students had better performance on seen passage than on unseen passage. She also found that untrained teacher, crowded classes, lack of additional reading materials etc. were the major affecting factors on reading comprehension.

Bhattarai (2007) carried out research on “Reading comprehension ability of the 12<sup>th</sup> grader studying in Bible collage”. The main objective of the study was to

find out the reading comprehension ability of the students studying in the Bible collage of grade xii in terms of different sub-skills like: skimming, scanning, inferring, and guessing. He used test items as a tool for the collection of data. He found that overall reading proficiency of students was 60.48% which shows their average performance. Among five sub-skills the students obtained the highest marks in inferring and lowest marks in guessing meaning.

Bhandari (2008) carried out a research on “Reading comprehension of poetry and prose By B. Ed. Students”. The objectives of the study were to compare the reading proficiency in English poetry and prose and to identify the main causes of difficulty to understand poetry and prose. She used test items and questionnaire as the tool to collect the data. He found that students had better comprehension ability in prose texts than in poetry and he also found that sentence structures and vocabularies are the prime factor of difficulty both in poetry and prose.

Dahal (2008) carried out research on “Communication strategies used by the secondary level English teachers and students”. The objective of the study was to find out the types of the strategies used by the secondary level students and teachers. She used observation check list and structured interview schedule as the research tool to collect the data. She found sixteen communication strategies used by the teachers and the students. i.e. guessing, simplification, mother tongue, repetition, code switch, use of formulaic expression, description, antonym, synonym, word coinage, avoidance, generalization, exemplification, explanation and asking. Khadka (2008) carried out a research on ‘strategies used in teaching story at the primary level. Major objective of the study was to find out the strategies used in teaching story at the primary level. Questionnaire, interview, and observation were used as the research tool for data collection. He found that there were not any fixed strategies in teaching

story in primary classes. The strategies used at the level were different from one teacher to another. Most of the teachers did well in while reading activities but the activities were insufficient in pre-reading activities and post reading stages. It was found that the strategies they had theoretically mentioned in the questionnaire were not being used in their class practically. A few teachers were adopting communicative way of teaching; especially the teacher of private schools. But most of the teachers were using Grammar Translation method. Instead of making students active, teachers themselves were active in the class.

Koirala (2008) carried out research on “Reading comprehension of poetry and short story by grade 12 students”. The objectives of the study were to find out the reading comprehension level of grade 12 students in poetry and short story and to compare the comprehension level in terms of genre, gender, college, text and test items. He took four types of text among sixty students and found that students had better comprehension ability in poetry than in short story and he also found that students had better comprehension ability in seen text than in unseen text.

Lamsal (2008) carried out research on “A study on the strategies in teaching story at secondary level” aiming to find out the strategies and relevancy of teaching story. For that, he selected the sample randomly from Kathmandu district and administered questionnaire to the students as well as to the teachers. Along with the class observation, he took interview with the teachers to find out the strategies adopted by them in teaching the story and also to point out the relevancy of teaching story at that level. He found that the strategies in teaching story are not the same to all individuals. It was different from person to person, and also found that teachers were not adopting communicative method in teaching so the teaching and learning process was fully teacher

centered. The preliminaries and follow-up activities were too weak. Regarding relevancy, he found that it was very much important to teach story at the respective level because story could contribute a lot to develop language skills, cultural enrichment and creativity on the part of the students. Pokherel (2007) carried out research on “Reading comprehension ability of grade 9 students of Kavere district. The objective of the study were to find out the ability of grade 9 students in reading comprehension in Kavere district and to compare their reading comprehension ability in the following variables (1) Seen and unseen text (2) Gender (3) orthographic and Para-orthographic text. He found that students in seen text were better than in unseen text and the students had better performance in Para-orthographic text than in orthographic text. He also found that boys showed better performance in Para-orthographic text than in orthographic text. But girls showed better performance in orthographic unseen text than in Para-orthographic unseen text.

Poudel (2008) carried out research on “Reading comprehension of grade seven students”. The objective of the study was to determine and compare the level of reading comprehension of 7<sup>th</sup> graders of Kaski and Parbat districts. The finding was that the reading comprehension of the boys was better than that of girls in both districts.

The present research is different from those reviewed above. All the above mentioned researches have taken school and college level learners as informants but this study has taken learners from women schools. Similarly, they have studied either only reading comprehension or strategies in their research but I have studied both the strategies and the achievement on reading comprehension in my research.

### **1.3 Objectives of the Study**

This study had the following objectives:

1. To find out reading strategies employed by adult women students.
2. To find out the achievement on reading comprehension of adult women students
3. To suggest some pedagogical implications.

### **1.4 Significance of the Study**

Among the four language skills, reading is an important skill. Reading without comprehension does not have any significance. So, reading for reading comprehension is must. Since many adult women are deprived of education in Nepal and very few adult women are getting education in adult school, it is significant to find out their reading comprehension ability and strategies to specify and suggest in teaching and/or learning reading skill. This study is expected to be significant to those who are interested in teaching and learning the English language in general and teaching/reading comprehension of adult women students in particular. To be specific, this study will be useful for teachers, curriculum designers, material writers, text book writers, reaches and those who have a great interest about reading comprehension of adult women learners.

## **CHAPTER TWO**

### **METHODOLOGY**

This study had the following study design:

#### **2.1 Sources of Data**

Both primary and secondary sources of data were used to meet the objectives of this study.

##### **2.1.1 Primary Sources of Data**

The primary sources of data of this study were the adult-women students who have been studying in grade nine.

##### **2.1.2 Secondary Sources of Data**

Cross (1992), Doff (1988), Grellet (1981), Harmer (2001), Hurlock (2003), Krashen (1981), Nuttal (1996), Staiger (ed) (1973), journals, reports, articles, research studies and internet related to the topic were used as secondary sources of data.

#### **2.2 Sampling Procedure**

Kathmandu valley was purposively selected as a research area of my study. Likewise, four women schools of Kathmandu valley were purposively selected. Grade nine women students were my study population. I selected only sixty sampling units (students) from them. Fifteen students from each school were selected through random sampling procedure i.e. through fishbowl draw.

#### **2.3 Tools of Data Collection**

For data collection, I used test items and questionnaire as the tools.

Questionnaire was given to find out the strategies they employ for reading and

two passages from the course book of grade eight were given to find out the achievement on reading comprehension.

## **2.4 Process of Data Collection**

To collect the primary data, the following procedure was followed:

- I went to the field and build rapport with the concerned people.
- Sixty students were randomly selected from four different women schools. (15 students from each school.)
- Selected schools were visited one after another. With the help of the head teacher and English teacher, I gathered the selected students.
- I gave the instructions about the questionnaire and the test verbally.
- Then, I distributed the questionnaire to find out the strategies they employ for reading.
- After collecting the questionnaire, I distributed the test items and the test was administered for an hour.

## **2.5 Limitations of the Study**

The study has the following limitations.

1. This study was limited only within the four women adult schools of Kathmandu.
2. This study was limited only within the women adult students of Grade nine.
3. This study was limited only within questionnaire to find out the reading strategies and test items to find out the achievement on reading students were marked as accurately and systematically as possible to find out the strategies comprehension.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data.

Questionnaire was prepared to find out the strategies employed by adult women students for reading. Similarly, a test item was prepared to find out the achievement of reading comprehension. The correct responses of the students have been tabulated for analysis, evaluation and interpretation to make study more objective, accurate, effective and reliable. I have applied descriptive approach and simple statistical tools. Students' achievement on reading comprehension above 50% was regarded as satisfactory.

#### 3.1 Holistic Analysis of the Students' Responses

**Table No. 1**  
**Questions and Students' Responses**

S.N.	Questions	Total Sample	Responses			
			Yes		No	
			No. of students	%	No. of students	%
1.	Do you repeat the same lesson while reading?	60	39	65	21	35
2.	Do you study other related books and materials to know more about the lesson?	60	8	13.33	52	86.66
3.	Do you take notes?	60	60	100		
4.	Do you create mental image (imagination) about the text?	60	9	15	51	85
5.	Do you make inferences (predict,	60	14	23.33	46	76.33

	speculate) about the text?					
6.	Do you summarize the text?	60	11	18.33	49	81.66
7.	Do you make connection between your previous knowledge and new learning task?	60	20	33.33		
8.	Do you guess the meaning of difficult words and phrases according to the text?	60	60	100		
9.	Do you plan the ways you read before reading the text?	60	16	26.66	44	73.33
10.	Do you evaluate the effectiveness of your reading?	60	26	43.33	34	56.66
11.	Do you concentrate on the lesson in course of reading?	60	26	43.33	34	56.66
12.	Do you underline the important point?	60	46	76.33	14	23.33
13.	Do you use dictionary for the meaning of unfamiliar words?	60	40	66.66	20	33.33
14.	Do you think about the construction of sentences while reading?	60	15	25	45	75
15.	Do you consult with the teacher for the points on which you are not so clear?	60	54	90	6	10
16.	Do you cooperate with friends to understand the lesson?	60	44	73.33	16	26.66
17.	Do you motivate yourself for reading?	60	60	100		
18.	Do you involve in group discussion to solve the problems?	60	35	58.33	25	41.66

The above table shows the holistic picture of the strategies used by adult women students of four different women schools of Kathmandu vally.

Among 60 students, 39 were found repeating the same lesson while reading and 21 were found not repeating the same lesson while reading. This means, 65% students repeated the lesson and 35% students didn not repeat the lesson while reading.

It was found that 9 students i.e. 15% students studied related books and materials to know more about the lesson and 51 students i.e. 85% students did not study related books and materials to know more about the lesson.

The table shows that all 60 students responded 'Yes' on the question, if they take notes. This means 100% students were found taking notes.

The table shows that 9 students i.e. 15% students created mental image while reading and 45 students that is 85% students did not create mental image while reading.

Among 60 students, 14 students made inferences about the text and 46 students did not make inferences about the text. We can say that 23.33% students made inferences and 76.33% students did not make inferences about the text.

It was found that among 60 students, 11 students i.e. 18.33% of total students summarized the text and 49 students i.e. 81.66% of total students did not summarize the text.

The table shows that among 60 students, 20 students i.e. 33.33% students made connection between their previous knowledge and new learning task and 40 students i.e. 66.33% students did not make connection between previous knowledge and new learning task.

It was found that all 60 students guessed the meaning of difficult words and phrases according to the context. This means, 100% students guessed the meaning of difficult words and phrases according to the context.

Among 60 students, 16 students planned the ways before reading and 44 students did not plan the ways before reading. We can say that 26.66% students planned the ways before reading and 73.33% students did not plan the ways before reading.

Regarding the question whether they evaluate the effectiveness of their reading 26 students responded 'Yes' and 34 students responded 'No' out of total 60 students. This means, 43.33% students evaluated the effectiveness of their reading and 56.66% students did not evaluate the effectiveness of their reading.

Regarding the question whether they concentrate in course of reading, 26 students responded 'Yes' and 34 students replied 'No' out of total 60 students. This means 43.33% students concentrated on the lesson in course of reading and 56.66% students did not concentrate on the lesson in course of reading.

Among 60 students, 46 underlined the important points and 14 did not underline the important points while reading. This means, 76.33% students underlined the important points and 23.33% students did not underline the important points while reading.

The table shows that among 60 students, 40 used dictionary for the meaning of unfamiliar words and 20 did not use dictionary for the meaning of difficult words and phrases. We can say that 66.66% students used dictionary for the meaning of unfamiliar words and phrases and 33.33% students did not use dictionary for the meaning of unfamiliar words and phrases.

It was found that 15 students out of 60 students thought about the construction of sentences while reading and 45 students did not think about sentence construction while reading. This means, 25% students thought about the sentence construction and 75% students did not about sentence construction while reading.

Regarding the question whether they consult with the teacher for unclear points, 54 students responded 'Yes' and 6 students responded 'No' out of total 60 students. We can say that 90% students consulted with the teacher and 10% students did not consult with the teacher for unclear points.

Among 60 students, 44 co-operated with friends to understand the lesson and 16 did not co-operate with friends to understand the lesson. This means, 73.33% students co-operated with friends to understand the lesson and 26.66% students did not co-operate with friends to understand the lesson.

It was found that all 60 students motivated themselves for reading. This means, 100% students motivated themselves for reading.

Regarding the question whether they involve in group discussion to solve the problems, 35 students responded 'Yes' and 25 students responded 'No' out of total 60 students. This means, 58.33% students involved and 41.66% students did not involve in group discussion to solve the problems.

Thus, the table shows that 100% students took the notes, guessed the meaning of difficult words and motivated themselves for reading. The least percentage of students responding 'Yes' was 13.33% on the question, if they study other related books and materials and the highest percentage of the students responding no was 86.66% on the question, if they consult with the teacher for unclear

### 3.2 Holistic Analysis of the Achievement in Reading Comprehension

**Table No.2**

**Status of Holistic Achievement in Reading Comprehension**

Total Sample	Total Average Score	Above Average		Below Average	
		No. of Students	Percentage	No. of Students	Percentage
60	51	30	50	30	50

The table given above shows that total average obtained by 60 students was 51. Among 60 students studying at four different schools of Kathmandu valley, 30 were found above the total average in the whole test. On the other hand, 30 students were found below the total average. This means, 50% students were found above the total average and 50% students were found below the total average.

**Table No. 3**

#### 3.2.1 Status of Holistic Achievement in Reading Comprehension of Four Schools

Schools	Total Sample	Total Average score	Above Average		Below Average	
			No. of students	percentage	No. of students	percentage
NWS	15	50.86	7	46.66	8	54.33
PWS	15	48.53	9	60	6	40
CWS	15	53.66	9	60	6	40
GWS	15	50.93	5	33.33	10	66.66

The above table shows the schoolwise status of the total achievement of reading comprehension in the whole test. Among 15 students of NWS, 7 were

found above the total average and 8 were found below the total average. Among 15 students of PWS, 9 were found above the total average and 6 were found below the total average. Similarly, among 15 students of CWS, 9 were found above the total average and 6 were found below the total average. And among 15 students of GWS, 5 were found above the total average and 10 were found below the total average.

The table shows that the achievement of reading comprehension of the students of PWS and CWS was satisfactory because majority of the students (60%) were found above the total average. But the achievement of reading comprehension of the students of NWS and GWS was unsatisfactory because majority of the students (46.66% and 33.33%) were found below the total average.

### **3.3 Itemwise Analysis of the Achievement of Reading Comprehension**

In this section, I have tried to find out the achievement of reading comprehension in different test item. The achievement of reading comprehension by the total sample in sex 'A' and 'B' is presented here.

#### **Section 'A'**

##### **3.3.1 Analysis of the Achievement of Reading Comprehension in Item No.**

###### **'A' : Matching Item**

**Table No. 4**

**Status of the Achievement of Matching Item**

<b>Total Sample</b>	<b>Total Average Score</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No. of Students</b>	<b>Percentage</b>	<b>No. of Students</b>	<b>Percentage</b>
60	4.41	51	85	9	15

The above table shows that the total average score obtained by 60 students was 4.41 in item no. 'A'. Among 60 students, 51 were found above the total average that is 85% of total students and 9 were found below the total average that is 15% of total average. Students' achievement in the matching item was found satisfactory because majority of the students (85%) were found above the total average.

### 3.3.1 Analysis of the Achievement of Reading Comprehension in Item No 'B': Multiple Choices

**Table No. 5**

#### **Status of the Achievement of Multiple Choices**

<b>Total Sample</b>	<b>Total Average Score</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No. of Students</b>	<b>Percentage</b>	<b>No. of Students</b>	<b>Percentage</b>
60	4.66	46	76.66	14.	23.33

The above table shows that total average score obtained by 60 students in multiple choices item was 4.66. Among 60 students, 46 were found above the total average that is 76.66 % of total average and 14 were found below the total average that is 23.33% of total average. Students' achievement in multiple choices item was found satisfactory because majority of the students (76.66%) were found above the total average.

**3.3.2 Analysis of the Achievement of Reading Comprehension in Item No. ‘C’: True False**

**Table No. 6**

**Status of the Achievement of True False**

<b>Total Sample</b>	<b>Total Average Score</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No. of Students</b>	<b>Percentage</b>	<b>No. of Students</b>	<b>Percentage</b>
60	3.33	22	36.33	38	63.33

Among 60 students, 22 were found above the total average that is 3.33. And 38 were found below the total average. This means, 36.66% students were found above the total average and 63.33% students were found below the total average. Students’ achievement in true false item was found unsatisfactory because majority of students (63.33%) were found below the total average.

**3.3.3 Analysis of the Achievement of Reading Comprehension in Item No. ‘D’: Giving Meaning**

**Table No. 7**

**Status of the Achievement of Giving Meaning**

<b>Total Sample</b>	<b>Total Average Score</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No. of Students</b>	<b>Percentage</b>	<b>No. of Students</b>	<b>Percentage</b>
60	4.45	45	75	15	25

Among 60 students, 45 were found above the total average that is 4.45. And 25 were found below the total average. In other words, 75% students were found

above the total average and 25% students were found below the total average. Students' achievement in giving meaning was found satisfactory because 75% students were found above the total average.

### **3.3.4 Analysis of the Achievement of Reading Comprehension in Item No. 'E': Writing Fact**

**Table No. 8**

**Status of the Achievement of Writing Fact**

<b>Total Sample</b>	<b>Total Average Score</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No. of Students</b>	<b>Percentage</b>	<b>No. of Students</b>	<b>Percentage</b>
60	2.4	24	40	36	60

The above table shows that total average score obtained by 60 students was 2.4. Among 60 students, 40% i.e. 24 were found above the total average. Thirty six students were found below the total average. The percentage of the students found below the total average was 60. Students' achievement in writing fact was unsatisfactory because majority of the students (60%) were found below the total average.

### 3.3.5 Analysis of the Achievement of Reading Comprehension in Item No.

**‘F’: Question answer**

**Table No. 9**

#### **Status of the Achievement of Question Answer**

<b>Total Sample</b>	<b>Total Average Score</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No. of Students</b>	<b>Percentage</b>	<b>No. of Students</b>	<b>Percentage</b>
60	9.16	24	40	36	60

The above table shows that the total average score obtained by 60 students was 9.16. Among 60 students, 24 were found above the total average and 36 were found below the total average. We can say that 40% students were found above the total average and 60% students were found below the total average.

Students’ achievement in question answer was found unsatisfactory because majority of students (60%) were found below the total average.

#### **Section ‘B’**

### 3.3.6 Analysis of the Achievement of Reading Comprehension in Item No

**‘A’: True False Item**

**Table No.10**

#### **Status of the Achievement of True False**

<b>Total Sample</b>	<b>Total Average Score</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No. of Students</b>	<b>Percentage</b>	<b>No. of Students</b>	<b>Percentage</b>
60	3.03	19	31.66	41	68.33

The above table shows that the total average score obtained by 60 students in true false item was 3.03. Among them, 19 were found above the total average and 41 were found below the total average. In other words, 31.66% students were found above the total average and 68.33% students were found below the total average. Students' achievement in true false item was unsatisfactory because 68.33% students were found below the total average.

### **3.3.7 Analysis of the Achievement of Reading Comprehension in Item No. 'B': Completing Sentences**

**Table No. 11**

**Status of the Achievement of Completing Sentences**

<b>Total Sample</b>	<b>Total Average Score</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No. of Students</b>	<b>Percentage</b>	<b>No. of Students</b>	<b>Percentage</b>
60	3.15	24	40	26	60

The above table shows that the total average score obtained by 60 students was 3.15 in completing sentences. Among 60 students, 24 were found above the total average and 26 were found below the total average. This means, 40% students were found above the total average and 60% students were found below the total average. Students' achievement in completing sentences was found unsatisfactory because majority of students (60%) were found below the total average.

**3.3.8 Analysis of the Achievement of Reading Comprehension in Item No. ‘C’: Choosing Meaning**

**Table No.12**

**Status of the Achievement of Choosing Meaning**

<b>Total Sample</b>	<b>Total Average Score</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No. of Students</b>	<b>Percentage</b>	<b>No. of Students</b>	<b>Percentage</b>
60	3.63	51	85	9	15

The above table shows that among 60 students, 51 were found above the total average that is 3.63. Thirty five students were found below the total average. We can say that 85% students were found above the total average and 15% students were found below the total average. Students’ achievement in choosing meaning was found satisfactory because 85% students were found above the total average.

**3.3.9 Analysis of the Achievement of Reading Comprehension in Item No. ‘D’: Choosing the Correct word.**

**Table No. 13**

**Status of the Achievement of Choosing the Correct Word**

<b>Total Sample</b>	<b>Total Average Score</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No. of Students</b>	<b>Percentage</b>	<b>No. of Students</b>	<b>Percentage</b>
60	3.76	39	65	21	35

This table shows that total average score obtained by 60 students was 3.76. Among 60 students, 39 were found above the total average i.e. 65% of total average. Twenty one were found below the total average i.e. 35% of total average. Students' achievement in the choosing correct word was found satisfactory because majority of students (65%) were found above total average.

### 3.3.10 Analysis of the Achievement of Reading Comprehension in item No 'E': Question Answer

**Table No 14**

**Status of the Achievement of Question Answer**

<b>Total Sample</b>	<b>Total Average score</b>	<b>Above Average</b>		<b>Below Average</b>	
		<b>No. of Students</b>	<b>Percentage</b>	<b>No. of Students</b>	<b>Percentage</b>
60	9.18	21	35	39	65

Among 60 students, 21 students were found above the total average that is 9.18. Thirty nine students were found below the total average. We can say that 35% students were found above the total average and 65% students were found below the total average in question answer. Students' achievement in question answer was found unsatisfactory because majority of the students (65%) were found below the total average.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This study is specially focused on findings of strategies and achievement of adult women students of grade nine on reading comprehension

#### **4.1 Findings**

After the analysis and interpretation of the data, the findings of the study are summarized as follows:

1. Findings of the reading strategies:
  - a. All the students (100%) employed the following reading strategies: taking notes, guessing the meaning of difficult words and phrases according to the context.
  - b. Very few students (13.33%) studied other related books and materials to know more about the lesson.
  - c. Majority of the students (90%) consulted with the teacher for unclear points.
2. Findings of the achievement:
  - a. The achievement of reading comprehension of adult women students was found average. In the whole test, 50% students were found above the total average and 50% students were found below the total average.
  - b. The achievement of adult women students of PWS and CWS was satisfactory in the whole test because majority of the students were found above the total average. But the achievement of NWS and GWS was unsatisfactory because majority of the students were found below the total average.

- c. In the matching item, 85% students were found above the total average and 15% students were found below the total average. This means students' achievement in the matching item was satisfactory.
- d. In the multiple choice item, 46% students were found above the total average and 14% students were found below the total average. This means, students' achievement in the multiple choice item was satisfactory.
- e. In the true false item 36.66% students and 31.66% students were found above the total average in sex 'A' and 'B' respectively. Similarly, 63.33% students and 68.33% students were found below the total average. This means students' achievement in true false item was found unsatisfactory.
- f. In the giving meaning, 45% students were found above the total average and 15% students were found below the total average. This means, students' achievement in the multiple choice item was satisfactory.
- g. In the writing fact, 40% students were found above the total average and 60% students were found below the total average. This means, students' achievement in writing fact was unsatisfactory.
- h. In the question answer, 40% and 35% students were found above the total average and 60% and 65% students were found below the total average in sex 'A' and 'B' respectively. This means students' achievement in the question answer was unsatisfactory.
- i. In the completing sentence, 40% students were found above the total average and 60% students were found below the total average. This means students' achievement in the completing sentence was unsatisfactory.
- j. In the choosing meaning, 85% students were found above the total average and 15% students were found below the total average. This

means students' achievement in the choosing meaning was satisfactory.

- k. In the choosing correct word, 65% students were found above the total average and 35% students were found below the total average. This means students' achievement in the choosing correct word was satisfactory.

## **4.2 Recommendations**

1. Students should continue their habit of taking notes, guessing the meaning of difficult words and phrases according to the context and motivating themselves for reading.
2. Very few students studied other related books and materials to know more about the lesson. So, teachers should encourage the students to read related books and materials. Students should be exposed to reading materials like articles, newspaper, stories and extra textbook to improve their reading comprehension.
3. Majority of the students consulted with the teacher for unclear points which helped them in reading comprehension. So, this kind of friendly environment between teacher and students should be continued.
4. Students of Namuna Women School and Chetana Women School should give importance on reading.
5. Students' achievement in the true/false item was unsatisfactory. So, students should not only read but comprehend the text while reading. True/False exercises should be frequently practiced in the classroom.
6. Most of the students were found weak in writing fact and question answer. This result might be related to students' habit of not thinking about the sentence construction (grammar) while reading. So, they

should think about sentence structure (grammar) while reading and they have to analyze the whole text after reading.

7. Teachers should take tests related to reading comprehension on regular basis.
8. The test item should be constructed in such a way that it will improve students' reading comprehension.

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## APPENDIX I

### Questionnaire

Name:

School:

You are requested to give the answer of the following questions

1. Do you repeat the same lesson while reading?

Yes                      No

2. Do you study other related books and materials to know more about the lesson?

Yes                      No

3. Do you take notes?

Yes                      No

4. Do you create mental image (imagination) about the text?

Yes                      No

5. Do you make inferences (predict, speculate) about the text?

Yes                      No

Yes                      No

6. Do you summarize the text?

Yes                      No

7. Do you make connection between your previous knowledge and new learning task?

Yes                      No

8. Do you guess the meaning of difficult words and phrases according to the context?

Yes                      No

9. Do you plan the ways you read before reading the text?

Yes                      No

10. Do you evaluate the effectiveness of your reading?  
Yes No
11. Do you concentrate on the lesson in course of reading?  
Yes No
12. Do you underline the important points?  
Yes No
13. Do you use dictionary for the meaning of unfamiliar words?  
Yes No
14. Do you think about the construction of sentences while reading?  
Yes No
15. Do you consult with the teacher for the points which you are not so clear?  
Yes No
16. Do you co-operate with friends to understand the lesson?  
Yes No
17. Do you motivate yourself for reading?  
Yes No
18. Do you involve in group discussion to solve the problem?  
Yes No

## APPENDIX II

### Section 'A'

Read the following passage and answer the questions.

After leaving Kathmandu the balloon flew low the Royal Chitwan National Park. It flew near the treetops. Mina was busy filming the animals. In the film they talk about what they can see.

“Now we are looking at a mother and baby one-horned rhinoceros. Chitwan has been a sanctuary for rhinoceros since 1964 and now there are more than 400 here. They can be dangerous and you must be careful when you are near them.” Said Ishwor.

The balloon flew over the Rapti River. Shanti noticed a gharial crocodile on a sandbank in the middle of the river. They could see its long row of teeth, as it lay with its mouth open. Asha told them that gharials can six meters long. They don't kill animals but they eat fish. In 1987 there were only 200 left. Now there is a hatchery. That's a place where the eggs and small gharials are kept safely. Then, when they are big, they are put back in the rivers.

“Oh look at all those spotted deer,” said Shambhu, aren't they beautiful? There're about twenty I think. Look at that one's antlers. They haven't all got them, have they?” “No, those are chittals. Only the males have antlers. They use them for fighting each other,” Iswor explained.

The balloon landed gently in an open space, and everyone climbed out. They went to the elephant breeding farm. A mahout told them that elephants live for seventy or eighty years, and they can learn as many as twenty or thirty commands. They eat about 200 kilos of fodder and drink 200 liters of water every day. “Look, the elephant lying down over there is our biggest. It weights 4,500 kilograms”, he told them.

(A) Animals in Chitwan are described in five paragraphs. Match the number of the paragraph with the content of the paragraph. (5)

Paragraph	Content of Paragraph
1	Gharials
2	The balloon and balloonists
3	Elephants
4	Deer
5	Rhinos

(B) Tick the correct answer. (5)

1. Chitwan has been hatchery for rhinos since.....

- (a) 1954 (b) 1964  
(c) 1974 (d) 1984

2. Chittal uses their antlers for.....

- (a) eating (b) fighting  
(c) drinking (d) flying

(3) Elephants live for.....

- (a) six years (b) ten years  
(c) seventy years or eighty years (d) seven years

(4) Only the.....chittals have altelrs.

- (a) female (b) male  
(c) baby (d) none of the above.

(5) Gharials don't kill animals but they eat.....

- (a) plant (b) fish  
(c) fruit (d) man

(C) If the information expressed by the statement is true write 'T' (just after the statement) and if it is false write 'F' (just after the statement). (5)

- (1) Nepali rhinos have only one horn; but there are other kinds which have two horns.  
(2) Crocodile often lie with their mouths open to cool down.  
(3) Deer use antlers to kill animals for food.

(4) A breeding farm is one which produces meat for eating.

(5) In one day an elephant drinks as much as 100 people.

(D) Fill in the box selecting words from the story which match with the given meaning.

Example: Saw something is there (5)

N	O	T	I	C	E	D
---	---	---	---	---	---	---

1. A safe place where animals can not be killed.

S								
---	--	--	--	--	--	--	--	--

2. Covered with small circles and dots.

S							
---	--	--	--	--	--	--	--

3. The long horns of deer.

A						
---	--	--	--	--	--	--

4. Grass and leaves cut to give to animals.

F					
---	--	--	--	--	--

5. A man who rides and cares for an elephant.

M					
---	--	--	--	--	--

(E) Write one interesting fact about (5)

(1) a rhino

.....

(2) a gharial

.....

(3) an elephant

.....

(4) a chital

.....

(5) antlers

.....

(F) Answer the following questions.

(15)

(1) Where did the balloon fly after leaving Kathmandu?

.....  
.....

(2) What was Mina doing?

.....  
.....

(3) Where did shanti notice a gharial crocodile?

.....  
.....

(4) What is a hatchery?

.....  
.....

(5) Where did the balloon land?

.....  
.....

## Section 'B'

### Genghis Khan

Read the following passage and answer the questions.

Genghis Khan was born in 1162, the son a chief of a tribe which lived in north-east Asia. There were many tribes or groups, all called Mongols. They rode horses and kept sheep, goats and cattle. Genghis Khan's father was murdered when he was a small boy. When he was older he trained his soldiers and made a great army. Genghis Khan means 'prince of all that lies between the Oceans.' With his fierce, ruthless army he tried to conquer the world. It was an army of skilled horseman. Each soldier had five horses.

The army burned and looted villages, attacked at great speed, and used arrows, and bombs made from gunpowder. By 1206 the Mongols controlled most of Northern Asia including China itself, and even part of Europe. In 1227 Genghis Khan's sons divided the great kingdom. Kublai Khan was Genghis Khan's grandson. He conquered the rest of China and ruled it for many years. He had a winter and summer capital.

A. If the information expressed by the statement is true write 'T' just after the statement and if it is false write 'F' (just after the statement). (5)

1. Genghis learned his skills from his father.
2. Mongols are the people who live in north-east Asia.
3. Genghis conquered modern Iran, Iraq, China, and parts of Russia.
4. Kublai Khan was one of Genghis Khan's four sons.
5. Kublai Khan conquered the rest of china and ruled it for many years.

B. Complete these sentences. (5)

1. Genghis Khan's father was chief of a tribe which.....
2. His father was murdered when.....
3. When his army attacked, they.....
4. He was .....when he died.
5. His.....sons divided the great kingdom.

C. Find the five words below in the passage and choose the word or phrase from the three given which has a similar meaning. (5)

ruthless	without pity/ tired/ full of energy
loot	to build/ to steal/ to burn
murdered	made king/ killed/ died
conquer	be victorious/ lose/ war
kingdom	state ruled by a king/ palace/ capital

D. Write out the following passage, filling in the blanks with a suitable word from the box below. (5)

Genghis Khan's father was a .....when he was a small boy.  
 He tried to .....the world. .... was the  
 grandson of Genghis Khan who conquered the .....of Northern  
 Asia and Eastern Europe with his .....of skilled horsemen.

killed	Kublai Khan	murdered	most
army	conquer	famous	destroy

E. Answer the questions. (15)

- When was Genghis Khan born?  
 .....
- How did Genghis Khan make a great army?  
 .....
- What did the army do when they attack the villages?  
 .....

4. What parts of the world did Mongol control by 1206?

.....  
.....

5. Who was Kublai Khan?

.....  
.....

### APPENDIX III

Section: 'A'

School: Namuna Women School

S.N.	Name of the Students	Marks In Each Item						
		A	B	C	D	E	F	Total
1.	Deepika Lama	5	5	3	5	3	15	36
2.	Kopila Karki	5	5	3	5	3	7	28
3.	Sachita Lama	5	5	3	5	3	12	33
4.	Urmila Tamang	5	5	3	5	2	9	29
5.	Sharmila Karki	5	5	3	3	1	4	21
6.	Shova Ghimire	5	4	3	5	2	15	34
7.	Sarita Thapa Magar	5	5	3	5	2	3	23
8.	Aayusha Kumam	5	5	3	5	2	8	28
9.	Ganga Dhungana	5	5	3	5	1	11	30
10.	Manju Shrestha	5	5	4	5	2	9	30
11.	Sabina Gurung	5	5	3	5	2	7	27
12.	Indira Shrestha	5	5	3	5	2	6	26
13.	Kamala Budhathoki	5	4	3	3	3	3	21
14.	Sunita Rai	4	4	3	2	2	4	19
15.	Shanti Shrestha	5	4	4	3	2	12	30
Total		74	71	47	66	32	125	415

**School: Prerana Women School**

S.N.	Name of the Students	Marks In Each Item						
		A	B	C	D	E	F	Total
1.	Mina Rana	5	5	2	5	4	13	34
2.	Sita Rijal	5	5	2	5	5	9	31
3.	Sunita Lama	-	5	3	5	2	14	31
4.	Januka Bhattarai	-	5	1	5	-	3	14
5.	Punam Rana	5	5	2	4	2	7	25
6.	Susmita Tamang	5	5	2	4	-	9	25
7.	Laxmi Maharjan	-	5	2	5	-	8	20
8.	Yashoda Tamang	5	5	5	2	4	11	32
9.	Saraswati Chaulagain	-	5	4	5	5	15	34
10.	Rita Maharjan	5	5	3	5	2	10	30
11.	Joshna Shahi	5	4	3	5	3	6	26
12.	Sangita Moktan	5	5	3	5	2	8	28
13.	Urmila Karki	3	2	4	5	2	10	26
14.	Muna Limbu	5	3	2	1	1	10	22
15.	Lila Rai	5	4	5	5	3	9	31
Total		53	68	43	66	34	142	407

**School: Chetana Women School**

S.N.	Name of the Students	Marks In Each Item						
		A	B	C	D	E	F	Total
1.	TirthaMaya Tamang	5	5	4	5	5	15	39
2.	Sobha Magar	5	5	3	5	4	9	31
3.	RamMaya Pun	5	5	4	5	3	6	28
4.	Nita Gurung	3	5	3	5	2	10	28
5.	Rita Majhi	5	5	4	5	2	8	29
6.	Anita Rai	5	5	3	5	2	7	27
7.	Shanta Sitaula	-	5	5	5	2	15	32
8.	Urmila Shrestha	5	5	5	5	2	12	34
9.	Kumari Pun	5	4	4	5	2	7	27
10.	Maya Gurung	5	5	5	4	2	5	26
11.	Sagul Aale	5	5	3	5	4	8	30
12.	Mina Patel	-	4	5	-	-	9	18
13.	Sarmila Raut	5	5	4	5	5	13	37
14.	Nanu Pathak	5	3	2	4	3	12	29
15.	Lalita Magar	5	2	3	2	4	8	24
Total		63	68	57	65	42	144	439

**School: Gyanjyoti Women School**

S.N.	Name of the Students	Marks In Each Item						
		A	B	C	D	E	F	Total
1.	ChandraKala Kulung	5	5	2	5	2	13	32
2.	Subbhadra Lamichhane	5	4	2	5	2	8	26
3.	Susmita Lama	5	5	2	5	4	7	28
4.	Sangita Karki	5	5	2	5	4	9	30
5.	Saru Gajurel	5	5	4	5	2	6	27
6.	Lalita Gurung	5	5	4	5	2	14	35
7.	Nimi Sherpa	5	5	2	5	-	7	24
8.	Heena Tamang	5	5	4	5	4	13	36
9.	Sharada Dahal	5	5	3	5	3	3	24
10.	Deepa Sangraula	5	5	4	4	-	7	25
11.	Jamuna Giri	5	5	4	5	1	9	29
12.	Lalita Gurung	5	5	4	3	2	15	34
13.	Ashika Rai	5	5	3	5	4	10	32
14.	Ambika Tamang	5	5	4	5	3	10	32
15.	Sauravi Bista	5	4	2	3	3	8	25
Total		75	73	47	70	36	139	429

**Section: 'B'**

**School: Namuna Women School**

S.N.	Name of The Students	Marks in Each Item					
		A	B	C	D	E	Total
1.	Deepika Lama	4	4	5	4	13	30
2.	Kopila Karki	3	3	5	4	9	24
3.	Sachita Lama	3	5	5	5	7	25
4.	Urmila Tamang	4	2	5	5	10	26
5.	Sharmila Karki	2	2	5	3	14	26
6.	Shova Ghimire	2	2	5	5	9	23
7.	Sarita Thapa Magar	2	4	5	4	6	21
8.	Aayusha Kumam	4	2	5	3	7	21
9.	Ganga Dhungana	2	5	4	-	8	19
10.	Manju Shrestha	3	5	5	4	9	26
11.	Sabina Gurung	1	5	5	4	15	30
12.	Indira Shrestha	5	2	3	2	9	21
13.	Kamala Budhathoki	1	3	2	1	13	20
14.	Sunita Rai	4	4	4	3	4	19
15.	Shanti Shrestha	3	3	2	3	6	17
Total		43	51	65	50	139	348

**School: Prerana Women School**

S.N.	Name of The Students	Marks in Each Item					
		A	B	C	D	E	Total
1.	Mina Rana	3	3	-	4	12	22
2.	Sita Rijal	4	5	5	5	6	25
3.	Sunita Lama	3	2	5	5	10	25
4.	Januka Bhattarai	3	-	-	-	8	11
5.	Punam Rana	3	4	5	4	10	26
6.	Susmita Tamang	2	3	5	4	7	21
7.	Laxmi Maharjan	3	2	-	-	9	14
8.	Yashoda Tamang	3	5	5	5	5	23
9.	Sarswoti Chaulagain	2	3	5	5	9	24
10.	Rita Maharjan	4	4	5	5	15	33
11.	Joshna Shahi	5	3	4	4	8	24
12.	Sangita Moktan	3	2	3	2	4	14
13.	Urmila Karki	2	4	2	2	6	16
14.	Muna Limbu	1	2	2	3	7	15
15.	Lila Rai	3	4	2	2	14	25
Total							318

**School: Chetana Women School**

<b>S.N.</b>	<b>Name of The Students</b>	<b>Marks in Each Item</b>					
		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>Total</b>
1.	TirthaMaya Tamang	4	4	5	5	15	33
2.	Sobha Magar	2	5	4	5	8	24
3.	RamMaya Pun	5	3	4	5	9	26
4.	Nita Gurung	2	4	5	5	14	30
5.	Rita Majhi	4	3	5	5	7	24
6.	Anita Rai	3	5	5	5	3	21
7.	Shanta Sitaula	5	3	5	4	12	29
8.	Urmila Shrestha	2	3	5	5	8	23
9.	Kumari Pun	3	4	5	5	6	23
10.	Maya Gurung	2	4	5	5	7	23
11.	Sagul Aale	3	5	5	5	5	23
12.	Mina Patel	3	3	5	5	10	26
13.	Sarmila Raut	4	2	3	5	7	21
14.	Nanu Pathak	3	4	2	2	14	25
15.	Lalita Magar	2	2	3	2	6	15
<b>Total</b>		<b>47</b>	<b>54</b>	<b>66</b>	<b>68</b>	<b>131</b>	<b>366</b>

**School: Gyanjyoti Women School**

S.N.	Name of The Students	Marks in Each Item					
		A	B	C	D	E	Total
1.	ChandraKala Kulung	5	3	4	5	6	23
2.	Subbhadra Lamichhane	3	3	-	3	10	19
3.	Susmita Lama	2	3	4	4	8	21
4.	Sangita Karki	4	1	-	5	9	19
5.	Saru Gajurel	2	3	4	4	6	19
6.	Lalita Gurung	5	2	4	5	15	31
7.	Nimi Sherpa	3	3	-	3	7	16
8.	Heena Tamang	4	4	4	5	14	31
9.	Sharada Dahal	3	5	4	5	6	23
10.	Deepa Sangraula	3	1	1	-	8	13
11.	Jamuna Giri	2	3	5	3	15	28
12.	Lalita Gurung	4	2	4	5	10	25
13.	Ashika Rai	2	1	-	5	8	16
14.	Ambika Tamang	2	-	4	3	7	16
15.	Sauravi Bista	4	4	1	3	13	25
Total		48	38	39	58	142	325